

Chair: *Margaret L. Niess, Oregon State University*

Participant:

Technological Pedagogical Content Knowledge (TPACK) and Beyond.  
*Punya Mishra, Michigan State University; Matthew J. Koehler, Michigan State University*

**24.039. Workplace Learning SIG Business Meeting.** SIG-Workplace

Learning; Business Meeting

Convention Center, 100 Level, 108B; 6:15-7:45pm

Chair: *Margaret E. Malloch, Victoria University*

### Thursday, 7:00 pm

#### AERA Sessions

**25.010. Social Justice in Education Award (2014) Lecture: Michael A.**

**Olivas (#AERASJ).** AERA Sessions; Invited Session

Convention Center, 100 Level, 119A; 7:00-8:00pm

Welcome: *Estela M. Bensimon, University of Southern California*

Award Recipient and Speaker:

Drafting Justice: Statutory Language, Public Policy, and Legislative Reform. *Michael A. Olivas, University of Houston*

### Thursday, 8:00 pm

#### AERA Related Activities

**26.010. Joint Social Justice Combined Reception.** AERA Related Activities;

Reception; Cosponsored with Affirmative Action Council, Scholars and Advocates for Gender Equity in Education Committee, Scholars of Color in Education Committee, Social Justice Action Committee, and University of Pennsylvania Graduate School of Education.  
Convention Center, 100 Level, 119B; 8:00-9:30pm

### Thursday, 8:30 pm

#### Governance Meetings and Events

**27.001. AERA Journal Publications Committee Reception: Invitation Only.**

Sponsored by SAGE Publications, Inc. AERA Governance; Reception  
Marriott, Fifth Level, Grand Ballroom H; 8:30-10:00pm

Chair: *Gale M. Sinatra, University of Southern California*

### Friday, 6:45 am

#### AERA Related Activities

**28.010. Undergraduate Student Education Research Training Workshop:**

**Closed Session (Day 2 of 3).** AERA Related Activities; Invited Session  
Marriott, Fourth Level, Franklin 4; 6:45am to 2:00pm

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

### Friday, 7:00 am

#### AERA Sessions

**29.010. AERA Welcoming Orientation for New Members and First-Time**

**Attendees.** AERA Sessions; Invited Session

Convention Center, 100 Level, 122B; 7:00-8:00am

Chairs: *Barbara Schneider, Michigan State University; Joyce E. King, Georgia State University; Felice J. Levine, American Educational Research Association*

### Friday, 8:00 am

#### Professional Development Courses

**30.010. Applied Autoethnography: Process, Product, and Innovation for Educational Practice and Policy.** Professional Development and Training Committee; Professional Development Course

Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm

Instructors: *Sherick A. Hughes, University of North Carolina - Chapel Hill; Julie L. Pennington, University of Nevada - Reno; Nitasha M. Clark, Educational Specialities*

**30.011. PISA and Beyond: Analysis of International Data From PISA Using Multiple Tools and Incorporating Additional Country-Level Data.** Professional Development and Training Committee; Professional Development Course

Marriott, Fifth Level, Grand Ballroom F; 8:00am to 12:00pm

Instructors: *David C. Miller, American Institutes for Research; Anindita Sen, American Institutes for Research; Binara Jasmine Park, University of Oregon; Ngaire Honey, Vanderbilt University*

**30.012. Sensitivity Analysis: Quantifying the Discourse About Causal Inference.** Professional Development and Training Committee;

Professional Development Course

Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm

Instructor: *Kenneth A. Frank, Michigan State University*

#### Governance Meetings and Events

**30.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast.** AERA Governance

Cosponsored with Committee on Scholars and Advocates for Gender Equity in Education; Governance Session

Marriott, Third Level, Independence II; 8:00-9:30am

Chair: *Susan B. Twombly, The University of Kansas*

### Friday, 8:15 am

#### Governance Meetings and Events

**31.001. SIG Leadership Orientation: Session 1.** AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 11; 8:15-9:45am

Chairs: *Geni Cowan, California State University - Sacramento; Carol Huang, City University of New York*

#### AERA Related Activities

**31.010. AERA Fellows Breakfast: Invitation Only.** AERA Related

Activities; Governance Session

Marriott, Third Level, Liberty AB; 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

Convention Center, 100 Level, 102B; 8:15-9:45am

Chair: *Tracy Young, American Educational Research Association*

#### Presidential Sessions

**31.012. International Advancements in 21st-Century Skills Assessment.** AERA Presidential Session

Convention Center, 200 Level, 201B; 8:15-10:15am

Chair: *Robin D. Tierney, Research-for-Learning*

Participants:

Assessment of Collaborative Problem Solving. *Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne*

Designing a Large-Scale Assessment of Computer and Information Literacy. *Wolfram H. Schulz, Australian Council for Educational Research*

Assessment of Complex Problem Solving: What We Know and Don't Know. *Samuel Greiff, University of Luxembourg; Sascha Wüstenberg, University of Winchester*

Web Tools for the Assessment of 21st-Century Skills in Higher Education. *Ava Clare Robles, Mindanao State University*

Discussant: *Kadriye Ercikan, The University of British Columbia*

### 31.013. Teacher Evaluation Systems: Taking Stock of Their Impacts and Challenges. AERA Presidential Session

Convention Center, 200 Level, 201A; 8:15-9:45am

Chair: *Peter A. Youngs, University of Virginia*

Participants: *Dan Goldhaber, University of Washington; Ellen B. Goldring, Vanderbilt University; Heather C. Hill, Harvard University; Venessa Ann Keesler, Michigan Department of Education; John H. Tyler, Brown University*

### 31.014. The Importance of Cultural Competency and Climate: Understanding the Impact of Institutional Policies and Practices. AERA Presidential Session

Convention Center, 200 Level, 201C; 8:15-10:15am

Chairs: *Eugene L. Anderson, American Dental Education Association; Mark A. Lopez, American Dental Education Association*

Participants:

Enhancing Educational Achievement With Black Males. *Joseph White, University of California - Irvine*

Do Racially Identifiable Problems Demand Racially Identifiable Solutions? *Hardin L.K. Coleman, Boston University*

The Role of Faculty in Promoting Cultural Competence. *Kimberly Griffin, University of Maryland*

The Importance of Cultural Competency and Climate: Understanding the Impact of Institutional Policies and Practices. *Kris D. Gutiérrez, University of Colorado - Boulder*

Exploring the Cultural Evolution: Cultural Competency in Health Professions Education. *Lawrence "Hy" Doyle, David Geffen School of Medicine*

Discussant: *Carol Camp Yeakey, Washington University in St. Louis*

### Committee Sessions

#### 31.015. Graduate Student Council Fireside Chat: How Does (and Could) Educational Research Inform Policy in Careers in and Beyond Academia? Graduate Student Council Cosponsored with Division H - Research, Evaluation and Assessment in Schools, Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 8:15-9:45am

Chair: *Marisa A. del Campo, University of Connecticut*

Participants: *Zollie Stevenson Jr, Howard University; Brenda J. Turnbull, Policy Studies Associates, Inc.; Faith Connolly, Johns Hopkins University; Casey D. Cobb, University of Connecticut*

### International Organization Sessions

#### 31.016. Critical Thinking and Research Integration: A Fruitful Marriage?

Flemish Forum for Educational Research; Invited Session  
Convention Center, 100 Level, 112B; 8:15-9:45am

Chair: *Jan M. Elen, KU Leuven*

Participants:

Different Patterns in Teachers' Intentions Concerning Research Integration: A Different Perspective on Critical Thinking. *Wendy Schouteden, KU Leuven; Jan M. Elen, KU Leuven*

University Teachers' Goals and Approaches to Foster Students' Development of Critical Thinking. *Roeland M. Van der Rijst, Leiden University; Yanjuan Hu, Leiden University; Klaas Van Veen, University of Groningen; Nico Verloop, Leiden University*

Development of Critical Thinking in Freshmen: The Influence of Research Integration. *An Verburgh, KU Leuven; Dawit Tiruneh, KU Leuven; Marie Evens, K.U. Leuven; Jan M. Elen, KU Leuven*

Discussant: *David Gijbels, University of Antwerp*

### State and Regional Organization Sessions

#### 31.017. State and Regional Educational Research Associations:

**Distinguished Paper Session 2.** Consortium of State and Regional Educational Research Associations; Invited Session  
Convention Center, 100 Level, 105A; 8:15-9:45am

Chair: *Harry L. Bowman, Council on Occupational Education*

Participants:

Pennsylvania Educational Research Association: The Multiple-Risk

Context of Disproportionate Identification for Special Education. *Benjamin Brunley, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; John Fantuzzo, University of Pennsylvania; Cody Hostutler, Lehigh University*

Virginia Educational Research Association: Development of a Science Pedagogical Content Knowledge and Confidence Survey for Use With Preservice Elementary Teachers. *Tracy M. Walker, Virginia State University; Justina Osato Osa, Virginia State University*

Iowa Educational Research and Evaluation Association: Individual, Family, School, and Community Predictors of High School Male Suicidal Behaviors—An Analysis of 2010 Iowa Youth Survey Data. *Cathy Beck-Cross, Grand View University*

California Educational Research Association: What Makes High School Asian English Learners Tick. *Daeryong Seo, Pearson Assessment & Information*

Discussants: *Rosa Cintron, PhD, University of Central Florida; Anthony J. Onwuegbuzie, Sam Houston State University*

### Division Sessions

#### 31.018. Developing an Inquiry Stance Toward Instructional Leadership: Teacher Leader Action Research. Division A - Administration, Organization and Leadership; Symposium Convention Center, 100 Level, 107B; 8:15-9:45am

Chair: *Chrysan Gallucci, University of Washington*

Participants:

Teacher Leadership and Action Research: A New "Space" for Professional Development. *Stephanie Forman, University of Washington - Seattle; Kjellaug Elizabeth Rowe, Kent School District; Chrysan Gallucci, University of Washington*

Teacher as Researcher, Teacher as Scholar, and Teacher as Leader. *Michael Gerard Ryan, Montclair State University; Monica Taylor, Montclair State University*

Teacher Leadership in a Newly Designed 21st-Century Community Learning Center: An Inquiry Approach. *Rachel Wolkenhauer, University of Florida; Ashley Pennypacker Hill, University of Florida; Nancy Fichtman Dana, University of Florida*

Discussant: *Ann Lieberman, Stanford University*

#### 31.019. Improving School Culture. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 115A; 8:15-9:45am

Chair: *Joseph W. Pieri, University of Pittsburgh*

Participants:

Exploring Cultural Proficiency: School Leaders' Acceptance of Islam in a Suburban Texas School District. *Miriam Deborah Ezzani, University of North Texas; Melanie Carol Brooks, University of Idaho*

Fostering Democratic Professional Practices in Education: A Model for Teaching, Leading, and Advancing School Improvement. *Penny Tenuto, University of Idaho*

School Improvement by Facilitating Belonging: A Review of the Literature. *Curtis Anthony Brewer, The University of Texas - San Antonio; Nathern S. Okilwa, The University of Texas - San Antonio*

The School I'd Like: A Study of Chinese Pupils' Perspectives on Schooling and School Improvement. *Le Chen, The University of Western Ontario*

Improving School Climate: Perceptions of Stakeholders Implementing a Commercial School Improvement Program. *Kristin G. Sherwood, Wichita State University; Tiffnie Irving, Wichita State University; Alicia Thompson, Wichita State University; Amber Anderson; Brian Cordel; Patrick Simon*

Discussant: *Shelby A. Cosner, University of Illinois at Chicago*

#### 31.020. School Leadership in Chinese Society: Impact of Academic Research on School Improvement. Division A - Administration, Organization and Leadership; Symposium Convention Center, 100 Level, 115B; 8:15-9:45am

Chair: *Zhiyong Zhu, Beijing Normal University*

Participants:

Leadership Traits of Excellent Principals: Analysis From the Perspective of Media Reports in China. *Zhiyong Zhu, Beijing Normal University*

Competency in the Instructional Leadership of School Leader Teams: Model Construction and Confirmation. *Decheng Zhao, Beijing Normal University*

Constructing Quality Management Indicators: A Study of High-Quality

Schools in Taipei. *Mu-Jin Chen, National Chengchi University*  
 Tight Control or Teacher Autonomy? Instructional Leadership in a  
 Developing Teacher Professional Community in a China School. *Dan Wang, Syracuse University*  
 Psychological Empowerment and Job Burnout: A Study on Building-Level  
 Leaders in Primary and Secondary Schools in China. *Jihai Yao, Beijing Normal University*  
 Leading the Unexpected Required Practice: The Effective Principals'  
 Instructional Leadership in Secondary Schools in Taiwan. *Ming-Dih Lin, National Chung Cheng University*  
 Discussant: *Ming-Dih Lin, National Chung Cheng University*

**31.021. Academic and Career Pathways in STEM.** Division C - Learning and Instruction; Paper Session  
 Marriott, Fourth Level, 413; 8:15-9:45am

Chair: *Margaret M. Lucero, Santa Clara University*

Participants:

Motivation, Instructor-Student Relationship, and Transformative Experience as Predictors of Academic and Career Choice in Geoscience. *Kevin J. Pugh, University of Northern Colorado; Michael M. Phillips, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado; Julie Sexton, University of Northern Colorado; Eric M Riggs, Texas A&M University*  
 The Association Between Participation in High School Research Experiences and Students' Choice of Undergraduate Major. *John Taylor Almarode, James Madison University; Rena F. Subotnik, American Psychological Association; Edward Crowe, The Woodrow Wilson National Fellowship Foundation; Robert H. Tai, University of Virginia*  
 Understanding the STEM Career Intent of Ninth Graders. *Iris Wagstaff, North Carolina State University; Tamara V. Young, North Carolina State University*  
 Using Idea Maps to Characterize Epistemic Communities in Science Classrooms. *David Stroupe, Michigan State University*

**31.022. Beyond Bricks and Mortar: Online Learning Research.** Division C - Learning and Instruction; Paper Session  
 Marriott, Fifth Level, Grand Ballroom I; 8:15-9:45am

Chair: *Xiaojun Chen, St. John's University*

Participants:

Cross-Referencing to Coconstruct Knowledge About Global Heat Transfer in an Online Learning Environment. *Florence R. Sullivan, University of Massachusetts - Amherst; K.C. Nat Turner, University of Massachusetts - Amherst; Rick Adrion; Chris Hill, Massachusetts Institute of Technology; Dave Hart, Massachusetts Institute of Technology*  
 Discursive Positioning Between Literacy Coaches and Teachers in an Asynchronous Online Environment. *Erik Scott Rawls, Florida State University; Alysia D. Roehrig, Florida State University*  
 Emotions and Decision Making in an Online World: Experienced Users' Smooth Sailing Versus Novices' Rough Seas. *John(Jong-ho) Park, The University of Texas - Austin; Jen L. Freeman, The University of Texas - Austin; Damji Heo, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin*  
 Exploring the Relationship Between Resistance and Perspectival Understanding in Computer-Mediated Discussions. *SoonAh Lee, Middlesex Community College; Kwangok Song, Arkansas State University*  
 Investigating Criteria Seventh Graders Use to Evaluate the Quality of Online Information. *Julie Coiro, University of Rhode Island; Donald J. Leu, University of Connecticut; Elena E. Forzani, University of Connecticut; Cheryl Maykel, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences*  
 Viewing Patterns of Two Types of Webcast and Student Performance in a University Statistics Course. *Bas Giesbers, Rotterdam School of Management; Martijn Flippen, Rotterdam School of Management; Jan van Dalen, Rotterdam School of Management; Peter Van Baalen, Rotterdam School of Management*

**31.023. Exploring Scientific Thinking.** Division C - Learning and Instruction; Paper Session  
 Marriott, Fourth Level, Franklin 7; 8:15-9:45am

Chair: *Noemi Waight, University at Buffalo - SUNY*

Participants:

A Developmental Pathway for Nature of Science (NOS) in School Science.

*Hagop A. Yacoubian, Haigazian University*  
 Assessing Students' Understanding of the Energy Concept Across Science Disciplines. *Mihwa Park, SUNY; Xiufeng Liu, University at Buffalo - SUNY*  
 Exploring the Use of Knowledge Representations for Reasoning About an Authentic Genetics Phenomenon. *Nicole A. Shea, University of Delaware; Ravit Golan Duncan, Rutgers University*  
 Shaping the Construction of Learner Questions. *Alexandra Silva, University of Illinois at Chicago; Chandan Dasgupta, University of Illinois at Chicago; Tia Renee Shelley, University of Illinois at Chicago; Brenda A. Lopez Silva, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago*  
 Discussant: *Jamie Jirout, Temple University*

**31.024. How Research With English Learners, Informed by Systemic Functional Linguistics Theory, Can Support the Call for "Close Reading" of "Complex Texts".** Division C - Learning and Instruction; Symposium  
 Convention Center, 100 Level, 113C; 8:15-9:45am

Chair: *Annemarie S. Palincsar, University of Michigan*

Participants:

Demystifying Text Complexity: Supporting the Linguistic Work of Teaching. *Mary J. Schleppegrell, University of Michigan*  
 A Cross-Case Comparison of Functional Grammar Instruction Using Informational Science Text. *Annemarie S. Palincsar, University of Michigan; Carrie Symons, University of Michigan; Jason Patrick Moore, University of Michigan; Catherine L. O'Hallaron, University of Michigan*  
 How Fourth-Grade English Learners Use Functional Grammar Analysis to Talk About Text. *Carrie Symons, University of Michigan; Annemarie S. Palincsar, University of Michigan*  
 Discussants: *Elfrieda H. Hiebert, University of California - Santa Cruz; Catherine O'Connor, Boston University*

**31.025. Instructional Impacts on Student Learning and Motivation.** Division C - Learning and Instruction; Paper Session  
 Marriott, Fourth Level, Franklin 5; 8:15-9:45am

Chair: *Heather Rogers Haverback, Catholic University of America*

Participants:

Constructivist Instruction, Didactic Instruction, and Their Relations to Students' Motivation and Learning Strategies. *Youyan Nie, National Institute of Education - Nanyang Technological University; Shun Lau, University of Hong Kong; Indra Alam Syah Bin Aziz*  
 Team-Based Testing: Does It Help Individual Learning? *Jane S. Vogler, Oklahoma State University; Daniel H. Robinson, Colorado State University*  
 Group Processes in College Classrooms: A Control-Value Theory Framework. *Jessica J. Summers, The University of Arizona; Jeannine E. Turner, Florida State University; Sicong Liu, Florida State University*  
 Inspiring Students to Think More Creatively. *Denis Dumas, University of Maryland - College Park; Kevin Niall Dunbar, University of Toronto*  
 Discussant: *Stephen M. Tonks, Northern Illinois University*

**31.026. Researching Race and Ethnicity in the Study of Learning and Motivation in Social and Cultural Contexts.** Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium  
 Convention Center, 100 Level, 113B; 8:15-9:45am

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Tabbye M. Chavous. *Tabbye Maria Chavous, University of Michigan*  
 Jessica T. Decuir-Gunby. *Jessica T. Decuir-Gunby, North Carolina State University*  
 Cynthia Hudley. *Cynthia Hudley, University of California - Santa Barbara*  
 Francesca López. *Francesca Lopez, The University of Arizona*  
 Akane Zusho. *Akane Zusho, Fordham University*

**31.027. Theoretical Perspectives and Empirical Evidence Relevant to Classroom Instruction With Manipulatives.** Division C - Learning and Instruction; Symposium  
 Marriott, Fourth Level, Franklin 6; 8:15-9:45am

Chair: *Scott C. Marley, Arizona State University - Tempe*

## Participants:

- When to Use Manipulatives: A Review of Research on the Effects of Manipulatives on Learning and Motivation. *Daniel M. Belenky, Carnegie Mellon University; Lennart Schalk, ETH Zurich*
- Instructional Manipulatives for Learning Concrete and Abstract Content: An Embodied Interaction (Re)View. *Wim Pouw, Erasmus University; Tamara Van Gog, Erasmus University; Rolf Zwaan, Erasmus University; Fred Paas, Erasmus University*
- Taxonomy of Manipulatives in STEM Learning. *Andrew T. Stull, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara*
- Discussant: *Kira Joy Carbonneau, University of New Mexico*

**31.028. Problems With Interpretations of Multilevel Data: Extending Research Beyond Hierarchical Linear Modeling.** Division D - Measurement and Research Methodology; Symposium  
Convention Center, 100 Level, 117; 8:15-9:45am

Chair: *Maria Elena Oliveri, Educational Testing Service*

## Participants:

- A Framework for Examining Structural Aspects of Construct Validation in Multilevel Settings. *Laura M. Stapleton, University of Maryland*
- Implications of Using Multilevel Latent Class Analyses on School Policy Interventions. *Julio C. Cabrera, University of Minnesota; Maria Elena Oliveri, Educational Testing Service*
- Using a Latent, Hierarchical Estimation Approach to Examine Classroom Observation Protocol Data. *Daniel McCaffrey, RAND Corporation; Kun Yuan, RAND Corporation; Terrance D. Savitsky; John H. Lockwood, ETS; Maria O. Edelen*
- Investigating the Factor Structure of the Personal Potential Index Using a Multilevel Factor Analysis Approach. *Maria Elena Oliveri, Educational Testing Service; Steven L. Holtzman, ETS; Chelsea Ezzo, ETS*

Discussant: *Michael T. Kane, ETS*

**31.029. Technical Issues in Performance Scoring.** Division D - Measurement and Research Methodology; Symposium  
Convention Center, 100 Level, 111A; 8:15-9:45am

Chair: *Catherine A. McClellan, Clowder Consulting*

## Participants:

- Developing Measurement Models for Complex Scenario-Based Assessment Tasks. *Daisy Wise Rutstein, SRI International; Geneva D. Haertel, SRI International*
- Toward the Use of Concept Maps in Large-Scale Science Assessments. *Heidi Kroog, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Yue Yin, University of Illinois at Chicago*
- Scoring Videotaped Performances. *Emily R. Lai, Pearson; Catherine A. McClellan, Clowder Consulting*
- Piloting an Assessment System With Locally Scored and Externally Scored Components for a Potential AP Cambridge | Capstone Program and Credential. *Rosemary A. Reshetar, The College Board; Thomas Matts, The College Board*
- Detecting Game Player Goals With Log Data. *Kristen E. Dicerbo, Pearson*

Discussant: *Brent Bridgeman, ETS*

**31.030. Childhood Bullying and Initial College Adjustment: A Longitudinal, Cross-University Study.** Division E - Counseling and Human Development; Symposium  
Convention Center, 100 Level, 103B; 8:15-9:45am

Chairs: *Jennifer Greif Green, Boston University; Melissa K. Holt, Boston University*

## Participants:

- Adjustment to College Among Previously Bullied Students. *Gerald Reid, Boston University; Jennifer Greif Green, Boston University*
- Past Bullying as a Predictor of College Victimization. *Melissa K. Holt, Boston University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*
- College Adjustment of Students With a History of Bullying Victimization: A Qualitative Analysis. *Cong Zhang, Boston University; Kimberly Doherty; Melissa K. Holt, Boston University*
- Responses to the Boston Marathon Attacks and Associations With Peer Victimization. *Jennifer Greif Green, Boston University; Sarah Masnik*

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

**31.031. Capitalizing Art Education: Mapping International Histories.**

Division F - History and Historiography; Symposium  
Convention Center, 100 Level, 108A; 8:15-10:15am

Chair: *Donal O'Donoghue, The University of British Columbia*

## Participants:

- The Great Exhibition in London, 1851: Art Education in India and Britain—Intertwined Histories. *Ami Kantawala, Teachers College, Columbia University*
- Conventions of Conventions: Social Capital and International Art Education Congresses, 1893-1928. *Mary Ann Stankiewicz, The Pennsylvania State University*
- A Ramble Through Space and Place Within the Field of Art Education. *John Howell White, Kutztown University*
- Objects in the Mirror Are Closer Than They Appear. *Graeme L. Sullivan, The Pennsylvania State University*

Discussant: *Donal O'Donoghue, The University of British Columbia*

**31.032. Across the Spectrum: The Implications of Racial Socialization for Diverse Children and Youth.** Division G - Social Context of Education; Symposium  
Marriott, Fourth Level, 404; 8:15-9:45am

Chair: *Howard C. Stevenson, University of Pennsylvania*

## Participants:

- Racial and Ethnic Socialization of Caribbean Immigrant Youth Across Home and School Contexts. *Chonika Coleman King, The University of Tennessee*
- Catching Racial Bias in a Color-Blind World: White Youth Reason With Race. *Ali Michael, University of Pennsylvania; Keisha L. Bentley-Edwards, The University of Texas - Austin; Eleanora Bartoli, Arcadia University*
- “What About Us?” Supporting the Need for Racially Gendered Socialization for African American Girls. *Celine Thompson, Philadelphia College of Osteopathic Medicine*
- Know Thyself: Implications of Racial Identity and Racial Socialization for Black Youth—Why Black History Matters. *Valerie N. Adams-Bass, Cornell University*

Discussant: *Duane E. Thomas, University of Pennsylvania*

**31.033. Child Poverty, Rights, and Policies: Perspectives From Five National Contexts.** Division G - Social Context of Education; Symposium  
Convention Center, 100 Level, 120C; 8:15-9:45am

Chair: *Beth Blue Swadener, Arizona State University*

## Participants:

- None for You: Child Poverty, Rights, and Capabilities. *Valerie Polakow, Eastern Michigan University*
- I Have a Right to an Education: Girls in Northern India Speak Out. *Imandeep Kaur Grewal, Eastern Michigan University*
- Invisible Global Minority: Connecting Childhood Disability and Poverty in Kenya. *Kagendo Mutua, The University of Alabama; George Mugoya, The University of Alabama*
- Pedagogy of Poverty: Experiences of Poor Children in Postapartheid Schools. *Bekisizwe S. Ndumande, The University of Texas - San Antonio*
- Community Reinvention: Children's Right to Education in the West Bank. *Janette Habashi, University of Oklahoma*

Discussant: *Beth Blue Swadener, Arizona State University*

**31.034. Race and Place: How Suburban Schools Respond to Increasing Racial Diversity.** Division G - Social Context of Education; Symposium  
Convention Center, 200 Level, 203B; 8:15-9:45am

Chair: *Sheneka M. Williams, University of Georgia*

## Participants:

- New Faces, New Paradigms: How Teachers Make Sense of Suburban Diversification. *Alison Tyler, Pennsylvania State University*
- Responding to Racial Change in Suburban Schools. *Jennifer Ayscue, University of California - Los Angeles*
- Diversifying High Schools in Racially Changing Suburban Districts: Expanding Opportunity, Creating Barriers? *Erica Frankenberg, The Pennsylvania State University*
- School-Level Perspectives on Expanding Access to Advanced Placement Courses in a Diverse Florida High School. *Mark Lance Rowland, University of South Florida; Barbara Joseph Shircliffe, University of South Florida*

Case Study: Conceptualizing Rapid Racial and Socioeconomic Change in Suburban Schools. *Ain A. Grooms, University of Georgia - Athens*  
 Discussant: *Elizabeth H. DeBray, University of Georgia*

**31.035. Supporting Asian Americans in Higher Education: Diversity, Resilience, and Achievement.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 405; 8:15-9:45am

Chair: *Wendi J. Otto, Claremont Graduate University*

Participants:

Diversifying the Pipeline: Academic and Career Experiences of Filipino American Faculty Members. *Shirlie Mae Mamaril Choe, Claremont Graduate University*

Exploring the Achievement and Language Acquisition of 1.5 Korean Americans. *Tammy L. Johnson, Claremont Graduate University*

Hope for the “Tago ng Tago”: Resilience of Undocumented Filipino Students. *Gloria Montiel, Claremont Graduate University*

Cultivating Academic Success: Experiences of High-Achieving Second-Generation Vietnamese American College Students. *Annie Thanh Nguyen, San Diego State University and Claremont Graduate University*

Discussant: *Susan J. Paik, Claremont Graduate University*

**31.036. Division H Vice-Presidential Invited Session: Fresh and Innovative Graduate Student Work in School-Based Research, Evaluation, and Assessment.** Division H - Research, Evaluation and Assessment in Schools; Invited Session

Convention Center, 100 Level, 121C; 8:15-10:15am

Chair: *Matthew R. Lavery*

Participants:

Do Incentives Change Behavior? A Qualitative Evaluation of a Token Reward System in an After-School Learning Center. *Erik Dutilly, University of Colorado - Boulder*

Preservice Special Education Teacher Efficacy and Use of Praise Statements Within the TLE TeachLivE Virtual Classroom. *Maria B Peterson, Texas Woman's University*

Investigating Cut Scores for Assessing Social-Emotional Risk. *Jin Liu, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina*

Fairness in Chinese Educational Assessment: Historical Practices and Contemporary Challenges. *Xiaomei Song, Queen's University-Kingston*

Teachers' Instructional Practices and Curriculum Implementation Following the Completion of Curriculum Field Tests: A Follow-Up Study. *Kelly Lynn Kearney, University of Connecticut*

Exposure to Information About the College Experience and Its Impact on the Perceived Social Capital of First-Generation College Students. *Nidia Ruedas-Gracia, New York University*

College Interest and College Choice: The Impact of a Precollege STEM Mentoring Program for Latino Students. *Taneisha Lee, Georgia Institute of Technology*

Predicting the Performance of Bilingual Mexican Americans on Teacher Certification Exams. *Amabilia Valverde Valenzuela, The University of Texas - El Paso*

Exploring Elementary Students' Content Ideas and Cohesiveness of Multimodal Representation in Science Writing Tasks. *Claudia Patricia Aguirre-Mendez, The University of Iowa; SaeYeol Yoon, Delaware State University; Nurcan Keles, University of Iowa; Deborah L. Linebarger, University of Pennsylvania; Brian Hand, University of Iowa*

The Preservice Elementary Teacher Affect Scale for Science: Pilot Study. *Otis Wilder, University of Central Florida; Parul Acharya, University of Central Florida; Malcolm B. Butler, University of Central Florida*

Spreading the Word: The Use of Illustrations as a Testing Accommodation for Emerging Bilingual Students. *Ashley M. Chrzanowski, University of Colorado - Boulder; Guillermo Solano-Flores, University of Colorado - Boulder*

Out of the Mouths of Babes: Conducting Educational Research Through Cogenenerative Dialogue. *Karen Capraro, Rhode Island College*

Multilevel Analysis of School Climate and Mathematics Achievement Using an Ecological Systems Framework. *Heather Levinson, University of Louisville; Jill L. Adelson, University of Louisville*

“Tell Them What We Do”: An Evaluation of the AVANCE Parent Education Program. *Felicia Cruz, Saint Mary's University of San Antonio; Rick Sperling, St. Mary's University San Antonio*

Making the Case: Examining Communities of Learning in an After-School Program. *Ruhan Circi Kizil, University of Colorado - Boulder*

The Effects of Collaborative Discussion on Classroom Assessments of Reading and Writing. *Junli Wei, University of Illinois at Urbana-Champaign*

Discussant: *Nyambura Susan Maina, Montgomery County Public Schools*

**31.037. Achieving Professional Identity: Beyond Knowledge and Skill.** Division I - Education in the Professions; Paper Session

Convention Center, 100 Level, 103C; 8:15-10:15am

Chair: *Hemlata Chari, University of Mumbai*

Participants:

Can Professional Identity Incline New Special-Education Candidates Toward Attrition? *Fanni Liu Coward, Texas Tech University; Doug D. Hamman, Texas Tech University; Deborah S. Brown, West Chester University of Pennsylvania; Deann Lechtenberger, Texas Tech University*

Developing a Professional Identity: A Qualitative Study of Veterinary Students. *Nadine E. Dolby, Purdue University; Annette L. Litster, Purdue University; Amanda Terry; Chen Shen*

Signature Problems of Police Preparation: Elaborating the Representation-Decomposition-Approximation Framework. *Jessica Charles, Lewis & Clark*

Testing a Partial Model of Domain Identification and Motivation With Engineering Students. *Chosang Tendhar, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Tech*

The Professional Identity and Status of the Advanced Skills Teacher. *Carol Fuller, The University of Reading; Andrew C. Goodwyn, University of Reading*

When I Shall Be a Teacher: Exploring Expectations of Honors Student Teachers About Working as Novices. *Tamar Ariav, Beit Berl Academic College; Ditzza Maskit, Gordon College of Education; Rama Klavir*

Discussant: *Judith I. Brooks-Buck, Virginia State University*

**31.038. Clinical Approaches to Teacher Education: Connecting Research in Ireland, the United States, Scotland, and Australia.** Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 113A; 8:15-9:45am

Chair: *David J. Clarke, University of Melbourne*

Participants:

(Re-)Formation in Initial Teacher Education in Ireland: Reconfiguring (Clinical) Practice and Theory. *Ciaran Sugrue, University College Dublin; Tone Dyrdal Solbrenke, University of Oslo*

Transferable Models of Reflective Practice in Clinical Settings at Home and Abroad. *Eleanor V. Wilson, University of Virginia; Michelle D. Young, University Council for Educational Administration*

Developing a Clinical Schools Experience: The Politics and Practice of Changing Teacher Education in Scotland. *James Charles Conroy, University of Glasgow; Moira Hulme, University of Glasgow*

Clinical Practice in a Graduate Preservice Teacher Education Program: Early Impacts. *Larissa McLean Davies, The University of Melbourne; Stephen K. Dinham, University of Melbourne; Melody Anderson, University of Melbourne; Jane Page, The University of Melbourne; Daniela Acquaro, The University of Melbourne; Field Winston Rickards, The University of Melbourne*

Discussant: *Linda Darling-Hammond, Stanford University*

**31.039. Coaching Approaches Across the Teacher Life Span.** Division K - Teaching and Teacher Education; Paper Session

Marriott, Fifth Level, Grand Ballroom L; 8:15-9:45am

Chair: *Kenneth Kunz, Bloomfield College*

Participants:

A Systematic Review of Coaching Across the Disciplines. *Misty Sailors, The University of Texas at San Antonio; Holly Susan Meyer, The University of Texas - San Antonio*

Coaching's Mechanisms: An Exploration of the Role of Coaches' Reflective Support. *Manuela Jimenez, University of Virginia; Michelle Balanza, University of California - Los Angeles; Jennifer LoCasale-Crouch, University of Virginia; Bridget Kathleen Hamre, University of Virginia*

The Discursive Construction of Knowledge in Literacy Coaching Interactions. *Carolyn Hunt, Illinois State University; Lara J. Handsfield, Illinois State University*

What Works in Coaching: Supporting Teachers in Their Use of the Common Core State Standards. *Anne Darfler; Cecile Huynh Sam, The University of Pennsylvania*

Discussant: *Alicia Wenzel, Western Oregon University*

**31.040. Grassroots Professional Development: Centering the Social**

**Justice Needs of Teachers.** Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 203A; 8:15-9:45am

Chair: *Edwin Mayorga, The Graduate Center - CUNY*

Participants:

Nothing About Us Without Us: Grassroots Teacher Professional Development for Social Justice. *Bree Picower, Montclair State University; Natalia Ortiz, CUNY - Graduate Center*

Who Are We Waiting For? Teacher-Led Inquiry to Develop and Support Critical Educators. *Antonio Nieves Martinez, University of California - Los Angeles*

Critical Race Theory in Action: Racial Justice Professional Development for Teachers of Color. *Rita Kohli, San José State University*

Critical Community Pedagogy: Intentional Praxes of Decolonizing Teacher Development. *Allyson Tintiango-Cubales, San Francisco State University; Maharaj Desai, University of Hawaii - Manoa*

Discussant: *Edwin Mayorga, The Graduate Center - CUNY*

**31.041. Learning of Professionals in Schools: Creating New Settings for Professional Development.** Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 120B; 8:15-9:45am

Chair: *Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education*

Participants:

Practice What You Teach: A Practicum-Based Model of Professional Development for Elementary Science Teachers. *Eric Berson, Stanford University; Hilda Borko, Stanford University; Jonathan F. Osborne, Stanford University; Kirstin C. Busch, Stanford University; Edit Khachatryan, Stanford University; Susan Louise Million, Stanford University*

Neglected Fundamentals in Professional Learning Settings. *Helen S. Timperley, University of Auckland*

Moving Beyond Practical Wisdom: Teacher Research in Secondary Education. *Wilfried Admiraal, Leiden University; Jacquelin A. Bulterman-Bos, Christelijke Hogeschool Ede; Tanja Janssen, University of Amsterdam; Wilma Jongejan, VU University Amsterdam; Ben Smit, Leiden University; Rosanne Zwart, Utrecht University*

Learning of Professionals Due to Boundary Crossing in R&D Projects in Schools. *Wouter Schenke, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Jan H. Van Driel, Leiden University; Femke Geijsel, University of Amsterdam*

Discussant: *J. John Loughran, Monash University*

**31.042. Professional Capital: A New Agenda to Transform Teaching in Every School.** Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 114; 8:15-10:15am

Chair: *Andrew Hargreaves, Boston College*

Participants:

Professional Capital: A New Framework for Understanding Teacher Quality and Educational Change. *Michael Fullan, OISE/University of Toronto; Andrew Hargreaves, Boston College*

Teacher Quality and Effectiveness in Finland: From Human Capital to Professional Capital. *Pasi Sahlberg, Harvard University*

Human and Social Capital in Urban Public Schools. *Carrie R. Leana, University of Pittsburgh; Frits Pil, University of Pittsburgh*

Influences on Teachers' Capacities to Build and Sustain Professional Capital. *Christopher W. Day, University of Nottingham*

Professional Capital in Emerging Economies. *Santiago Rincon-Gallardo, Michael Fullan Enterprises*

Professional Capital in Rural and Isolated Schools in the United States. *Elizabeth Cox, Boston College*

Discussant: *Jal David Mehta, Harvard University*

**31.043. Supporting Elementary Preservice Teachers' Beliefs and Self-Efficacy in Mathematics.** Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 204A; 8:15-9:45am

Chair: *Lisa Andries D'Souza, Assumption College*

Participants:

Developing Self-Efficacy Through the Use of Cloud-Based Collaboration in an Elementary Science Methods Course. *Gregory Martin Benedis-Grab, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University*

The Impact of a Mathematics Methods Course on Preservice Elementary Teachers' Beliefs About Mathematics. *Joan Gujarati, Manhattanville College; Rupam Saran, Medgar Evers College - CUNY*

The Influence of a Mathematics Teaching Preparation Program on Preservice Teachers' Personal Teaching Self-Efficacy. *Suriza Van Der Sandt, The College of New Jersey; Elizabeth Dianne Johnson, George Mason University*

The Role of Passion for Teaching and Teaching Beliefs in Predicting Early Childhood Preservice Teachers' Sense of Teacher Efficacy. *Hyunjin Kim, University of Rhode Island*

Discussant: *Yeping Li, Texas A&M University*

**31.044. Targeting Poverty With Teacher Education Programs.** Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 2; 8:15-9:45am

Chair: *Baljit Kaur, University of Canterbury*

Participants:

Difficult to Locate: The Obscurity of Addressing Poverty Within Teacher Education Programs. *Jennifer Tatebe, University of Auckland*

Teacher Education Targeting High-Poverty Schools: The National Exceptional Teachers for Disadvantaged Schools Program. *Bruce Munro Burnett, Queensland University of Technology; Jo Lampert, Queensland University of Technology; Wendy Patton, Faculty of Education, Queensland University of Technology; Barbara M. Comber, Queensland University of Technology*

Willing but Not Yet Able: Preparing Preservice Teachers to Teach Students From Low-Income Families. *Melissa L. Shirley, University of Louisville; Shelley Thomas, University of Louisville; John Finch, Retired*

Uncovering and Informing Preservice Teachers' Prior Knowledge About Poverty. *Charlotte Anne Mundy, The University of Alabama; Melinda Leko, University of Wisconsin - Madison*

Discussant: *Robin Vann Lynch, Drexel University*

**31.045. Issues in Value-Added Models for Teacher Accountability.** Division L - Educational Policy and Politics Cosponsored with Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 115C; 8:15-10:15am

Chair: *Laurene L. Christensen, National Center on Educational Outcomes*

Participants:

Comparing Between-Teacher Variance Estimates From the Value-Added Modeling Literature. *Kellie Wills, University of Washington*

Describing Summative Academic Growth for Students With Disabilities: A Summary From Five States. *Heather Marie Buzick, ETS; Jonathan P. Weeks, Educational Testing Service*

Disentangling Student Sorting Bias From Teacher Value-Added Estimates. *Ning Rui, Westat*

VAMBoozled! Deconstructing the Assumptions Behind Value-Added. *Audrey Amrein-Beardsley, Arizona State University; Jessica Holloway-Libell, Arizona State University - Tempe*

The Practical Implications of Test Timing and Summer Learning Loss for Value-Added Estimation. *Seth Gershenson, American University; Michael S. Hayes, American University*

Discussant: *Yeow Meng Thum, Northwest Evaluation Association*

**31.046. Issues of Segregation and Disproportionality: Examining Patterns, Explanations, and Consequences.** Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 118A; 8:15-10:15am

Chair: *Michael F. Suarez, University of Colorado - Boulder*

Participants:

The Color of Displacement: Examining the Causes and Consequences of Urban School Closures. *Meredith Paige Richards, University of Pennsylvania; Kori James Stroub, The University of Texas - Austin*

Understanding Neighborhood-Based Political Mobilization: Opposition to School Closures in Philadelphia. *Rand Quinn, University of Pennsylvania*

The Risk of School Suspension by Race and Disability: A Survival Analysis Using Cox Regression. *Stephen Hoffman, Harvard University*

Trajectories of Exposure to Racial School Segregation. *Siri Warketien, The*

*Johns Hopkins University*

Special Education Law and Disproportionality: Does Compliance Really Matter? *Catherine Kramarczuk Voulgarides, New York University*  
Discussant: *Argun Saatcioglu, The University of Kansas*

### SIG Sessions

**31.047. Qualitative Research With Adult Education (With a Focus on Immigrant Populations).** SIG-Adult Literacy and Adult Education; Paper Session

Marriott, Fourth Level, 408; 8:15-9:45am

Chair: *Marguerite Lukes, City University of New York*

Participants:

After Incarceration and Engagement in Learning: A Participatory Action Research Project. *Joni Marie Schwartz, LaGuardia Community College - CUNY*

From Texting to Learning: Effects of a Cell Phone-Based Literacy Intervention on Adult Learners. *Kazi Arif Anwar, OISE/University of Toronto*

Literacy Matters in Mental Health: Recovery Work Among Adults With Limited Literacy—An Institutional Ethnography. *Joanne Carol Smith, Fontbonne University*

What Do You Think, Mom? Latina Immigrant Mothers Becoming Literacy Brokers. *Blair Willson Toso, The Pennsylvania State University*

**31.048. Deleuze, Guattari, and Art Education.** SIG-Arts-Based Educational Research; Symposium

Marriott, Fifth Level, Grand Ballroom J; 8:15-10:15am

Chair: *Inna Semetsky, The University of Newcastle*

Participants:

In the Event That Art and Teaching Encounter. *Charles Garoian, The Pennsylvania State University*

Becoming and Film: Visual Art Teacher Candidates and Encounters With School. *Adrienne Boulton-Funke, The University of British Columbia*

Metaphors for Constructivism: An Exploration of the Aesthetic and Empathetic Dimensions of Constructivist Teaching Capacities. *Renee Jackson, Concordia University - Montreal; Suzanne McCullagh, Concordia University*

The Prosthetic Materialities of Children's Drawing: Inquiry Without Organs. *Christopher Mark Schulte, University of Georgia - Athens*

**31.049. Conceptualizing Educational Change Through the Lens of the Complex Adaptive System: An Exploration in Quantifying the Metaphor.** SIG-Chaos & Complexity Theories; Symposium

Marriott, Fourth Level, 414; 8:15-10:15am

Chair: *Patrick J. McQuillan, Boston College*

Participants:

Systems Change: How and When Does It Occur? *Patrick J. McQuillan, Boston College*

Coming to See the World Differently: A Three-Sector Experience. *Valerie Spencer*

Distributing Leadership, Creating Networks, Promoting Relational Trust. *Kavita Venkatesh, Boston College*

Balancing a Complex System: Transformative Change in a Catholic School. *Brad Kershner, Boston College*

At the Brink: The Capacities and Capabilities of a Statewide Charter School System. *Eugene Gary Kowch, University of Calgary; Dianne Gereluk, University of Calgary*

Discussants: *Brian Robert Beabout, The University of New Orleans; Donald L. Gilstrap, Wichita State University*

**31.050. The Influence and Relevance of Confucianism, Taoism, and Buddhism for Education, Self, and Research.** SIG-Confucianism, Taoism, and Education; Paper Session

Convention Center, 100 Level, 105B; 8:15-10:15am

Chair: *Hongyu Wang, Oklahoma State University - Tulsa*

Participants:

Academic Press in Cultures of Learning: An Examination of PISA (Programme for International Student Assessment) 2009. *Xiu Cravens, Vanderbilt University; Nianbo Dong, University of Missouri - Columbia*

Asian Values and Democratic Citizenship: Exploring Attitudes Among South Korean Eighth Graders. *Ryan Thomas Knowles, University of Missouri*

Predictors for Parental Satisfaction With Buddhist Preschools in South

Korea. *Hee Jung Min, University of Wisconsin - Madison*

Embodied Pathway to Peace: Qi Cultivation for the Integration of Body, Emotion, Ethics, and Action. *Tom E. Culham, The University of British Columbia; Jing Lin, University of Maryland - College Park*  
Expanding Embodied Curriculum Study With Insights of Classical Chinese Body Thought. *Xuyang Qian, Hangzhou Normal University*  
*Wuwei* (Nonaction) Philosophy and Actions: Rethinking "Actions" in School Reform. *Seungho Moon, Oklahoma State University - Stillwater*  
Taoism, Deconstruction, and Educational Research. *Hongyu Wang, Oklahoma State University - Tulsa*

**31.051. STEM Issues Related to Race, Class, and Gender.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Marriott, Fourth Level, 406; 8:15-9:45am

Chair: *Sherry W. Powers, Asbury University*

Participants:

Sister Circle: African American Girls and Mathematics Achievement.

*Sheretta T. Barnes, Washington University in St. Louis; Terry Harris*

The Effect of STEM Project-Based Learning on Hispanic and At-Risk

Students' Mathematics Achievement. *SunYoung Han, Texas Tech*

*University; Robert M. Capraro, Texas A&M University; Mary Margaret Capraro, Texas A&M University*

Risk and Protective Trajectories in Mathematically Talented Black Male

Students: Snapshots From 9th-12th Grades. *Alvin Pearman, Vanderbilt*

*Peabody College; Ebony Omotola McGee, Vanderbilt Peabody College*

The Impact of Socialization Upon African American Doctoral Students in

STEM Programs at Public Universities. *Walter Andre Brown, Jackson*

*State University; Anthony Bobo*

Ethnicity and Academic Success in Online Learning. *Lori Kupczynski,*

*Texas A&M University - Kingsville; Michelle Brown, Walden University*

Ethnic Differences in the Persistence of STEM Majors. *Michelle Rogers,*

*University of Iowa; Ah Young Shin, University of Iowa*

**31.052. Democratic Citizenship in Education Paper Session 2.** SIG-

Democratic Citizenship in Education; Paper Session

Convention Center, 100 Level, 104B; 8:15-10:15am

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

Civic Values in Curriculum Standards of China and the United States: A

Comparative Study on Citizenship Education Within Different Social

Systems. *Tao Wang, University of Washington - Seattle; Anthony*

*Longoria, University of Washington - Seattle*

Educating Democratic Citizens: Introducing Levinas's Subject to

Habermas's Democracy. *Guoping Zhao, Oklahoma State University*

Expanding the Parameters of Exploratory Talk. *Monica B. Glin,*

*University of Oslo*

Exploring Youth Civic Engagement and Disengagement in a Globalized

World. *Catherine A. Broom, The University of British Columbia -*

*Okanagan; Michael C. Johaneck, University of Pennsylvania*

Fostering Democratic Relations: Comparing Teacher Practices From

Preschool to High School. *Anneli K. Frelin, University of Gavle*

Guatemalan Primary School Teachers' Self-Assessment of the Integration

of Citizenship Competencies in Their Classrooms. *Allison M. Borden,*

*University of New Mexico; Rita Cabarrús de Vizcaino, Fundación*

*Carlos Martínez Durán*

Linking Educational Research to Practice in a Global Context: Teachers'

Civic Education Training in Chad. *Ilham Nasser, George Mason*

*University; Mohammed Abunimer, American University*

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

**31.053. Doctoral Curriculum (Re)Design and Assessment.** SIG-Doctoral Education across the Disciplines; Paper Session

Convention Center, 100 Level, 108B; 8:15-10:15am

Chair: *Michael Steven Williams, The Ohio State University*

Participants:

Doctoral Students Becoming Researchers: A Study of an Innovative

Literature Review Process. *Deborah S. Garson, Harvard University;*

*Eileen M. McGowan, Harvard University*

Understanding How Schools of Education Have Redesigned the Doctorate

of Education. *Jill Alexa Perry, Duquesne University; Debby M. Zambo,*

*Arizona State University; Susan A. Wunder, University of Nebraska -*

*Lincoln*

Coursework in the Australian Ph.D.: Addressing the Curriculum Issues.

*Margaret Mary Kiley, The Australian National University*  
 In Search of Research Literacy: Toward Development and Validation of an Ed.D. Dissertation Rubric. *Celia McCall Wilson, Texas Wesleyan University; Kary Johnson, The Reading Connection; Pamela Cooper, Texas Wesleyan University; Michael Wright, Tarrant County College*  
 Teaching Assistant Fundamentals: A Model of Training and a Conceptual and Practical Framework. *Carlton Jing Fong, The University of Texas - Austin; Joanna Angeline Gilmore, The University of Texas - Austin*  
 Discussant: *Leslie Ann Locke, University of Southern Mississippi*

**31.054. Supporting Young Children's Mathematics Learning.** SIG-Early Education and Child Development; Paper Session  
 Convention Center, 200 Level, 204B; 8:15-10:15am

Chair: *Julia T. Atilas, Oklahoma State University*

Participants:

An Intervention to Enhance Math Discourse During Play in Preschools: Theoretical Foundations and Preliminary Findings. *Jeffrey Trawick-Smith, Eastern Connecticut State University; Sudha Swaminathan, Eastern Connecticut State University; Xing Liu, Eastern Connecticut State University*

Don't Get Distracted! Examining the Effect of Disruptions on Kindergarteners' Math Task Performance. *Noah Neidlinger, University of Michigan; Lindsay H. Bell, University of Michigan; Adrienne D. Woods, University of Michigan*

Effects of Early- and Middle-Childhood Experiences at Home, at Preschool, and at Primary School on the Development of Mathematical Skills in Primary School. *Simone Lehl, University of Bamberg; Katharina Kluczniok, University of Bamberg; Hans-Guenther Rossbach, Otto Friedrich University Bamberg; Sabine Weinert*  
 Influence of Welcoming School Climate and Collective Responsibility on Approaches to Learning and Mathematics Learning. *Gloria Suarez, University of Michigan - Ann Arbor; Jorge J. Varela, University of Michigan; Shana Rochester, University of Michigan - Ann Arbor*

Kindergarteners' Understanding of Base-10 Notation Through Formal and Informal Instructions: A Comparative Study of the United States and Korea. *Su-Jeong Wee, Purdue University - Calumet*

Mathematics in a Second-Grade Classroom: The Effects of Cognitively Guided Problem Solving. *Ron Zambo, Arizona State University; Amy Spilde*

Understanding the Influence of School-Based Early Mathematics Learning Opportunities in Early Childhood Settings: A Meta-Analytic Review. *Aubrey H. Wang, Saint Joseph's University; Janine M. Firmender, Saint Joseph's University; Joshua Power, Saint Joseph's University*

**31.055. Young English Language Learners.** SIG-Early Education and Child Development; Paper Session  
 Convention Center, 200 Level, 204C; 8:15-9:45am

Chair: *Barbara M Butler, Morgan State University*

Participants:

Beyond the Black-White Test Score Gap: Latinos' Early School Experiences and Literacy Outcomes. *Enilda A Delgado, University of Wisconsin - LaCrosse; Laurie Cooper Stoll, University of Wisconsin - LaCrosse*

Children's Literacy Development in Full- and Half-Day English and Second-Language Immersion Kindergarten Programs. *Nathalie Rothschild, University of Toronto - OISE; Janette P. Pelletier, University of Toronto*

Racial/Ethnic Differences in Kindergartners' Reading and Math Skills: Associations With Parents' Knowledge and Home-Based Practices. *Susan Sonnenschein, University of Maryland - Baltimore County; Shuyan Sun, University of Maryland - Baltimore County*

Supporting Positive Emotional Experiences for English Language Learners. *Mi-Hwa Park, Murray State University*

The Effects of Bilingual Instruction and Play on Preschoolers' English Proficiency. *Lynn E. Cohen, Long Island University - C.W. Post Campus; Louisa Kramer-Vida, Ed. Kramer-Vida, Long Island University*

**31.056. The Diverse Pedagogies of Climate Change.** SIG-Environmental Education; Paper Session  
 Marriott, Fifth Level, Grand Ballroom K; 8:15-9:45am

Chair: *Cecilia H. Lundholm, Stockholm University*

Participants:

The Pedagogical Pivot Point of Climate Change Exhibitions. *Andrew*

*Bieler, York University*

A Case for Cosmopolitanism in Climate Change Education. *Sarah Riggs Stapleton, Michigan State University*  
 Playing at Climate Change. *David Olof Kronlid, Uppsala University; Jonas Greve Lysgaard, Aarhus University - School of Education*

Secondary Students' Climate Change Beliefs Vary by Geographic Region Before and After Curricular Intervention. *Michelle Reicher Newstadt, University of Michigan - Ann Arbor; Nancy B. Songer, University of Michigan*

Exploring Teachers' Argumentation About Global Climate Change. *Shiyu Liu, University of Minnesota; Gillian Roehrig, University of Minnesota; Anne Loyle-Langholz, University of Minnesota - Twin Cities; Devarati Bhattacharya, University of Minnesota*

Discussant: *Robert B. Stevenson, James Cook University - Australia*

**31.057. Holistic Education in the Era of the Common Core's More Complex Learning Agenda: Opportunities and Challenges.** SIG-Holistic Education; Paper Session  
 Marriott, Fourth Level, 409; 8:15-9:45am

Chair: *Ray Mcdermott, Stanford University*

Participants:

Mindful Teaching and the Pedagogy of Well-Being. *Karen Ragoonaden, The University of British Columbia*

Self-Movement in Emotion in Pedagogy. *Pierre Boudreau, University of Ottawa*

Educating for Emotional Resilience: Multicultural Urban Waldorf-Inspired Charter School as Innovative Experiment in Educational Practice. *Ida Oberman, Community School for Creative Education; Becky Westbrook, Community School for Creative Education*

SPARK: Developing a Preservice Teacher Program With an At-Risk Youth Intervention Program Component. *Thomas Allen Peterson, The University of West Georgia*

Discussant: *Richard E. Siegesmund, Northern Illinois University*

**31.058. Developing Your Scholar Identity: Emerging and Senior Scholars' Fireside Chat.** SIG-Indigenous Peoples of the Americas; Invited Session  
 Marriott, Fourth Level, 407; 8:15-10:15am

Chairs: *Nicole Blalock, Arizona State University; Crystal Claudett Jensen, Touro University - California*

Participants: *Teresa L. McCarty, University of California - Los Angeles; Tracy L. Friedel, The University of British Columbia; Bryan McKinley Jones Brayboy, Arizona State University; Eve Tuck, SUNY - College at New Paltz; Michael Pavel, University of Oregon; Susan C. Faircloth, North Carolina State University; Jo-ann Archibald, The University of British Columbia*

Participants:

Claiming: The Act of Creating Indigenous Space in Higher Education. *Sweeney Windchief, Montana State University; Darold H. Joseph, The University of Arizona*

*Niha'hané (Our Collective Stories): Matrilineal Narrations of an Intergenerational Diné Weaving Legacy. Charlotte Elizabeth Davidson, South Dakota State University*

Higher Education and Native Nation-Building: Native Woman College Graduates and Goals to Give Back. *Nicole Alia Reyes, The University of Texas - San Antonio*

Giving Back: Engaging Critical Indigenous Chicana/o Perspectives in the U.S. Southwest. *Marissa Munoz, The University of British Columbia*  
 Narrative of Indigenous Women Warrior Educators. *Robin Starr Minthorn, University of New Mexico; Heather Shotton, University of Oklahoma*

Epistemic Provincialism and Decolonization: Deprovincializing Indigenous Education. *Cash Ahenakew, The University of British Columbia; Vanessa de Oliveira Andreotti, The University of British Columbia; Garrick Cooper, University of Canterbury*

American Indian Leadership in a Time of Fiscal Crisis: Tackling the Sequestration Cuts in Indian Country. *Eryka Charley, Pennsylvania State University*

Discussants: *Lee Francis, Texas State University; Megan Bang, University of Washington*

**31.059. Instructional Technology SIG Paper Session: Instructional Design and Technology Integration.** SIG-Instructional Technology; Paper Session  
 Marriott, Fifth Level, Grand Ballroom G; 8:15-9:45am

Participants:



Chair: *Marissa Ball, Georgia State University*

Participants:

Instructional Design (ID) in Action: Observing the Judgments of ID Practitioners. *Elizabeth Boling, Indiana University; Colin M Gray, Indiana University - Bloomington; Verily Tan, Indiana University*

An Implementation Study of a Technological Pedagogical Content Knowledge-Based Instructional Design Model in a Technology Integration Course. *Chia-Jung Lee, University of Georgia; ChanMin Kim, The University of Georgia*

Time-Compressed Instruction: What Compression Speeds Do Learners Prefer? *Raymond Pastore, University of North Carolina - Wilmington*

Designing Instructional Graphics for Abstract Concepts. *Kathryn Ley, University of Houston - Clear Lake; Ruth C. Gannon-Cook, DePaul University*

Factors Affecting Teachers' Technostress and Intention to Use Technology. *Young Ju Joo, Ewha Womans University; Kyu Yon Lim, Ewha Womans University; Nam Hee Kim, Ewha Womans University; Eugene Lim, Ewha Womans University; You Jin Jung, Ewha Womans University*

Discussant: *Michael M. Grant, The University of Memphis*

**31.060. Educational Opportunities Within and Beyond School.** SIG-International Studies; Paper Session  
Convention Center, 100 Level, 121B; 8:15-9:45am

Chair: *Barbara Garii, SUNY - College at Oswego*

Participants:

One Hundred Thousand Strong: A Case Study of American Urban Students Studying and Serving in China. *Elizabeth C. Reilly, Loyola Marymount University*

A Global Gap Year: Experiences, Participants, and Outcomes. *Nina DePena Hoe, University of Pennsylvania; Shannah Metz*

Highly Educated Immigrant Women at Multilingual Workplaces in Finland. *Carine A. Cools, University of Jyväskylä; Johanna Lahja Lasonen, University of South Florida; Marianne Teräs, University of Helsinki*

Internationalization Requirement Experiences of Graduate Education Students: Was It a Transformational Experience! *Reyes L. Quezada, University of San Diego*

The "Civic Potential": A Study of Asian Students' Civic Knowledge and Intention to Participate. *Joseph Kui Foon Chow, The Hong Kong Institute of Education*

**31.061. Applications of Invitational Theory and Practice in Multiple Contexts.** SIG-Invitational Learning; Paper Session  
Convention Center, 100 Level, 124; 8:15-9:45am

Chair: *Susan M. Saka, University of Hawaii*

Participants:

Creating an Invitational Online Learning Environment: Activities and Outcomes. *Rhonda S. Black, University of Hawaii - Manoa*

The Use of Invitational Leadership to Examine the Mentoring Experiences of Four Missouri Teachers of the Year. *Audrey Ebbrecht; Carolyn Patrice McKnight, University of Central Missouri; Barbara Nell Martin, University of Central Missouri*

Inviting the Engagement of University Students With Different Learning Preferences Through the Use of Innovative Instructional Strategies. *Hyomi Kim, University of Hawaii at Manoa; Lois A. Yamauchi, University of Hawaii - Manoa*

Becoming a Creative Practitioner. *Jamie Christine Simpson Steele, University of Hawaii - Manoa*

**31.062. Children's Literature, Identity, and Power: Textual Ideologies and Students' Collaborative Inquiry.** SIG-Literature; Paper Session  
Marriott, Fourth Level, 410; 8:15-9:45am

Chair: *Denise Davila, University of Georgia - Athens*

Participants:

Waking Up From the American Dream: Representation of Class in Children's Literature. *Maria Jose Botelho, University of Massachusetts - Amherst*

"I Don't Really Tell Adults": Children's Responses to Picture Books About Bullying. *Angela Michelle Wiseman, North Carolina State University; Kelly K. Wissman, University at Albany - SUNY*

Myths of Adolescence, Masculinity, and the Journey Toward Manhood: A Critical Content Analysis of Military Memoirs Marketed for Young Adult Boys. *Mark Sulzer, University of Iowa; Amanda Haertling Thein, University of Iowa; Renita Schmidt, University of Iowa*

Surfacing Oppressive Discourses in Discussions of LGBT-Themed Multimedia and Multimodal Literature. *Caroline T. Clark, The Ohio State University - Columbus; Mollie V. Blackburn, The Ohio State University; Ashley Kaye Dallacqua, The Ohio State University; Mary Catherine Miller, The Ohio State University - Columbus*

Discussant: *Maria Paula Ghiso, Teachers College, Columbia University*

**31.063. NAEP and the Challenges Presented by a Move to Common Core State Standards.** SIG-NAEP Studies; Symposium  
Convention Center, 100 Level, 112A; 8:15-10:15am

Chair: *George W. Bohrnstedt, American Institutes for Research*

Participants:

NAEP and the Challenges Presented by a Move to Common Core State Standards. *Frances Stancavage, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research*

A Study of the Alignment Between the NAEP Mathematics Frameworks and Common Core Mathematics Standards. *Gerunda B. Hughes, Howard University; Phil Daro, The Public Forum On School Accountability; Deborah J. Holtzman, American Institutes for Research; Kyndra Violetta Middleton, Howard University*

A Study of NAEP Reading and Writing Frameworks With the Common Core English Language Arts Standards. *Karen K. Wixson, University of North Carolina - Greensboro; Sheila Valencia, University of Washington; Sandra Murphy, University of California - Davis; Gary W. Phillips, American Institutes for Research*

What Might Changes in Psychometric Approaches to Statewide Testing Mean for NAEP? *David Thissen, University of North Carolina - Chapel Hill; Scott Norton, Louisiana Department of Education*

Discussants: *Cornelia S. Orr, National Assessment Governing Board; Chris Minnich, Council of Chief State School Officers*

**31.064. (Re)Teaching Trayvon Martin: Critical Pedagogy for Racial Justice and Human Freedom.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium  
Marriott, Fourth Level, 415; 8:15-10:15am

Chair: *David O. Stovall, University of Illinois at Chicago*

Participants:

What If We All Wore Hoodies? Teacher Silencing of Black Male Voices. *Christopher B. Knaus, University of Washington - Tacoma*

Criminalization of Black Boys: Education, Legal, and Media Gangsterism. *Bettina L. Love, University of Georgia*

Silencing Race: Racial Identity Politics, Racism, and White Hegemony. *Pierre W. Orelus, New Mexico State University*

America's Most Wanted: Africans in Postracial America. *Kamau Rashid, National-Louis University*

Walking While Black: The Overt Criminalization of the Black Body—A Case for Intersectional Pedagogies. *Venus E. Evans-Winters, Illinois State University; Jennifer R. Esposito, Georgia State University*

Discussant: *Geneva Gay, University of Washington*

**31.065. Transcendence and Education.** SIG-Philosophical Studies in Education; Symposium  
Marriott, Fourth Level, 411; 8:15-9:45am

Chair: *Rene V. Arcilla, New York University*

Participants:

How Could There Be an Education in Transcendence? *Rene V. Arcilla, New York University*

Some Pragmatic Preferences for Educational Transcendence. *Jim Garrison, Virginia Polytechnic Institute and State University*

Crisis and Rebirth: Stanley Cavell and American Transcendentalism. *Naoko Saito, Kyoto University*

Transcendence Down: Pragmatism's Eastern Strains and Poststructuralism. *Paul Standish, Institute of Education - University of London*

**31.066. Video Data and the Time-Image: Cinematic Methodologies in Education Research.** SIG-Qualitative Research; Symposium  
Convention Center, 100 Level, 119A; 8:15-9:45am

Chair: *Stephanie Springgay, OISE/University of Toronto*

Participants:

Diagramming Movement, Time, and the Image. *Nikki Rotas, University of Toronto - OISE*

Girlhood at the Intersection of Art and Ethnography: The Possibilities for Deleuzian Research Methodology. *Marnina Gonick, Mount Saint Vincent University*

The Time-Image and Video Data in Research Creation. *Stephanie Springgay, OISE/University of Toronto*  
 Crumpled Time: Gesture and Sensation in Classroom Video Data. *Elizabeth De Freitas, Adelphi University*  
 Discussant: *Anna Catherine Hickey-Moody, Monash University*

**31.067. Anxiety and Agency at the Intersections: The Educational Plights and Possibilities of Black Queer Males.** SIG-Queer Studies; Symposium

Convention Center, 100 Level, 120A; 8:15-9:45am

Chair: *Edward Brockenbrough, University of Rochester*

Participants:

Bullying, Intersectionality, and Black Queer Male Youth. *Lance Trevor McCready, OISE/University of Toronto*

Black Gay Male College Students' Relationships With Male Peers on a Predominantly White Campus. *Brian Lamont McGowan, Indiana State University*

"No Pumps Allowed": Gender Expression and the Appropriate Attire Policy at Morehouse College. *Steve D. Mobley, Jr., University of Maryland; Jennifer Michelle Johnson, Bowie State University*

Queer Care: The Culturally Responsive Pedagogies of Black Queer Male Mentors. *Edward Brockenbrough, University of Rochester*

Discussant: *Joseph D. Nelson, Center for the Study of Boys' & Girls' Lives*

**31.068. Judaism and Education.** SIG-Religion and Education; Paper Session  
 Convention Center, 100 Level, 109A; 8:15-9:45am

Chair: *Anne W. Anderson, University of South Florida*

Participants:

Xenophobia and Religious Pluralistic Attitudes Among Adolescent Arabs and Jews in Israel. *Zehavit Gross, Bar-Ilan University*

"So I Looked Up Modesty on Wikipedia ...": Religious Identity and Inquiry Learning in Jewish Schools. *Moshe Krakowski, Yeshiva University*

"Please Don't Sing": School Stories of Jewish Female Preservice Teachers. *Miriam Hirsch, Yeshiva University*

Discussants: *Eli Gottlieb, Mandel Leadership Institute; Janelle C. Simmons, Institute of Audio Research*

**31.069. Black Males in Higher Education Spaces.** SIG-Research Focus on Black Education; Paper Session

Convention Center, 100 Level, 103A; 8:15-10:15am

Chair: *Sonja L. Lanehart, The University of Texas - San Antonio*

Participants:

"It's All Possible": Urban Educators' Perspectives on Creating a Culturally Relevant, School-Wide, College-Going Culture for Black Male Students. *Michelle G. Knight, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University; Kelly Gavin Zuckerman, Teachers College, Columbia University; Michael Wilson, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University; Joanne E. Marciano, Teachers College, Columbia University; Iesha Jackson, Teachers College, Columbia University*

Black Males Persisting in Higher Education. *Steven Thurston Oliver, Salem State University*

The Grit of African American Male Preservice Teachers. *Lucian Yates, Prairie View A&M University; Pamela T. Barber-Freeman, Prairie View A&M University; William Ross, Prairie View A&M University; William H Parker, Prairie View A&M University; Jerrel Moore, Prairie View A&M University; Mathias R. Vairez, Prairie View A&M University; Ramiro Bautista, Prairie View A&M University*

"Needles in a Haystack": An Exploration of the Experiences of Early-Career Black Male Teachers in England. *Christine C. Callender, Institute of Education - London*

Diversity, British Values, and Educating Black Children. *Uvanney Maylor, University of Bedfordshire*

Improving Black and Latino Elementary School Students' Fluency and Comprehension of Written Text. *Franklin Dickerson Turner, Queens College - CUNY*

**31.070. Research Around Issues of Equity and in Equity-Sensitive Settings.** SIG-Research in Mathematics Education; Paper Session  
 Convention Center, 100 Level, 125; 8:15-10:15am

Chair: *Mary P. Truxaw, University of Connecticut*

Participants:

Analysis of African American Male Mathematics Majors. *Christopher*

*Charlie Jett, The University of West Georgia*  
 A Descriptive Look at Algebra Instruction in Six Urban Districts. *Erica Liitke, Harvard University*

Analyzing Intersections of Sex and Ethnicity Within Mathematics: The Impact of Relational Interactions on Achievement. *Dan Battey, Rutgers University; Rebecca A. Neal, Arizona State University; Luis Antonio Leyva, Rutgers University; Karlyn R. Adams-Wiggins, Rutgers University; Allison Milby, City Year Greater Philadelphia*

Building Mathematics Community With Students of Color: The Successes and Struggles of One Urban Teacher. *Craig J. Willey, Indiana University - Indianapolis; Kari Anne Carr, Indiana University*

Exploring the Narratively Constructed Mathematics Identities of Latina Bilingual Middle School Students. *Suzanne Elizabeth Kaplan, The University of Arizona*

Learning Opportunities for Justification in Urban Secondary Mathematics Classrooms During the First Month of School. *Sarah Kate Selling, Stanford University*

Using Cognitively Demanding Tasks to Build on English Learners' Resources and Develop Academic Language. *Sarah Ann Roberts, Iowa State University*

**31.071. Publishing Research on Evaluation Work in the American Journal of Evaluation.** SIG-Research on Evaluation; Invited Session

Convention Center, 100 Level, 102A; 8:15-9:45am

Chair: *Juna Z. Snow, University of California - Berkeley*

Speakers: *Christina A. Christie, University of California - Los Angeles; Leslie Karm Goodyear, Education Development Center, Inc.; Anne T. Vo, University of California - Los Angeles*

Discussant: *Eric Barela, Partners in School Innovation*

**31.072. Research, Education, Information, and School Libraries SIG Paper Session.** SIG-Research, Education, Information and School Libraries; Paper Session

Marriott, Fourth Level, 412; 8:15-9:45am

Chair: *Eric Meyers, The University of British Columbia*

Participants:

Educating for the School Librarian's Instructional Partner Role. *Karen W. Gavigan, University of South Carolina; Judi Moreillon, Texas Woman's University; Sue C. Kimmel, Old Dominion University*

The Role of Teacher Unions in School Library Advocacy: A Case Study. *Ann D. Ewbank, Arizona State University; Ja Youn Kwon, Arizona State University*

The Future of Children's Texts: Evaluating Book Apps as Multimodal Reading Experiences. *Eric Meyers, The University of British Columbia; Aline Frederico; Ehlam Zaminpaima*

Discussant: *M. Delia Neuman, Drexel University*

**31.073. "Using the World as an Educational Laboratory": Merging Educational Effectiveness Research and International Comparative Studies.** SIG-School Effectiveness and School Improvement; Symposium

Convention Center, 100 Level, 118B; 8:15-9:45am

Chairs: *Rolf Strietholt, University of Dortmund; Monica Rosen, University of Gothenburg*

Participants:

Educational Effectiveness Research and International Comparative Studies: Looking Back and Looking Forward. *Evi Charalambous, Department of Education, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Charalambos Y. Charalambous, University of Cyprus*

Children's Early Learning Experiences: Longitudinal Evidence on Effects of Preschool and Home Environments in PIRLS (Progress in International Reading Literacy Study). *Nina Högrefe, University of Münster; Rolf Strietholt, University of Dortmund*

School Resources and Students' Resilience: Identifying Successful Practices for Enhancing the School Achievement of Disadvantaged Students. *Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*

Changes in Mathematics Achievement in Norway and Sweden Related to Changes in Mathematics Content. *Monica Rosen, University of Gothenburg; Jan-Eric Gustafsson, Goteborg University*

The Impact of Immigrants on the Educational Achievement of Natives: Evidence From PISA (Programme for International Student Assessment) Panel Estimates. *Eric A. Hanushek, Stanford University;*

*Susanne Link, Ifo Institute for Economic Research; Marc Piopiunik, Ifo Institute for Economic Research; Ludger Woessmann, Ifo Institute for Economic Research*

Discussants: *David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University*

**31.074. "Together We Can Do So Much": Creating Community and Building Collaborations in Community-Based Participatory Action Research.** SIG-School/University Collaborative Research; Working Group Roundtable

Marriott, Fourth Level, Franklin 8; 8:15-9:45am

Chair: *Gilda Laura Ochoa, Pomona College*

Participants:

Youth Engagement Through a University-Community Partnership, Chicana/o Studies Curriculum, and Community Art Projects. *Rosa Manzo, University of California - Davis*

RAICES Indigenas de Mexico: How Mexican Migrant Youth Developed a High School Student Club Into a Platform for Cultural and Political Activism. *Elizabeth Gonzalez, University of California - Santa Cruz*

Sowing Seeds of *Respeto* and Authentic Caring: Forming Partnerships and Relationships in Latina/o Youth Participatory Action Research. *Jesica Siham Fernandez, University of California - Santa Cruz*

Mentoring Through a Critical Approach: First-Generation Latina/o Freshmen Navigating the College Experience in the Classroom. *Alonzo Campos, Claremont Graduate University*

**31.075. Science Inquiry for Teaching and Learning.** SIG-Science Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom H; 8:15-10:15am

Chair: *Barbara A. Crawford, University of Georgia*

Participants:

Differing Views of Classroom Inquiry Enactment. *Katrina Roseler, Florida State University; Michael William Dentzau, Columbus State University*

Learning to Think at a Higher Level in Science: A Mixed-Methods Research Study. *Henry W. Schulz, Memorial University; Beverly Ann Fitzpatrick, Memorial University*

Modeling-Based Inquiry in K-6 Science Education: Revisiting the Modeling-Based Learning Cycle. *Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University Cyprus*

Mapping the Influence of Research Experiences for Teachers: Essential Features for Shaping Classroom Inquiry. *Patrick James Enderle, Florida State University; Sherry A. Southerland, Florida State University; Ellen Granger, Florida State University; Roxanne M. Hughes, National High Magnetic Field Laboratory*

Changes in Middle School Teacher Questioning in the First Semester of Argument-Based Inquiry Professional Development. *Brian Pinney, University of Iowa; Brian Hand, University of Iowa*

Fostering Elementary Students' Understanding of Scientific Inquiry: Leveraging Informal Settings and Digital Technology. *Jennifer Schellinger, The Florida State University; Anne Mendenhall, Florida State University; Sherry A. Southerland, Florida State University; Nicole Alemann, Florida State University; Victor Dale Sampson, Florida State University; Paul Marty, Florida State University*

**31.076. Technology Use in Teaching Students With Disabilities.** SIG-Special Education Research; Paper Session

Convention Center, 100 Level, 104A; 8:15-9:45am

Chair: *Rhonda Suzanne Bondie, Fordham University*

Participants:

Investigating the Impact of Technology on Preservice Teacher Knowledge of Autism Spectrum Disorder. *Juliet E. Hart Barnett, Arizona State University; Cori M More, University of Nevada - Las Vegas*

The Effect of iPad Use in Teaching Music Notation to Students Who Have Dyslexia. *Nancy Shallcross Witmer, Boston University; David Lee Bolton, West Chester University of Pennsylvania*

Using iPads to Increase the Language Skills of Students With Language-Based Disabilities. *Therese Marie Cumming, University of New South Wales; Cathi Draper Rodriguez*

Video Self-Modeling via iPad Minis to Promote the Academic Engagement of Young Children With Autism Spectrum Disorders. *Juliet E. Hart Barnett, Arizona State University; Cean Richard Colcord, Arizona State University*

**31.077. New Twists on Latent Transition Analysis: Unique Adaptations and Applications.** SIG-Structural Equation Modeling; Symposium Convention Center, 100 Level, 111B; 8:15-9:45am

Chair: *Amber Michelle Gonzalez, California State University - Sacramento*

Participants:

Latent Transition Analysis: An Unrestricted Higher-Order Latent Variable. *Karen L. Nylund-Gibson, University of California - Santa Barbara; Adrienne Nishina, University of California - Davis; Amy Bellmore, University of Wisconsin - Madison*

Latent Transition Analysis With Different Measurement Models: Linking Kindergarten Readiness to Early Reading Trajectories. *Ryan Grimm, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara; Matthew Pierce Quirk, University of California - Santa Barbara; Michael James Furlong, University of California - Santa Barbara*

A Latent Transition Model for Structured Interviews and Surveys With Screening Questions and Skip Patterns. *Pamela Scorza, Columbia University; Katherine E. Masyn, Harvard University*

Evaluating Longitudinal Measurement Invariance in Latent Transition Models. *Katherine E. Masyn, Harvard University*

Discussant: *George A. Marcoulides, University of California - Santa Barbara*

**31.078. Investigating and Assessing Teachers' Historical Practices.** SIG-Teaching History; Paper Session

Marriott, Fourth Level, Franklin 1; 8:15-9:45am

Chair: *Christopher C. Martell, Boston University*

Participants:

Sure, Sources, but Then What? Historical "Practices" and the Development of the Protocol for Assessing the Teaching of History. *Stephanie D. Van Hover, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Elizabeth A. Washington, University of Florida; Paul J Yoder, University of Virginia; Stephen Cotton*

Moving Beyond the Black-White Binary: *Mendez v. Westminster* Curriculum Intervention. *Maribel Santiago, Stanford University*

Teachers' and Students' Ethical Judgments in History. *Lindsay S. Gibson, The University of British Columbia*

Teaching History for Essential Understandings in the Sixth Grade. *Sarah Belle Brooks, Elmhurst College*

Transforming Teacher Competence, History Instruction, and Student Learning in a K-12 Setting: The Wineburg Effect. *Teresa J. Wanser, Lincoln Public Schools; Randy Ernst, Social Studies Curriculum Specialist Lincoln Public Schools; Rob McEntarffer, Lincoln Public Schools*

**31.079. Impact of Instructional Environments on Learning.** SIG-Technology, Instruction, Cognition & Learning; Paper Session

Marriott, Fourth Level, Franklin 12; 8:15-9:45am

Chair: *Doug Hearrington, Armstrong Atlantic State University*

Participants:

Using a Synthetic Peer to Investigate the Effect of Competitive Learning by Teaching in Mathematics. *Noboru Matsuda, Carnegie Mellon University; Gabriel J. Stylianides, University of Oxford; William W. Cohen, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*

One-to-One Computing, One-to-One Learning Predictors for the Implementation of Differentiated Instruction. *Patricia Murthy, Dowling College; Eileen Shannon, Dowling College; Tom Short, Dowling College; Elsa-Sofia Morote, Dowling College; Albert F. Inerra, Dowling College*

The Effect of Perceived Leadership on Small-Group Online Collaborative Learning Through Asynchronous Online Discussions. *Kui Xie, The Ohio State University; Lauren C. Hensley, The Ohio State University; Victor Law, University of New Mexico; Zhiru Sun, The Ohio State University*

Using Virtual Worlds and Augmented Reality to Teach Causality Across Time and Distance in Ecosystems. *Tina A. Grotzer, Harvard University; Amy M. Kamarainen, New York Hall of Science; Michael Shane Tutwiler, Harvard University; Shari J. Metcalf, Harvard University; Kasia Derbiszewska, Harvard University; Caroline J Courter, University of North Carolina - Wilmington; Christopher J. Dede, Harvard University*

Flow Modulates Time Perception. *Soo-hyun Im, University of Minnesota - Twin Cities; Sashank Varma, University of Minnesota*

Discussant: *Saadia A. Khan, Teachers College, Columbia University*

**31.080. Apprenticeships, Vocational Development, and Training.** SIG-

Workplace Learning; Paper Session

Convention Center, 100 Level, 109B; 8:15-10:15am

Chair: *James E. Bartlett, North Carolina State University*

Participants:

Learning Motivation's and Professional Satisfaction's Impact on Remaining Intention Within the Profession. *Sarah Heinzer, University of Fribourg; Silja Mentele, University of Zurich; Doreen Holtsch, University of Zurich*

The Prerequisites' Impact on Commercial Knowledge in the Beginning of Apprentices' Vocational Education and Training. *Doreen Holtsch, University of Zurich; Silja Mentele, University of Zurich; Sarah Heinzer, University of Fribourg; Stephan Schumann, University of Konstanz; Franz Eberle, University of Zurich*

Modeling and Measuring Civic-Economical Competence in Commercial Apprenticeship in Switzerland. *Stephan Schumann, University of Konstanz; Esther Kaufmann, University of Zurich; Nicole Ackermann, University of Zuerich; Franz Eberle, University of Zurich*

Development of a Model of Competencies Required for Sustainable Economic Performance Among Apprentices in Business Education. *Susan Seeber, University of Goettingen; Christian Michaelis, University of Göttingen*

The Role of Natural Abilities, Self-Regulative Abilities, and Environmental Conditions in Air Traffic Controllers' Vocational Development. *Laura Pylväs, University of Tampere; Petri J. Nokelainen, University of Tampere; Hilikka Anneli Roisko, University of Tampere*

**31.081. Moving Critical Literacies Forward: A New Look at Praxis Across**

Contexts. SIG-Writing and Literacies; Symposium

Convention Center, 100 Level, 119B; 8:15-10:15am

Chairs: *Jessica Zacher Pandya, California State University - Long Beach;**JuliAnna Avila, University of North Carolina - Charlotte*

Participants:

Critical Literacy Into the Future. *Hilary Janks, University of the Witwatersrand*

Text Complexity: The Battle for Critical Literacy in the Common Core State Standards. *Michael T. Moore, Georgia Southern University; JuliAnna Avila, University of North Carolina - Charlotte; Donald A. Zancanella, University of New Mexico*

Communities as Counterstorytelling (Con)Texts: The Role of Educational Institutions in the Development of Critical Literacy and Transformative Action. *Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan*

Looking and Listening for Critical Literacy: Recognizing Ways Youth Perform Critical Literacy in School. *Elisabeth Johnson, College of Staten Island - CUNY; Lalitha M. Vasudevan, Teachers College, Columbia University*

Thinking Critically? The Affordances and Challenges of Critical Approaches in the Early Years. *Annette Woods, Queensland University of Technology; Karen Teresa Dooley, Queensland University of Technology; Beryl Exley, Queensland University of Technology*

Critical Openings: Poetry in Writing Workshop. *Amy Seely Flint, Georgia State University; Tasha Marie Tropp Laman, University of South Carolina*

Discussant: *Cynthia J. Lewis, University of Minnesota***Division and SIG Roundtables****31.082. Roundtable Session 5;** Roundtable Session**31.082-1. After Undergraduate Studies: Earnings Effects, Postbaccalaureate Aspirations, and Career Outcomes for Faculty.**

Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Nicholas Hillman, University of Wisconsin - Madison*

Participants:

Payoff of Prestige: Estimating the Impact of Graduate Program Reputation on Career Outcomes for Faculty. *Jarrett B. Warshaw, University of Georgia; Robert Kevin Toutkoushian, University of Georgia; Hyejin Choi, University of Georgia*

Reward for Jumping the Dragon Gate: The Earnings Effect of Attending Selective Colleges in China. *Po Yang, Peking University*

The Influence of Undergraduate Student Loan Debt on Postbaccalaureate Aspirations. *Dominique Baker, Vanderbilt Peabody College*

**31.082-2. Approaches to Retention Efforts: Considering Institutional and Individual Factors.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Cynthia Maribel Alcantar, University of California - Los Angeles*

Participants:

Academic Buoyancy as an Explanation for College Student Achievement and Retention. *Carolyn R. Strickland, Pennsylvania College of Technology; Rayne A. Sperling, The Pennsylvania State University*

How Much Does Student "Quality" Account for College Variation in Retention? *Selina M. McCoy, Economic and Social Research Institute; Delma V. Byrne, National University of Ireland - Maynooth*

The Transfer Experience: Encouraging Community Cultural Wealth. *Hope Katherine McCoy, University of California - Los Angeles*

**31.082-3. Assessment of College Access and Success Programs and Initiatives Symposium.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Angela M. Locks, California State University - Long Beach*

Participants:

Precollege Access Initiatives: A Theoretical Investigation of Program Outcomes. *Dawn R. Person, California State University - Fullerton; Michelle M. Garcia, California State University - Fullerton*

A Process for Increasing Rigor and Appropriate Levels of Analysis in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). *Lumas Helaire, University of Michigan; James Ellis, University of Michigan - Ann Arbor*

Building a Culture of Assessment Across University Colleges. *Carmen Michele McCallum, Michigan State University; Julie Libarkin, Michigan State University*

**31.082-4. Broadening the Reach of Study Abroad Opportunities.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Hilary Zimmerman, University of California - Los Angeles*

Participants:

Coloring Up Study Abroad. *Charles Lu, The University of Texas - Austin; Richard J. Reddick, The University of Texas - Austin; Dallawrence M. Dean, The University of Texas at Austin; Veronica Pecero, The Ohio State University*

Necessary Redefinition: Response Shift Bias in Study Abroad Programs. *Kendra Joy Edwards Thomas, Ball State University; Stephen J. Snyder, Taylor University*

To Study Abroad or Not to Study Abroad? That Is the STEM Question. *Matthew A. Witenstein, Claremont Graduate University; Janel Henriksen Hastings, Foothill Country Day School*

**31.082-5. Enrollment, Completion, and Outcomes: Selective Policies and Practices.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *James Thomas Owens, University of Central Florida*

Participants:

Enrollment Decisions of the Underrepresented: Recruiting and College Choice at Military Institutions. *Daniel Rose, United States Coast Guard Academy; Anyisia P. Mayer, University of Connecticut*

High School Students' Completion of Advanced Courses in Texas: Trends in Participation by Ethnicity, 2000-2012. *Janis Fowler, Sam Houston State University; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University*

Improving Practice and Policy on College Access for Latina/o Students: Researching Innovative "Intelligent" Tutoring Systems. *Julian Viera, The University of Texas - El Paso; Judith H. Munter, The University of Texas - El Paso; Olga M. Kosheleva, The University of Texas - El Paso*

**31.082-6. International Undergraduate Students in Higher Education.**

Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Participants:

International Students' Pathways in U.S. Higher Education: The Role of Community Colleges. *Viveka Kudaligama, University of Illinois at Urbana-Champaign; Gloria Shenoy, Su Jung Kim, University of Illinois at Urbana-Champaign*

The “American Educational Experience” in a Predominantly White Rural Community as Described by International Students: An Opportunity to Redefine Priorities. *Crystal Machado, Indiana University of Pennsylvania; Jason A Smith, Indiana University of Pennsylvania*

Factors Predicting Advising Satisfaction and Persistence Among International Undergraduates. *Lisa Mataczynski, University of Southern California; Ruth Gim Chung, University of Southern California*

U.S. Higher Education Classroom Experiences of Chinese International Students. *Gabriela R Valdez, The University of Arizona*

**31.082-7. Navigating Barriers to Academic Performance.** Division J - Postsecondary Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Amy Li-Butler, University of Washington*

Participants:

Assessment and Placement Dissonance: How Language-Minority Students “Find Their Place” at Community Colleges. *Tasha Lyn Darbes, New York University; Carola Suarez-Orozco, UCLA*

Chilean Students’ Perceived Difficulties Associated With Their College Experience. *Maria Paz Gomez-Arizaga, Universidad San Sebastian; Leonor Conejeros-Solar, Pontificia Universidad Catolica de Valparaiso*

The Effects of Binge Drinking on Academic Performance: Considering Mediating and Moderating Effects. *Brian An, University of Iowa; Chad Loes, Mount Mercy University; Tieniell L. Trolan, University of Iowa*

College Student Challenges in Academic Success. *Alma D. Bonifacio, California State University, Los Angeles; Giselle Emilia Navarro, Claremont University - Claremont Graduate University; Charles Ledesma, California State University - Los Angeles; Claudia Kouyoumdjian, California State University*

The Remedial Mathematics Puzzle. *Paul Attewell, City University of New York; Sou Hyun Jang, The Graduate Center - CUNY*

**31.082-8. Participation of Marginalized Students in STEM.** Division J - Postsecondary Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Simone Z Gbolo, University of Minnesota - Twin Cities*

Participants:

Microaggressions, Marginality, and the Graduate Student Experience in STEM at the University of Illinois, Urbana-Champaign. *Randi Congleton, University of Illinois at Urbana-Champaign*

Is the Gender Gap in STEM Culturally Specific? Choosing Scientific and Other Career Fields in Cambodia. *Lara Perez-Felkner, Florida State University; Samantha Nix, Florida State University; Jordan Hopkins, Florida State University; Kirby Thomas, Florida State University*

Being a Buoyant Believer: A Key to Black and Latino Male Collegians’ Success in STEM. *Terrell Lamont Strayhorn, The Ohio State University; Leroy L. Long, The Ohio State University; Joseph A. Kitchen, The Ohio State University*

Preparing the Next Generation of Black College Students Majoring in STEM for 21st-Century Problem Solving. *Jennifer O. Burrell, Magnet School Assistance Program Center; Lorraine Fleming, Howard University*

**31.082-9. Social Class in Higher Education.** Division J - Postsecondary Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Deneese L. Jones, Drake University*

Participants:

“Figuring Out a Plan”: Exploring Social Class Differences in Undergraduate Major Selection. *April Yee, University of Pennsylvania*

The Intersection of Student Loans and Social Class: Exploring Borrowers’ Journeys Into Debt and Repayment. *Elissa Chin Lu, Boston College*

Graduate Student Social Class Identity: Social Constructions From the Poverty-Class and Working-Class Margins. *Jim Vander Putten, University of Arkansas at Little Rock*

**31.082-10. Where Is the “Ready” in College Readiness? Defining Its Many Faces and Phases.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Katherine M. Branch, University of Rhode Island*

Participants:

Understanding Grit in the Context of Education: A Sociocultural

Perspective. *Daniel J Almeida, University of Southern California*

Engaging Families in College Preparation: An Actionable Research Case Study. *Ronald Edward Hallett, University of the Pacific; Jacalyn M Griffen, University of the Pacific; Holly Stanco*

Preparing Middle School Students for College Through an Innovative

Online Game Intervention. *Zoe Corwin, University of Southern California; Jessica Evora, University of California - Los Angeles*

**31.082-11. Disabling Concepts of Inclusion and Exclusion.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Kyunghwa Lee, University of Georgia*

Participants:

Bring Back the Asylum: Reimagining Inclusion in the Presence of Others. *Gail M. Boldt, The Pennsylvania State University; Joseph Michael Valente, The Pennsylvania State University*

Coconstrutions of Race and Dis/ability in Inclusive Head Start Classrooms. *Leah Schoenberg Muccio, University of Hawaii at Manoa*

Exclusion or Inclusion? Development of the Sense of Belonging Among Elementary School Muslim Students in Alberta. *Afshan Amjad, University of Alberta*

Creating Critical Spaces in Early Childhood Classrooms for Discussing Disability in Children’s Literature. *Donna Sayers Adomat, Indiana University*

**31.082-12. Critical Perspectives on Globalization: Rethinking Educational Policy and Practice.** SIG-Education and Student Development in Cities; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Hannah Sasser, Purdue University*

Participants:

“I Like to Think We’re the Best”: Challenging U.S. Exceptionalism Within a Study Abroad Program. *Hannah Sasser, Purdue University; Sumiti Sharma, Saint Joseph’s University; Jubin Rahatzad, Purdue University; JoAnn I. Phillion, Purdue University*

Teachers’ Perceptions on Grassroots Community Schools’ Success. *Eloisa Maria Rodriguez, UNITEC, Laureate International Universities*

Subtractive Schooling, Social Capital, and Relationships as Perpetuators of Hegemony on Latino Education. *Brenda Iveth Lyne, Harlingen CISD*

**31.082-13. Diverse Teaching Processes and Contexts: Looking Closely and Listening Carefully.** SIG-Language and Social Processes; Roundtable Session

Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Experience the Differences: Traditionally Taught Reading Classes Versus Dialogically and Collaboratively Taught Reading Classes in Foreign Language Learning. *Rong Li, School of Software, Dalian Univ. of Technology; Clara Lee Brown, The University of Tennessee - Knoxville*

Navigating Teaching Cultures: Foreign-Born Teachers as Cultural Assets in U.S. Language Immersion Schools. *Alina Slapac, University of Missouri; Ralph Adon Cordova, University of Missouri - St. Louis; Jerol Enoch, University of Missouri - St. Louis*

“I’m With You on That”: Language-Minority and Language-Majority Adolescents Use Social Inquiry, Solidarity, and Support to Open Space for Language Learning. *Melinda E. Martin-Beltran, University of Maryland - College Park; Kayra Alvarado Merrills, University of Maryland*

**31.082-14. Classroom Management in Different Countries, Subject Areas, and Venues.** SIG-Classroom Management; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Marie L. Masterson, Dominican University*

Participants:

Effects of Classroom Management on Cognitively Demanding Mathematical Tasks and the Implications for Instructional Practices. *Candace Barriteau Phaire, New York University*

Chinese Teachers’ Expectations and Perceptions of U.S. Students’ Behavior in Chinese Immersion Programs: A Cultural Difference Perspective on Classroom Management. *Wenyang Zhou, Michigan State University; Guofang Li, Michigan State University*

Implementing Classroom Management Case Studies in Teacher Education With the Aid of Web Technology. *Zafer Unal, University of South*

Florida - St. Petersburg; *Aslihan Unal, Georgia Southern University; Yasar Bodur, Georgia Southern University*

The Use of Systematic Classroom Observation to Evaluate Professional Development Needs in Qatar Independent Schools. *Beverly L. Alford, The University of Mississippi; Kayla Braziel Rollins, Texas A&M University; Danielle Bairrington Brown, University of Nevada - Las Vegas; Hersh C. Waxman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station*

**31.082-15. Diversity, Ethics, and Organizational Change.** Division J - Postsecondary Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Glenn Allen Phillips, Texas A&M University*

Participants:

A Blueprint for Change: A Case Study of the Campus Racial Climate of Mid-Atlantic University. *Kristina Ruiz-Mesa, California State University - Los Angeles; Brigid M. Dwyer, Villanova University; Teresa A. Nance, Villanova University; James Francis Trainer, Villanova University; Stephen A. Sheridan, Villanova University*

Diversity's Bitter Pill: A Comparative Case Study of Diversity Administrators at One U.S. and One Canadian University. *Alana C. Butler, Cornell University*

Understanding the Benefits of Institutional Diversity for U.S. Higher Education. *Michael S. Harris, Southern Methodist University*

Staging Professional Ethics in Student Affairs: A Dramaturgical Analysis of "Doing the Right Thing". *Earle Reybold, George Mason University; Mark D. Halx, Halx Consulting Group*

**31.083. Roundtable Session 6;** Roundtable Session

**31.083-1. Educational Policy in Relation to Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Sarah Oh, University of Virginia*

Participants:

A New Paradigm for Gifted Program Evaluation: From Standards to Utility Using Research-Driven Guidelines. *Lori C. Bland, George Mason University; Beverly D Shackle, George Mason University; Anastasia Kitsantas, George Mason University; Angela D. Miller, George Mason University; April A Mattix, George Mason University*

Firsthand STEM Inquiry for All? Student Research Opportunities in Selective and Inclusive STEM Schools. *Jennifer Foreman, Allegheny College; Elizabeth Jean Gubbins, University of Connecticut; Micah Nicole Bruce-Davis, University of Louisiana at Lafayette; Merzili Villanueva, University of Connecticut; Cindy Marie Gilson, University of Connecticut; Carolyn M. Callahan, University of Virginia; Colby Tofel-Greth, Utah State University*

Innovation in Practice and Policy: Examining Curriculum Policies and Practices in Gifted Education. *Kimberley L. Chandler, College of William and Mary*

Utilizing Research to Empower Teaching Practice and Educational Policy Development in Relation to Gifted Education: An Australian Case Study. *Margaret M. Plunkett, Monash University; Leonie Kronborg, Monash University*

**31.083-2. Equity, Gender, and Our Youth.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Marlon C. James, Loyola University Chicago*

Participants:

Toward Poststructural Possibilities for Deconstructing the School-to-Prison Pipeline. *Amanda Michelle Gebhard, University of Toronto - OISE*

Progressive Education and Race-Class Inequality: Implications for Youth Navigating High School Options Under Neoliberal School Reform. *Enora R. Brown, DePaul University*

Gender Equality in Mathematics Learning: A Shanghai Story in PISA (Programme for International Student Assessment) 2012. *Yan Zhu, East China Normal University*

Gender Stereotypes and Gender Traits: How External Enactments Result in Our Bias and Conflicts. *Aaron Jermaine Griffen, Texas A&M University - College Station; Andrea D. Cain, Texas A&M University - College Station; Kimberly Mischelle Gibson-McClain, Texas A&M University - College Station*

Racial and Athletic Identity of African American Athletes at Predominantly White Institutions. *Michael Everette Rutledge, Texas A&M University*

**31.083-3. Educational Policy and the Everyday Lives of Teachers.** SIG-Lives of Teachers; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Chad Lochmiller, Indiana University*

Participants:

The Power of Resistance: Intersecting Policy and Practice Toward Transformational Practice. *Kenneth James Fasching-Varner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Danielle Jan Klein, Louisiana State University; Desiree R. Cho, Louisiana State University*

Teacher Voices and the Purposes of Schooling: Including Practical Wisdom in Educational Research and Policy. *Kurt Stemhagen, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University*

Mimicking Successful Reform: A Postcolonial Analysis of Teachers' Perceptions of High-Stakes Accountability. *Angela Leigh Masters, University of Illinois at Urbana-Champaign*

"Not Every Day Is Going to Be Wonderful": Teachers' Emotions Under Test-Based Accountability. *Erin Elizabeth Rooney, Temple University*

**31.083-4. Issues of Controversy in the Social Studies.** SIG-Social Studies Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

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

Participants:

How Christian Social Studies Teachers Understand Teaching for Social Justice. *Paul Michael Orłowski, University of Saskatchewan*

Long-Term Insights About a Third-Grade Encounter With the Holocaust. *Simone Schweber, University of Wisconsin - Madison; Irene Ann Resenly, University of Wisconsin - Madison*

Teaching Tolerance Within the Protective Walls of the Public School: A Civic Aim of Education in Pluralist Democracies. *Suzanne N. Rosenblith, Clemson University; Benjamin J. Bindewald, Clemson University*

Examination of Secondary Social Studies Teacher Support and Curricular Control in Testing and Nontesting States. *Nancy C. Patterson, Bowling Green State University; Sherri L. Horner, Bowling Green State University; Prentice T. Chandler, University of Cincinnati; Robert Lawrence Dahlgren, SUNY - College at Fredonia*

Content Analysis of Theory and Research in Social Education and the Social Studies. *Steven Paul Camicia, Utah State University; J. Spencer Clark, Utah State University; Juanjuan Zhu, Utah State University; HyeKyoung Lee, Utah State University; Marialuisa Di Stefano, Utah State University; Stephanie Speicher*

**31.083-5. Participatory Action Research: Voice, Partnerships, and Purpose.** SIG-Action Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Lonnie L. Rowell, University of San Diego*

Participants:

Contextualizing Innovation: The Role of Participatory Action Research in Sustainable Educational Development in Nicaragua. *Matthew James Tarditi, University of Pennsylvania; Sharon M. Ravitch, University of Pennsylvania; Tim Sheeran; Duilio Baltodano*

Food Mapping: A Participatory-Transformational Method for Raising Consciousness. *Robert Alan Wight, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati; Peggy Shannon-Baker, University of Cincinnati*

Naming and Unnaming a Research Study "Participatory". *Sarai Koo, MAPS 4 College; Jessica Nina Lester, Indiana University*

**31.083-6. Partnerships in Health and Education.** SIG-Education, Health, and Human Services Linkages; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Elizabeth A Mellin, The Pennsylvania State University*

Participants:

A Research and Development Framework for Interprofessional Team Collaboration. *Hal A. Lawson, University at Albany - SUNY*

An Investigation of Children's Understanding of Food and Nutrition. *Tingting Xu, Stephen F. Austin State University; Ithel Jones, Florida State University*

Does Viewing Bullying Violence Affect the Allocation of Attention in Young Adults? *Tracey Nicole Sulak; Terrill F. Saxon, Baylor University*  
Examining Interdisciplinary Collaboration Within an Agency-Wide, Early Literacy Project: The Little Read Initiative. *Elizabeth McKendry Anderson, Binghamton University - SUNY; Nicole Scarlett Fenty, Binghamton University - SUNY*

**31.083-7. Experiences of K-12 Students in STEM Disciplines.** SIG-Research on Women and Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Maureen Neumann, University of Vermont*

Participants:

Gender Patterns in Educational and Career Plans of Participants in an Urban County-Level Science Fair. *Penny Hammrich, Drexel University; Kathleen Fadigan, The Pennsylvania State University - Abington*  
Women in Secondary STEM Courses: Establishing a Pipeline for Success. *Liz Bergeron, International Baccalaureate; Melissa Gordon, International Baccalaureate*  
"Math Is Not Math All the Time": Understanding Students' Experiences. *Lynn L. Hodge, The University of Tennessee*

**31.083-8. Engagement, Reflection, and Identity Development Through Service-Learning.** SIG-Service-Learning & Experiential Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Margaret Shu-Mei Sass, Purdue University*

Participants:

A Rewriting of Self Through the Social/Intellectual Spaces of Service-Learning. *Jaime Winans; Bryant Griffith, Texas A&M University - Corpus Christi; Douglas J. Loveless, James Madison University*  
Stories From Service: The Power of Stories as Tools for Cognitively Challenging Reflection in Service-Learning. *Christopher George Pupik Dean, University of Pennsylvania*  
The Contribution of an Environmental Service-Learning Program to Eighth-Grade Students' Environmental Literacy. *Eileen G. Merritt, University of Virginia; Jill Greiner; Alison Elizabeth Baroody, San Francisco State University; Sara E. Rimm-Kaufman, University of Virginia*  
Using Critical Community Engagement in Graduate Education to Prepare Future Health Care Professionals. *Keshia Martin, University of North Carolina at Greensboro*

**31.083-9. Research on the Superintendency SIG.** SIG-Research on the Superintendency; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Kerry Kathleen Robinson, University of Tennessee Knoxville*

Participants:

Hiring Processes in California of the Pre-K-12 Superintendency. *Marcelline M. Guthrie, Mother Lode Union School District; Susan M. Tracz, California State University - Fresno*  
Pedagogical Leadership in Area III. *Jim Brandon, University of Calgary; Candace Saar, University of Calgary; Sharon Friesen, University of Calgary*  
Superintendents Who Lead Learning. *Jim Brandon, University of Calgary; Paulette Hanna, College of Alberta School Superintendents; Dorothy Gail Negropontes, CSEA*

**31.083-10. Critical Transcultural Perspectives on Digital Media.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Huey-Li Li, The University of Akron*

Participants:

Transcultural Literacies: Heritage and Hybridity in the Digital Age. *Grace MyHyun Kim, University of California - Berkeley*  
Technology and Sexuality—What's the Connection? Considering How Sexuality Shapes a Diverse Range of Girls' Participation in Technology. *Catherine S. Ashcraft, University of Colorado - Boulder*  
Remembering the App/aritions of a Traumatic Past: Forgetfulness, Mobile Applications, and the Contestation of Colonial Logics. *Nicholas Ng-A-Fook, University of Ottawa; Bryan Smith, University of Ottawa; Julie Corrigan, University of Ottawa*  
Teaching With Social Media: A Foucauldian Discourse Analysis of Democratic and Participatory Potential. *Susan L. Meabon Bartow, Miami University*

**31.083-11. Culture and Upbringing: Introducing a 20th-Century Classic to Theory and Practice.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Norm Friesen, Boise State University*

Participants:

Klaus Mollenhauer: His Book and Biography. *Norm Friesen, Boise State University*  
Forgotten Romantic and Enlightenment Connections. *Stefan Thomas Hopmann, University of Vienna*  
Critical Pedagogy, Culture, and the Question of Universals: Another Forgotten Connection? *Gert J. Biesta, University of Luxembourg*  
Mollenhauer and Preservice Teacher Reflection: Curriculum, Relation, and Upbringing. *Andrew Foran, St. Francis Xavier University*

**31.083-12. Curriculum Beyond Policy and Practice: A Symposium on Research in Curriculum for Postqualitative Times.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Mark Helmsing, Michigan State University*

Participants:

"Traces in Narratives About Knowledge": Fiction and Photography as Method/ology. *H. James Garrett, University of Georgia*  
Capturing Little Africa: Immigrant Youth Re-Presentations of Home in Thirdspace. *Sandra Schmidt, Teachers College, Columbia University*  
Images, Imagination, and the Construction of a Curriculum in New York City. *Avner Segall, Michigan State University*  
Performing America: Using Mimesis, Poiesis, and Kinesis to Consider Curriculum as Performance. *Mark Helmsing, Michigan State University*

**31.083-13. Making Bodies: Language, Disability, and English Language Teacher Education.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Cristian R. Aquino-Sterling, San Diego State University*

Participants:

Discursive Formation: The Construction of the Problem Child. *Jie Qi, Utsunomiya University*  
"Tongue-Tied": Innovative Thinking on Second Language Research at the Intersections of Difference. *Nirmala Erelles, The University of Alabama*  
Mandates, Needs, Resources, and Current Research: An Analysis of English Language Teacher Education in Turkey. *Saban Cepik, Fatih University; Nihat Polat, Duquesne University*

**31.083-14. Multicultural Education and a Culturally Responsive Curriculum.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Carmina Makar, City College of New York - CUNY*

Participants:

Final Results of a Culturally Responsive Science Curriculum Project in Hawaii'i: *Ka Hana 'Imi Na 'auao. Scott Anderson Bowditch, University of Hawaii - Manoa; Kelly Drew Roberts, University of Hawaii - Manoa*  
Korean Youth in an American School: Early Study Abroad as a Family Investment Strategy. *Hye-Young Park, University of Illinois at Urbana-Champaign*  
Understanding Multicultural Education in Korea: Challenges, Issues, and Moving Forward. *Mimi Miyoung Lee, University of Houston; Kyoung-Ah Nam, American University*

**31.083-15. Multimodal Literacies, Performance Theory, and Digital Technologies.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Craig A. Cunningham, National Louis University*

Participants:

Literacy Practices, Performances, and Possibilities of a Digital Role-Play. *Stacy Haynes-Moore, University of Iowa*  
Cyborg Audience: Wireless Youth Theatergoers and Their Subjectivities. *John Mathew Richardson, University of Calgary*  
Curricular and Pedagogical Possibilities of Digital Filmmaking: Unraveling and Provoking New Forms of Thought for Educators. *Avril Aitken, Bishop's University; Linda Anne Radford, University of Ottawa*  
Multimodal Discourse Analysis of Kamishibai Landscapes: Uncovering

the Relationship Between Traditional Storytelling and Manga/Anime New Literacies. *Junko Sakoi, The University of Arizona*

**31.083-16. New Directions in Postfoundational Theorizing.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Noah W. Sobe, Loyola University Chicago*

Participants:

Examining Discourses About Content Reduction in Korea's National Curriculum Using Foucault's Archaeological Approach. *Kyunghee So, Seoul National University; Jiyoung Kang, Seoul National University*

Expectations of Expertise: A Poststructural Exploration of Becoming Teachers of Students With Disabilities. *Rachel Roegman, Teachers College, Columbia University; Suzanne Pratt, Teachers College, Columbia University; Sabrina Sanchez, Teachers College, Columbia University; Crystal Chen, Teachers College, Columbia University*

Exploring Arendt's, Rancière's, and Fendler's Educational Philosophies: Imagining an Ethical Approach to Teaching for Creativity. *Thanh Ha Phung, Michigan State University*

**31.083-17. Promoting Youths' Awareness and Agency Through Hip-Hop-Based Education: A Symposium.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Bradley J. Porfilio, Lewis University*

Participants:

The Self-Location of Somali Immigrant Youth Through Discourse and Agency. *Brian Lozenski, University of Minnesota - Twin Cities; Chelda Smith, University of Minnesota - Twin Cities*

Hip-Hop in the Classroom: A Tool to Get Better Grades or to Get Better? *Raphael Travis, Texas State University-San Marcos; Alexis Maston, Texas State University*

Creating Hip-Hop-Based Curricula for the Psychological Development of Police Cadets in Athens, Greece. *Konstantinos Papazoglou, Debangshu Roychoudhury, City College of New York - CUNY; Lauren M. Gardner, The Graduate Center at the CUNY*

**31.083-18. Pushing Methodological Boundaries.** Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Theodora Regina Berry, The University of Texas - San Antonio*

Participants:

Community-Based Research and Participatory Curriculum Practices: Imagining Possibilities for Graduate Education Policies. *Elida Giraldo, Universidad de Antioquia*

Danielle's Conversation With Text: Life Around Literature in an After-School Program for Middle School Students. *Gina M Paese, New York Department of Education*

Method's Sense—The Starkest Madness: Seeing Methods as the Distance Between Teacher and Student. *Maya R. Pindyck, Teachers College, Columbia University; Patrick James Scanlon, Teachers College, Columbia University*

What Is the Student's Role? Crossing Borders in Theory, Pedagogy, Assessment, and Geography. *Michelle Renee Zimmerman, Educational Research Consulting; Thomas E. Gaffey, Building 21*

**31.083-19. State Policies for Performance Funding and College Readiness.**

Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *William R. Doyle, Vanderbilt University*

Participants:

Dynamic Effects of Race- and Class-Based Affirmative Action Policies on College Diversity. *Sean F. Reardon, Stanford University; Matthew Kasman, Stanford University; Daniel Klasik, University of Maryland - College Park; Rachel Baker, Stanford University; Joseph B. Townsend, Stanford University*

The State of State College-Readiness Policies. *Grant Blume, University of Washington; William M. Zumeta, University of Washington*

Performance Funding: What Policy Instruments and Theories of Action Underlie This Popular Higher Education Policy? *Vikash Reddy, Teachers College, Columbia University; Hana Lahr, Teachers College, Columbia University; Kevin J. Dougherty, Teachers College, Columbia University; Sosanya M. Jones, Southern Illinois University - Carbondale; Rebecca S. Natow, Teachers College, Columbia*

*University; Lara Pheatt, Teachers College, Columbia University*  
Obstacles and Unintended Impacts: A Study of Performance Funding at Community Colleges in Three States. *Hana Lahr, Teachers College, Columbia University; Lara Pheatt, Teachers College, Columbia University; Kevin J. Dougherty, Teachers College, Columbia University; Sosanya M. Jones, Southern Illinois University - Carbondale; Rebecca S. Natow, Teachers College, Columbia University; Vikash Reddy, Teachers College, Columbia University*

**31.083-20. Assessment in Higher Education.** SIG-Measurement and Assessment in Higher Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Javarro Antoine Russell, National Board of Medical Examiners*

Participants:

College or Bust ... or Both: The Effects of the Great Recession on College Enrollment. *Tolani Britton, Harvard University*

Critical Conversations and Divergent Dialogues: The Expanding Roles of the Assessment Practitioner. *Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign; Ruth C. Slotnick, Mount Wachusett Community College*

Peer Assessment in a Digital Age: A Meta-Analysis Comparing Peer and Teacher Ratings. *Hongli Li, Georgia State University; Yao Xiong, The Pennsylvania State University; Xiaojiao Zang, The Pennsylvania State University; Mindy L. Kornhaber, The Pennsylvania State University; Youngsun Lyu, The Pennsylvania State University; Kyung Sun Chung, The Pennsylvania State University; Hoi K. Suen, The Pennsylvania State University*

Structuring Peer Assessment: Peer Feedback Content Analysis. *Mario Gielen, Ghent University; Bram De Wever, Ghent University*

**31.083-21. Complicating Superdiversity Through Children and Youths' Communicative Repertoires.** SIG-Bilingual Education Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Marjorie Faulstich Orellana, University of California - Los Angeles*

Participants:

Playing With Language, Languaging Play: Translanguaging Practices in a New Immigrant After-School Program. *Marjorie Faulstich Orellana, University of California - Los Angeles*

Immigrant Youth in Superdiverse Schooling Contexts. *Christine Brigid Malsbary, University of Hawaii*

More Than Meets the Eyes: Unpacking the Dynamic Bilingualism of a Segregated Charter School. *Nelson Flores, University of Pennsylvania*

Transcultural Communicative Repertoires of Black and Latina/o Youth in Superdiverse Local Contexts. *Danny C. Martinez, University of California - Davis*

**31.083-22. Critical Literacy for Social Justice.** SIG-Critical Educators for Social Justice; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

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

Participants:

Critical Literacy: A Gap Between the Teacher and the Students. *Bogum Yoon, Binghamton University - SUNY*

Critical Reading for Social Justice Education. *Fernando Naiditch, Montclair State University*

Educating Students Without Language Power. *Jennifer Magen Orwell, Self*  
Who Gets What Kind of Literacy in School? Structured Inequity, Common Core State Standards, and Transformative Critical Literacy. *Anne Fairbrother, SUNY - College at Oswego*

**31.083-23. Strategies for Maximizing the Impact of Educational Research in Information Technology on Practice, Policy, and Future Directions.** SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Margaret Josephine Cox, King's College London*

Participants:

Restructuring Schooling With Digital Technologies: Implications for Policy and Practice. *Niki Davis, University of Canterbury; Birgit Eickelmann, University of Paderborn, Germany*

Blending Student Technology Experiences in Formal and Informal Learning: Implications for Innovation in Policy and Practice. *Kwok-Wing Lai, University of Otago; Ferial Khaddage, Deakin University;*



*Gerald A. Knezek, University of North Texas*  
 Enhancing Teaching With Digital Technology: Some Vital Lessons. *Peter Twining, The Open University; Fiona Henry, Open University, UK*  
 Strategies for Using Information Technology-Enabled Educational Assessment in 21st-Century Contexts. *Mary Webb, Kings College, London; David Gibson, Curtin University*  
 Researching Instructional Technology in Education: Toward Improved Research-Informed Policy and Practice. *Margaret Josephine Cox, King's College London; Dale S. Niederhauser, West Virginia University*

**31.083-24. Can Educational Research Influence Educational Change? AERA, New Audiences, and New Modalities for Influencing Change.** SIG-Educational Change; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Gary L. Anderson, New York University*

Participants:

What We Have Here Is a Failure to Communicate ... and a Great Deal More: Reflections on the Research Community's Attempts to Become a Vehicle for Change. *Robert B. Donmoyer, University of San Diego; Marybeth Gasman, University of Pennsylvania; Joyce E. King, Georgia State University*  
 Toward a Scholarship of Public Engagement Aimed at Educational Change. *Michael J. Dumas, New York University; Gary L. Anderson, New York University*  
 Notes From the Digital Field: New Technologies and Change in Educational Policy Research. *Kiersten Greene, SUNY - College at New Paltz*

**Division and SIG Posters**

**31.084. Poster Session 3;** Poster Session

**31.084-1. Exploring Content and Contexts in Preservice Coursework.**

Division K - Teaching and Teacher Education; Poster Session  
 Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

1. A Framework of Assets Essential for Enhancing Teacher Employability. *Robert Pickett, Carroll University*
2. Beyond Initial Transition: An International Examination of the Complex Work of Experienced Literacy/English Teacher Educators. *Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Cathy Marie Miyata, University of Toronto; Yiola Cleovoulou, OISE/University of Toronto; Clive M. Beck, OISE/University of Toronto*
3. Engagements and/in Curriculum Studies: A Practice-Grounded Study in Graduate Teacher Education. *Todd Dinkelman, University of Georgia*
4. Exploring Everyday Experiences of Preservice Teachers With Technology: Implications for Teacher Education. *Sebnem Cilesiz, University of Louisiana at Lafayette*
5. Fostering Purpose-Driven Technology Use Among Teacher Candidates. *Jennifer Higgs, University of California - Berkeley; Catherine Anne Miller, University of California - Berkeley; Kiera NP Chase, University of California, Berkeley*
6. Preparing Preservice Early Childhood Education Candidates to Teach Writing. *Leslie La Croix, George Mason University; Nedra Lee Cossa, George Mason University; David A. Lojkovic, George Mason University; Julie K. Kidd, George Mason University*
7. Sharing the Stage With a Coteaching Sage: A Qualitative Study of Preservice Teachers' Perceptions of Effective Coteaching in Higher Education. *Kelli Jo Kerry-Moran, Indiana University of Pennsylvania; Mary Ann Morocco-Perry, Indiana University of Pennsylvania*
8. The (Im)Possibility of Good Enough in Teaching and Teacher Education. *Elizabeth Pittard, University of Georgia - Athens*
9. The Impact of a Physics Inquiry Course on a Student Teacher of Physics. *Paige K. Evans, University of Houston*
10. Writing Instruction in Action: Exploring the Influence of Practice-Based Literacy Methods in an Urban School-University Partnership. *Tricia DeGraff, University of Missouri - Kansas City; Jennifer H. Waddell, University of Missouri - Kansas City*

**31.084-2. Head Start and Pre-Kindergarten Issues.** SIG-Early Education and Child Development; Poster Session  
 Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

11. Does High-Quality Public Pre-K Influence Academic Gains?

- Examining Program Quality and Treatment Effects in Tulsa. *Anna Duncan Johnson, Columbia University; Anna J Markowitz, Georgetown University; Carolyn Hill, Georgetown Public Policy Institute; Deborah A Phillips, Georgetown University*
12. Examining Differential Attrition in a State Pre-Kindergarten Impact Study Using Regression Discontinuity Design. *Tomoko Wakabayashi, HighScope Educational Research Foundation; Zongping Xiang, HighScope Educational Research Foundation*
13. The Value of Comprehension Strategy Instruction for Head Start Children. *Andrea Debruin-Parecki, ETS; Sid Vaughn, Consultant*
14. Chronic Homelessness, Head Start, and Changing Federal Policies: Teaching and Learning at Hawthorne House. *Robert V. Bullough, Brigham Young University; Kendra Hall-Kenyon, Brigham Young University*
15. Effects of a Pre-Kindergarten Math/Science Curriculum on Low-Income Children's Knowledge of Mathematics: Lessons From Research. *David L Brown, Texas A&M University - Commerce; Tracey Roden, istation*
16. Mastery Motivation and School Readiness in Children Served by Head Start. *Andres Sebastian Bustamante, University of Miami*

**31.084-3. Motivation in Education SIG Poster Session 2.** SIG-Motivation in Education; Poster Session  
 Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

17. A Qualitative Forensic Investigation of an Intervention That Backfired. *Anna Sverdlik, McGill University; Hui Wang, McGill University; Nathan C. Hall, McGill University*
18. Assessing Motivation in General Education. *Kenn E. Barron, James Madison University; Makayla Grays, The University of Auckland; Chris S. Hulleman, University of Virginia*
19. Better Together: Effects of Seeing Values as Shared on Minority Students' Wellness and Motivation. *Shannon Brady, Stanford University; Amani Green, Stanford University; Geoffrey L. Cohen, Stanford University*
20. Challenge Orientation and Safety Orientation as Motivational Dispositions. *Minhye Lee, Korea University; Jeesoo Lee, Korea University; Unkyung No, Korea University; Johnmarshall Reeve, Korea University; Mimi Bong, Korea University, Department of Education; Sung-Il Kim, Korea University*
21. Course-Triggered Identity Exploration in Community College Students: An Examination of Qualitative Data. *David Kowalski, Temple University*
22. Exploring College-Aged Students' Perceived Cost Values for Education. *Marcus Lee Johnson, University of Cincinnati; Nayssan Safavian, University of California - Irvine*
23. How Much Do Grades Matter? A Meta-Analysis on the Motivational Consequences of Assessment. *Alison C. Koenka, Duke University; Harris M. Cooper, Duke University; Lisa Linnenbrink-Garcia, Michigan State University*
24. Increasing Interest by Communicating Value. *Elizabeth Ann Canning, University of Wisconsin - Madison; Yoi Tibbetts, University of Wisconsin; Judith Harackiewicz, University of Wisconsin*
25. Initial Validity Evidence for a New Scale to Measure Cost. *Jessica Kay Flake, University of Connecticut; D. Betsy McCoach, University of Connecticut; Kenn E. Barron, James Madison University; Chris S. Hulleman, University of Virginia; Megan E. Welsh, University of Connecticut*
26. Motivation for Teaching in Higher Education: A Qualitative Study With Graduate Student Instructors. *Patricia Vorndran, Temple University; Avi Kaplan, Temple University; Pamela Barnett, Temple University*
27. Motivation-Focused Thinking: Promoting Academic Achievement Among University Students Facing Challenging Obstacles. *Jeremy M. Hamm, University of Manitoba; Raymond P. Perry, University of Manitoba; Judy Chipperfield, University of Manitoba; Steve Hladkyj, University of Manitoba; Patti C. Parker, University of Manitoba*
28. One Size Fits All? Longitudinal, Profile-Centered Examinations of Adolescents' Motivation in Mathematics and Social Studies. *Stephanie V. Wormington, Michigan State University; Michael M. Barger, Duke University; Lisa Linnenbrink-Garcia, Michigan State University*
29. Relationships Among Students' School Motivation, School Commitment, and Academic Achievement in Secondary Education. *Hanke Korpershoek, University of Groningen*
30. The Relations Between Future Life Goals and Engagement and

Burnout: The Mediating Role of Intrinsic Motivation. *Sungok Serena Shim, Ball State University; YoonJung Cho, Oklahoma State University; Cen Wang, Charles Sturt University; Xiao-Guang Xu, Ming Zhong*

31. Transformative Experience as a Facilitator of Interest Development and Transfer in a College Success Course for At-Risk Students. *Benjamin C. Heddy, University of Southern California; Ananya Mukhopadhyay, University of Southern California; Gale M. Sinatra, University of Southern California; Helena Seli, University of Southern California*

#### 31.084-4. Approaches to Fostering Reading Proficiency in Classroom

**Contexts.** Division C - Learning and Instruction; Poster Session  
Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Posters:

32. Comparative Analysis of Lexical Features, Syntactic Complexity, and Cohesion in Fifth-Grade Science Content-Based Informational Texts. *Christopher D. Van Booven, New York University*
33. Effect of a Brief Fluency Intervention on the Fluency and Comprehension of High 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*
34. Improving the Acquisition and Retention of Science Vocabulary Through the Use of Imagery. *Marisa Cohen, Saint Francis College*
35. Students Reading and Writing Digital Books. *Rick Chan Frey, Mustard Seed N.D.C.*
36. Testing a Model of Elementary Students' Reading Achievement: Teacher-Student Relationship Predicting Motivation and Self-Concept. *Erin Sullivan Peterson, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Frederic Guay, Université Laval; Melissa Margaret Majerus, University of North Dakota; Nikolaus Theodor Butz, University of North Dakota*
37. The Importance of Genre-Specific Literacy Instruction and Exposure in the Comprehension of Informational Text. *Nicola McClung, University of San Francisco; Diana Alice Hawley, University of San Francisco; Elaine R. Barry, University of San Francisco; Jeanette Fox, University of San Francisco; Michelle Mendoza, University of San Francisco; Edress Waziri, Livermore Joint Unified School District*
38. The Role of Lexical Stress in Word Reading. *Lindsay Harris, University of Pittsburgh; Juan Zhang, The Chinese University of Hong Kong; Charles Perfetti, University of Pittsburgh*
39. Web-Mediated Collaboration and the Development of Literacy Practices. *Jeanette Novakovich, Concordia University*
40. "You Would Talk to Teachers With Fancy Words and More Respect": Adolescent Learners Reflecting Metalinguistically on the Academic Register. *Emily Phillips Galloway, Harvard University; Shireen Al-Adeimi, Harvard University; Morgan Figa, Harvard University; Chelsea Santilli, Boston University; Paola Uccelli, Harvard University; Christina L. Dobbs, Boston University*

#### 31.084-5. Humanities, Social Science, and Fine Arts Education. Division

C - Learning and Instruction; Poster Session  
Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Posters:

41. I Don't Know What the Heck He's Saying! A Case Study of Honors Students' Stances and Approaches Toward the Great Works. *Jonathan Cisco, University of Missouri*
42. Japanese and U.S. Children's Thinking About Economics. *Sherry L. Field, Arkansas Tech University; Elizabeth Bellows, Appalachian State University; Hiroko Taguchi, Kagoshima University; Kazuhiro Mizoguchi, Kagoshima University; Soutaro Terachi, Kagoshima University; Amanda Elizabeth Vickery, The University of Texas - Austin*
43. Museum Footnotes: Making History Museums Transparent for Visiting Students. *Alan Marcus, University of Connecticut; Jennifer S. Kowitz, University of Connecticut*

#### 31.084-6. Exploring New Methods of Classroom Observation. SIG-

Classroom Observation; Poster Session  
Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Posters:

44. Examining Dynamic Teacher Effectiveness Through the Relationships Between Teaching Consistency and Learning Goals Across Lessons: Some Theoretical and Methodological Considerations. *James Y.O. Ko, Hong Kong Institute of Education; Dora Dongyu Li, The Hong Kong Institute of Education*
45. Exploring Characteristics of Teacher Observation Through Eye-

Tracking Technology: Seeing What Observers See. *Jilliam Nadine Joe, ETS; Anita M. Sands, Educational Testing Service*

#### 31.084-7. Banal Nationalism in Popular Culture: *The Adjustment Bureau*.

SIG-Media, Culture, and Curriculum; Poster Session  
Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Poster:

46. Banal Nationalism in Popular Culture: *The Adjustment Bureau*. *Vincent Youngbauer, Mercer University*

#### 31.084-8. Empathic Space in the Digital Classroom: Curriculum,

Pedagogy, and Assessment. SIG-Media, Culture, and Curriculum;  
Poster Session

Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Poster:

47. Empathic Space in the Digital Classroom: Curriculum, Pedagogy, and Assessment. *Jonathan Friesem, University of Rhode Island*

#### 31.084-9. Examining the Multiple Media Representations and Curricular

Narratives of African Americans in Television Journalism. SIG-  
Media, Culture, and Curriculum; Poster Session

Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Poster:

48. Examining the Multiple Media Representations and Curricular Narratives of African Americans in Television Journalism. *Karla Manning, University of Wisconsin - Madison*

#### 31.084-10. Memes, Popular Culture, and Digital Storytelling Across

Multiple and Critical Literacies. SIG-Media, Culture, and  
Curriculum; Poster Session

Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Posters:

49. Critical Media Literacy and Gender: Teaching Middle School Children About Gender Stereotypes and Occupations. *Linda Markowitz, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville; Mark Hedley, Southern Illinois University - Edwardsville; Chantal Chandler*
50. Importance of Media Literacy Instruction: An Investigation of Gay and Lesbian Youth in Popular Television. *Divonna M. Stebick, Gettysburg College; Sean Robinson, Morgan State University*
51. Leveraging Literacy: Interactive Digital Storytelling With Scratch Programming. *William Quinn Burke, College of Charleston*
52. Success Baby and Willy Wonka: Using Memes With Teachers for Media Literacy. *Cathy C. Leogrande, Le Moyne College; Cynthia Choi, Le Moyne College*

#### 31.084-11. "Both R&D and Retail": Hive NYC Learning Network as

Infrastructure for Learning Innovation. SIG-Media, Culture, and  
Curriculum; Poster Session

Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Poster:

53. "Both R&D and Retail": Hive NYC Learning Network as Infrastructure for Learning Innovation. *Rafi Santo, Indiana University - Bloomington; Dixie Ching, New York University*

#### 31.084-12. International Studies SIG Poster Session. SIG-International

Studies; Poster Session

Convention Center, 200 Level, Hall E; 8:15-9:45am

##### Poster:

54. How Are International Teachers Educated? Perceptions of Student Teachers on Their Education for International Teaching. *M. Sencer Corlu, Bilkent University; Armagan Ateskan, Bilkent University*

**Friday, 9:00 am**

**AERA Related Activities**

#### 32.010. International Relations Committee Meeting Honoring

International Travel Award Recipients. AERA Related Activities;  
Invited Session

Marriott, Fourth Level, 402; 9:00-10:30am

Chair: *Rodney K. Hopson, George Mason University*

**Friday, 10:30 am****Committee Sessions**

- 33.010. School Closures and the Perils of Limiting Education Opportunities: The Philadelphia Story.** Social Justice Action Committee; Invited Session  
YouthBuild Philadelphia Charter School, 1231 N. Broad St. #3, Philadelphia, PA; 10:30am to 3:30pm  
Chair: *James Earl Davis, Temple University*  
Speakers: *Maia B. Cucchiara, Temple University; Juliet DiLeo Curci, Temple University; Will J. Jordan, Temple University; Kathleen M. Shaw, Research for Action; Charlie Baltimore, Edison High School*  
Discussant: *Gregory M. Anderson, Temple University*

**Friday, 10:35 am****Governance Meetings and Events**

- 34.001. AERA Ethics Committee: Closed Meeting.** AERA Governance; Governance Session  
Marriott, Third Level, 305; 10:35am to 12:05pm  
Chair: *Carolyn J. Riehl, Teachers College, Columbia University*
- 34.002. AERA International Relations Committee: Closed Meeting.** AERA Governance; Governance Session  
Marriott, Third Level, 306; 10:35am to 12:05pm  
Chair: *Rodney K. Hopson, George Mason University*

**AERA Related Activities**

- 34.010. Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 1.** AERA Related Activities; Workshop  
Convention Center, 100 Level, 102B; 10:35am to 12:05pm  
Chair: *Rick Peacor, All Academic, Inc.*

**Presidential Sessions****34.011. Enriching Research and Innovation Through the Specification of Professional Practice: The Core Practice Consortium.** AERA Presidential Session

- Convention Center, Terrace Level, Terrace I; 10:35am to 12:05pm  
Chair: *Pamela L. Grossman, Stanford University*  
Participants: *Bradley Fogo, Stanford University; Hala N. Ghouseini, University of Wisconsin - Madison; Sarah Schneider Kavanagh, University of Washington - Seattle; Matthew J. Kloser, University of Notre Dame; Jamie O'Keefe, Stanford University; Jessica J. Thompson, University of Washington*  
Presenters: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Francesca Forzani, University of Michigan; Megan L. Franke, University of California - Los Angeles; Magdalene Lampert, Boston Teacher Residency; Pamela L. Grossman, Stanford University; Morva McDonald, University of Washington; Elham Kazemi, University of Washington; Mark A. Windschitl, University of Washington*  
Discussant: *Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching*

**34.012. Innovation, Entrepreneurship, and the Evolving Education Marketplace.** AERA Presidential Session

- Convention Center, 100 Level, 122B; 10:35am to 12:05pm  
Chair: *Christopher B. Swanson, Education Week*  
Participants: *Kevin Bushweller, Education Week; Barbara Kurshan, University of Pennsylvania; Shilpi Niyogi, Pearson; Matthew Pittinsky, Parchment*

**34.013. The Wallace Foundation Distinguished Lecture: Catherine E. Snow (#AERAReal).** AERA Presidential Session

- Convention Center, 200 Level, 201A; 10:35am to 12:05pm  
Chair: *Barbara Schneider, Michigan State University*  
Speaker:  
*Rigor and Realism: Doing Educational Science in the Real World. Catherine E. Snow, Harvard University*

**AERA Sessions**

- 34.014. A Tribute to AERA Past President Elliot Eisner.** AERA Sessions; Invited Session  
Convention Center, 200 Level, 201B; 10:35am to 12:05pm  
Chair: *David J. Flinders, Indiana University*  
Participants: *Nel Noddings, Stanford University; Lee S. Shulman, Stanford University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Madeleine Grumet, University of North Carolina - Chapel Hill; Craig Kridel, University of South Carolina; Liora Bresler, University of Illinois*
- 34.015. Innovations in Learning in the Digital Age.** AERA Sessions; Invited Session  
Convention Center, 100 Level, 122A; 10:35am to 12:05pm  
Chair: *Constance Steinkuehler, University of Wisconsin - Madison*  
Participants:  
*GlassLab. Jessica Lindl, Institute of Play*  
*iCivics. Jeff Curley, iCivics*  
*Open Badges. Erin Knight, Mozilla Foundation*  
*Educurious. L. Michael Golden, Educurious*
- 34.016. Meet Journal Editors: Journal Talks 1.** AERA Sessions; Invited Roundtable  
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm  
Participants:  
1. Educational Technology Research and Development. *J. Michael Spector, University of North Texas; Tristan Johnson, Northeastern University; Patricia A. Young, University of Maryland - Baltimore County; Carol Bischoff, Springer Publishing Company*  
2. InterActions: UCLA Journal of Education and Information Studies. *Melissa Goodnight, University of California - Los Angeles; Maria Sayil Camacho, University of California - Los Angeles*  
3. Journal for Research in Mathematics Education. *Cynthia W. Langrall, Illinois State University*  
4. Professional Development in Education. *Ken Jones, University of Wales Trinity Saint David; Jim O'Brien, University of Edinburgh*  
5. Journal of Mathematical Behavior. *Carolyn Alexander Maher, Rutgers University; Robert Sigley, Rutgers University - New Brunswick/Piscataway; Marjory Fan Palius, Rutgers University; Elizabeth B Uptegrove, Felician College*  
6. Revista Psicoperspectivas. *Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; Barbara Rivera, Pontificia Universidad Catolica de Valparaiso; Vicente Sisto, Pontificia Universidad Catolica de Valparaiso; Paula Ascorra, Pontificia Universidad Catolica de Valparaiso; Carmen Gloria Nunez, The Pontifical Catholic University of Valparaiso*  
7. Educational Assessment, Evaluation and Accountability. *Karen E. Edge, Institute of Education - London*  
8. Educational Action Research. *Allan Feldman, University of South Florida; Andrew Townsend, Nottingham University*  
9. Educational Researcher. *Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania*  
10. Review of Educational Research. *Zeus Leonardo, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*  
11. Compare. *Qing Gu, University of Nottingham*  
12. Journal of Research on Leadership Education. *Michele Anne Acker-Hocevar, Washington State University*  
13. Applied Measurement in Education. *Kurt F. Geisinger, University of Nebraska*  
14. Equity and Excellence in Education. *Maurianne Adams, University of Massachusetts - Amherst; Rachel Briggs, University of Massachusetts - Amherst*

### Committee Sessions

**34.017. Division B Fireside Chat. Educational Apartheid: A Conversation About the Privatization of Public Schooling and Its Effects on Curricular and Pedagogical Practices.** Graduate Student Council Cosponsored with Graduate Student Council, Division B - Curriculum Studies; Invited Session  
Convention Center, 100 Level, 112B; 10:35am to 12:05pm  
Chairs: *Karla Manning, University of Wisconsin - Madison; Kristen Earnise Duncan, University of Georgia - Athens*  
Participants: *Stephen J. Ball, Institute of Education - London; Adrienne D. Dixon, University of Illinois - Urbana-Champaign; William H. Watkins, University of Illinois at Chicago; Kristen L. Buras, Georgia State University*

**34.018. Graduate Student Council Chair Fireside Chat: The Power of Educator Preparation Provider Accreditation for Innovation in Practice and Policy.** Graduate Student Council Cosponsored with Graduate Student Council; Invited Session  
Convention Center, 100 Level, 126A; 10:35am to 12:05pm  
Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*  
Participants: *Mark W. LaCelle-Peterson, Council for the Accreditation of Educator Preparation; Mary M. Brabeck, New York University; Arthur Levine, Woodrow Wilson Fellowship Foundation; Christopher A. Koch, Illinois State Board of Education*

### Division Sessions

**34.019. Developing School and District Leaders Through Coaching.** Division A - Administration, Organization and Leadership; Paper Session  
Convention Center, 100 Level, 102A; 10:35am to 12:05pm  
Chair: *Jennifer K. Clayton, The George Washington University*  
Participants:  
Coaching for Instructional Leadership: A Case Study of Executive Coaches and Principals. *Anysia P. Mayer, University of Connecticut; Bridget L. Heston, Watertown High School*  
Developing Leaders: How Does Coaching Shape the Way Principals Respond to Teacher Feedback on Their Leadership Effectiveness? *Madeline Mavrogordato, Michigan State University; Ellen B. Goldring, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University*  
The Design of a Leadership Support System: A Case of District-Wide Coaching. *Joanna Michelson, University of Washington; Michael S. Knapp, University of Washington*  
Helping Leaders Grow: The Importance of Renewal and Self-Development for Sustaining and Retaining School Leaders. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum, Teachers College, Columbia University*  
Learning From Problems of Coaching Practice: A Study of Instructional Coach Development. *Joanna Michelson, University of Washington*  
Discussant: *Jennifer Ingrid Friend, University of Missouri - Kansas City*

**34.020. School-Wide Improvement.** Division A - Administration, Organization and Leadership; Paper Session  
Convention Center, 100 Level, 115B; 10:35am to 12:05pm  
Chair: *Marisa Cohen, Saint Francis College*  
Participants:  
Digging Into Transformation: Implementation of Federal School Improvement Grants in Oregon. *Caitlin Scott, Education Northwest; Basha R. Krasnoff, Northwest Regional Educational Laboratory; Deborah Davis, Northwest Regional Educational Laboratory*  
Leading With Equity at the Helm: Collaborative Innovation of a School Improvement Plan. *Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Tiffany Octavia Harris, University of Illinois; Priya Goel La Londe, University of Illinois at Urbana-Champaign*  
The Influence of Policy Churn on a School Improvement Program in an Urban District. *Jean A. Patterson, Wichita State University; Joel Abaya, Wichita State University; Michael Argabright, Wichita State University; Todd L. Carter; Chad Higgins, Moundridge USD 423; Royce R. Powelson, Wichita State University; Sherry D. Farrell, Seward County Community College; Terri Gaeddert, Wichita State University;*

*Andria Williams, Wichita State University; Roxann Clark, Northwestern Oklahoma State University*  
Turning Around Schools in North Carolina via "Scaffolded Craftsmanship". *Kathleen M. Brown, University of North Carolina - Chapel Hill; Charles L. Thompson, University of North Carolina - Chapel Hill; LaTricia Walker Townsend, North Carolina State University*  
The Case for Framing Multisource Feedback Around Distributed Leadership. *Seann Mason Dikkers, Ohio University - Athens; Carolyn Kelley, University of Wisconsin*  
Discussant: *Jacob Easley, University of Pittsburgh - Johnstown*

**34.021. Broadening Curriculum Spaces: Context and the Politics of Inclusion.** Division B - Curriculum Studies; Paper Session  
Marriott, Fourth Level, Franklin 12; 10:35am to 12:05pm  
Chair: *Zachary A. Casey, University of Minnesota*  
Participants:  
African American Museums and the Intersection of Education, Policy, History, and Practice. *Lori M. West, University of Illinois at Urbana-Champaign*  
From Public Pedagogy to Classroom Pedagogy and Back Again: White Students Display the U.S.-Dakota War to Their Community. *Rick J. Lybeck, University of Minnesota*  
No Cooks in the Kitchen: Writing Women of Color Into the Louisiana Foodways Curriculum. *Danielle Jan Klein, Louisiana State University; Berlisha Morton, Louisiana State University*  
Reconceptualizing Postracial: Barack Obama, Cultural Memory, and the Making of Official Knowledge. *William (Billy) Smith, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin*  
Threats to Curriculum Studies: Seeking Coherence and Inclusion in Curriculum Conversations. *Theodore Christou, Queen's University; Christopher DeLuca, Queen's University - Kingston*  
Discussant: *Adam Joseph Greteman, School of the Art Institute of Chicago*

**34.022. Identity Formation, the Social Imaginary, and the Construction of Otherness in the Curriculum.** Division B - Curriculum Studies; Invited Session  
Convention Center, 100 Level, 119A; 10:35am to 12:05pm  
Chair: *Susan Huddleston Edgerton, Massachusetts College of Liberal Arts*  
Presenters: *Keffrelyn D. Brown, The University of Texas - Austin; Rebecca A. Goldstein, Montclair State University; Nancy Kendall, University of Wisconsin - Madison*  
Discussant: *Hannah M. Tavares, University of Hawaii - Manoa*

**34.023. Womanist Curriculum Perspectives and Possibilities.** Division B - Curriculum Studies; Symposium  
Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm  
Chair: *Nina Asher, University of Minnesota - Twin Cities*  
Participants:  
Black Womanist Perspectives on Curriculum. *Sabrina N. Ross, Georgia Southern University*  
Womanist Activist Perspectives on Curriculum. *Cynthia M. Mikell, Georgia Southern University*  
Multiracial Womanist Perspectives on Curriculum. *Sonia E. Janis, University of Georgia*  
Chicana Womanist Perspectives on Curriculum. *Isabel Nunez, Concordia University - Chicago*  
Asian American Womanist Perspectives on Curriculum. *Ming Fang He, Georgia Southern University*  
Discussants: *Eve Tuck, SUNY - College at New Paltz; Nina Asher, University of Minnesota - Twin Cities*

**34.024. Assessments for Problem Solving, Literacy, and Learning in Designed, Online Environments.** Division C - Learning and Instruction; Symposium  
Marriott, Fifth Level, Grand Ballroom I; 10:35am to 12:05pm  
Chair: *Irwin S. Kirsch, ETS*  
Participants:  
Assessing Problem Solving in Technology-Rich Environments: Lessons From the International Assessment of Adult Competencies Survey. *Jean-Francois Rouet, CNRS and University of Poitiers; Anne Britt, Northern Illinois University*  
Developing Theory-Based Literacy Assessments for Pre-K-12 Students: Challenges and Opportunities. *John P. Sabatini, ETS; Tenaha P.*

*O'Reilly, ETS; Laura Halderman, Educational Testing Service; Kelly M. Bruce, ETS*

The Online Research and Comprehension Assessment Project: Designing Technology-Based Assessments for Online Research, Comprehension, and Communication. *Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Coiro, University of Rhode Island; Elena E. Forzani, University of Connecticut; Clint Kennedy, University of Connecticut; Cheryl Maykel, University of Connecticut*

Discussant: *Susan R. Goldman, University of Illinois at Chicago*

**34.025. Educational Psychology and Learning Sciences: Strengthening the Research or Dividing It? Division C Vice President's Moderated Debate.** Division C - Learning and Instruction; Invited Session  
Convention Center, 100 Level, 117; 10:35am to 12:05pm

Chair: *P. Karen Murphy, The Pennsylvania State University*

Participants: *Patricia A. Alexander, University of Maryland - College Park; Sasha A. Barab, Arizona State University; Steve Graham, Vanderbilt University*

Presenter: *Carol D. Lee, Northwestern University*

**34.026. Exploring the Power of Automated Writing Evaluation for Innovation in Formative Assessment Practices.** Division C - Learning and Instruction; Symposium  
Marriott, Fourth Level, 413; 10:35am to 12:05pm

Chair: *Chaitanya Ramineni, ETS*

Participants:

Automated Feedback in the Large-Scale Implementation of a Formative Writing System: Implications for Improving Student Writing. *Peter W. Foltz, Pearson; Mark Rosenstein, Pearson; Nicholas Dronen, Pearson; Scott Dooley, Pearson*

Talking With Teachers: Reflective Design of Automated Formative Writing Assessment With LightSide. *Elijah Mayfield, LightSide*

Considerations in Developing and Using Automated Writing Evaluation Feedback for English-as-a-Second-Language Writers. *Sara Cushing Weigle, Georgia State University*

Role of Learner Corpora in Developing Automated Writing Evaluation Systems: Implications for English Language Learners. *Chaitanya Ramineni, ETS*

Discussant: *Andre A. Rupp, Educational Testing Service (ETS)*

**34.027. From Online to Off-Line: Examining Gaming Environments and Innovative Learning.** Division C - Learning and Instruction; Symposium  
Convention Center, 100 Level, 113C; 10:35am to 12:05pm

Chairs: *Sandra Schamroth Abrams, Saint John's University; Justin Olmanson, University of Illinois at Urbana-Champaign*

Participants:

Gaming in Public: The Role of External Feedback on Gamers' Performance and Attitudes During Play. *Hannah R Gerber, Sam Houston State University*

Video Games and Social Negotiations: Associations Between On-Screen and Offscreen Behavior in a Public Library. *Sandra Schamroth Abrams, Saint John's University*

Sims Fan Fiction as Innovative Literacy Learning: Stories From Three Young Women. *Jayne C. Lammers, University of Rochester*

Multimodal Miracles: The Kinds of Literacy Experiences Video Games (and Their Developers) Enable and Inhibit. *Tom Liam Lynch, Pace University*

Discussant: *Guy Merchant, Sheffield Hallam University*

**34.028. Innovation in Research on the Role of Context in Engagement.**

Division C - Learning and Instruction; Paper Session  
Convention Center, 100 Level, 113B; 10:35am to 12:05pm

Chair: *Tony Perez, Old Dominion University*

Participants:

Opportunities, Access, and Appropriation: Student Engagement in the Practices of Project-Based Classroom Communities. *Kendall Becherer, University of Washington - Seattle; Gavin Tierney, University of Washington*

Exploring the Relations Between Reciprocal Peer-Tutoring Groups' Metacognitive Regulation, Cognitive Processing, and Transactive Discussions. *Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*

The Role of Teacher Challenge and Support in Students' Engagement in Science. *Anna D. Strati, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University*

The Role of Teachers and Peers in Supporting Early Adolescent Academic Motivation, Engagement, and School Belonging. *Sarah M. Kiefer, University of South Florida; Kathleen Marie Alley, Mississippi State University; Cheryl R. Ellerbrock, University of South Florida*

Designing for Engagement in Environmental Science: Developing Practice-Linked Identities. *Alexandra Goodell, University of Washington - Seattle; Susan B. Nolen, University of Washington - Seattle; Gavin Tierney, University of Washington; Susanna Eng, University of Washington - Seattle; Lise Whitfield, University of Washington; Diem T. Nguyen, University of Washington; Kendall Becherer, University of Washington - Seattle; Susan E. Cooper, University of Washington; Suyong Pak, University of Washington*

Discussant: *Judith L. Meece, University of North Carolina - Chapel Hill*

**34.029. Innovative Approaches to Integrating Morphology Within Adolescent Literacy Instruction.** Division C - Learning and Instruction; Symposium

Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm

Chair: *Amanda P. Goodwin, Vanderbilt University*

Participants:

Adolescent Learners' Use of Latin Roots as Clues to Infer Meanings of Unfamiliar Words. *Amy C. Crosson, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh*

Morphological Awareness Matters, but for Whom Reading What? Contributions to Narrative and Expository Reading Comprehension. *Alyssa Trzeszkowski-Giese, New York University; Michael J. Kieffer, New York University*

Control of Morphological Forms During Writing Predicts Essay Quality. *Mary Northey; Deborah E. McCutchen, University of Washington; Elizabeth A. Sanders, University of Washington*

Word Detectives: Examining the Effectiveness of an Integrated Morphological Vocabulary Intervention. *Amanda P. Goodwin, Vanderbilt University*

Discussant: *Joanne F. Carlisle, University of Michigan*

**34.030. Innovative Practices for Assessment in Computer-Based Learning Environments.** Division C - Learning and Instruction; Symposium  
Marriott, Fourth Level, 414; 10:35am to 12:05pm

Chairs: *Man-Wai Chu, University of Alberta; Jason Matthew Harley, McGill University*

Participants:

Assessing Learning With MetaTutor, a Multiagent Hypermedia Learning Environment. *Jason Matthew Harley, McGill University; François Bouchet, McGill University; Niki Papaioannou, Illinois Institute of Technology; Cassia Carter, Illinois Institute of Technology; Gregory Trevors, McGill University; Reza Feyzi Behnagh, McGill University; Roger Azevedo, North Carolina State University; Ronald Landis, Illinois Institute of Technology*

Ecological Assessment Frameworks for Learning in Computer-Based Learning Environments. *Eunice Eunhee Jang, University of Toronto; Maryam Wagner, OISE/University of Toronto; Zhenhua Xu, University of Toronto*

Formative Feedback in Computer Programming Learning and Assessment Environments. *Man-Wai Chu, University of Alberta; Jacqueline P. Leighton, University of Alberta*

Automated Assessment of Writing Proficiency: Can Text Mining of Argumentative Texts Lead to More Nuanced Assessments? *Eric G. Poitras, McGill University; Laura Naismith, University Health Network; Susanne P. Lajoie, McGill University*

Discussant: *Terry P. Vendlinski, SRI International*

**34.031. Learning From Multimedia and Graphs.** Division C - Learning and Instruction; Paper Session  
Marriott, Fourth Level, Franklin 5; 10:35am to 12:05pm

Chair: *Debora L. Adler, Capella University*

Participants:

Different Cognitive Processing During Online Reading Primed by Note-Taking and Graphic Organizers. *Hector R. Ponce, University of Santiago de Chile; Richard E. Mayer, University of California - Santa Barbara*

The Critical Role of Knowledge Gain in Improving Diagram Comprehension. *Brian William Miller, Towson University; Jennifer G.*

- Cromley, Temple University; Nora Newcombe, Temple University*  
Individual Differences in Eye Gazes: Coordination of Equations, Graphs, and Tables. *Theodore W. Wills, Temple University; Briana L. Chang, Temple University; Waldemar Stepnowski, School District of Philadelphia; Jennifer G. Cromley, Temple University; Thomas Shipley, Temple University; Julie L. Booth, Temple University*  
The Cognitive Effects of Interactive Design Features for Learning Complex Materials. *Hyuksoon S. Song, Georgian Court University; Michael Nick, New York University; Martin V. Pusic, Teachers College, Columbia University; Jan L. Plass, New York University; Adina L. Kalet, New York University*  
Discussant: *Jennifer Wiley, University of Illinois at Chicago*
- 34.032. Scaffolding Self-Directed Learning in Technology-Enhanced Environments.** Division C - Learning and Instruction Cosponsored with SIG-Learning Sciences; Invited Session  
Convention Center, 100 Level, 113A; 10:35am to 12:05pm  
Chair: *Robb Lindgren, University of Illinois at Urbana-Champaign*  
Participants:  
Augmented Reality and Exhibit Design to Improve Learning in a Science Museum. *Susan A. Yoon, University of Pennsylvania; Karen J. Elinich, The Franklin Institute; Joyce Wang, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Karen Derman, University of Pennsylvania*  
Understanding the Structure-Agency Trade-Off in the Design of Scaffolding Tools for Cross-Culture Science Activity. *Chris Quintana, University of Michigan*  
Aggregating Agency to Support Collaborative Learning in a Museum Exhibit. *Leilah Lyons, University of Illinois at Chicago; Francesco Cafaro, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Jessica Roberts, University of Illinois at Chicago; Kristen Vogt, University of Illinois at Chicago*  
Metacognitive Scaffolding Effects on Conceptual Learning in a Whole-Body Interactive Simulation Environment. *Emily Kuzneski Johnson, University of Central Florida; Robb Lindgren, University of Illinois at Urbana-Champaign; Michael Tscholl, University of Illinois at Urbana-Champaign*  
Technology-Enhanced Agency for Community Engagement. *Bob Coulter, Missouri Botanical Garden*  
Discussant: *Iris Tabak, Ben-Gurion University of the Negev*
- 34.033. Propensity Score Methodology.** Division D - Measurement and Research Methodology; Paper Session  
Convention Center, 100 Level, 111B; 10:35am to 12:05pm  
Chair: *Guangming Ling, ETS*  
Participants:  
Bayesian Model Averaging for Propensity Score Analysis. *Jianshen Chen, University of Wisconsin - Madison; David Kaplan, University of Wisconsin - Madison*  
Evaluating the Effectiveness of Propensity Score Methods in Multilevel Observational Studies. *Aarti P. Bellara, University of South Florida; Jeffrey D. Kromrey, University of South Florida*  
Matching Strategies for Observational Data With Multilevel Structures. *Courtney E. Hall, University of Wisconsin - Madison; Jee-Seon Kim, University of Wisconsin - Madison; Peter M. Steiner, University of Wisconsin - Madison*  
Discussant: *Wei Pan, Duke University*
- 34.034. Is "Political Apathy" a Danger for Our Future Democracy? Possibilities for Better Educational Practices.** Division E - Counseling and Human Development; Symposium  
Convention Center, 100 Level, 103C; 10:35am to 12:05pm  
Chair: *Fritz K. Oser, University of Fribourg*  
Participants:  
Beyond Facts and Acts: The Implications of "Ordinary Politics" for Youth Political Engagement. *Joel Westheimer, University of Ottawa; Kristina R. Llewellyn, University of Waterloo*  
Civic Education in Times of Political Apathy. *Fritz K. Oser, University of Fribourg; Horst Biedermann, University of Flensburg*  
Clues to Increasing the Civic-Political Engagement of Demographically High-Risk Youth. *William Damon, Stanford University; Parissa Jahromi Ballard, Stanford University; Heather Malin, Stanford University; Anne Colby, The Carnegie Foundation for the Advancement of Teaching*  
Possibilities and Constraints for a More Critical-Democratic Citizenship in Contemporary Education? The Role of Psychology. *Wiel M. Veuglers, University of Amsterdam*  
Discussant: *Clark Power, University of Notre Dame*
- 34.035. Access to a "Higher" Education? Working-Class and First-Generation Students' Postsecondary Experiences in Uncertain Times.** Division G - Social Context of Education; Symposium  
Convention Center, 100 Level, 115A; 10:35am to 12:05pm  
Chair: *Lois Weis, University at Buffalo - SUNY*  
Participants:  
"I Feel Like I Was Sold Fake Goods": Working-Class Millennials and the Pursuit of a College Degree. *Jennifer M. Silva, Harvard University*  
Tracking Knowledge Within a "Working-Class" College. *Amy Elizabeth Stich, University at Buffalo - SUNY*  
Moments of Acquisition: How Organizational Factors Impact First-Generation Students' Participation in Extracurricular Activities. *Jenny Stuber, University of North Florida*  
Belonging, Identity, and Higher Education: Positive Sense of Self in First-Generation and Lower-Income College Students. *Erin DeRosa, California State Polytechnic University, Pomona*  
American Dreamers: First-Generation Female College Students in the Web of the Academy. *Carrie Freie*  
Discussant: *Lois Weis, University at Buffalo - SUNY*
- 34.036. Activism, Research, and Social Movements: A Dialogue Among Emerging Activist-Scholars.** Division G - Social Context of Education; Working Group Roundtable  
Marriott, Fourth Level, Franklin 8; 10:35am to 12:05pm  
Chair: *Pauline Lipman, University of Illinois at Chicago*  
Participants:  
Epistemology, Activism, and Scholarship: Reflections on Research, Roles, and Representation. *Ujju Aggarwal*  
Blurring the Lines: Becoming an Activist and/or Scholar in Multiple Spaces. *Rhoda Rae Gutierrez, University of Illinois at Chicago*  
Postdisaster Education Research: Issues of Entry and Representation. *Prudence Browne*  
Activism, Research, and Social Movements: Building a New Social Imaginary. *Byron Sigcho, University of Illinois at Chicago*
- 34.037. Bound by Bullying: Exploring the Limitations of LGBTQ Bullying Discourse Through In-Schools Experience and Research.** Division G - Social Context of Education; Symposium  
Convention Center, 100 Level, 120C; 10:35am to 12:05pm  
Chair: *Elizabeth Payne, Queering Education Research Institute (QuERI)*  
Participants:  
LGBTQ Kids, School Safety, and Missing the Big Picture: Why We Need to Rethink LGBTQ Bullying. *Elizabeth Payne, Queering Education Research Institute (QuERI)*  
LGBTQ Students Representing Otherness Through Visual Art. *Kristin Goble, University of Wisconsin - Whitewater*  
Bullying, Binaries, Bathrooms, and Biology: Conversations With Elementary Educators About Supporting Transgender Students. *Melissa J. Smith, University of Central Arkansas*  
Discussant: *Jessica Fields, San Francisco State University*
- 34.038. Intergenerational Contexts of Multiple Languages and Literacies.** Division G - Social Context of Education; Paper Session  
Convention Center, 100 Level, 121A; 10:35am to 12:05pm  
Chair: *Gertrude M. Tinker Sachs, Georgia State University*  
Participants:  
Senses, Emotions, Memories, and Associations in Multimodal Intergenerational Text-Making: The Promise of Phenomenology for Literacy Studies. *Rachel May Heydon, University of Western Ontario; Jennifer Rowsell, Brock University*  
Family Language Policies of Transnational Adoptive Parents. *Sarah J. Shin, University of Maryland - Baltimore County*  
How Simultaneous Education for Immigrant Parents Shapes Academic Experiences for Their Secondary School Children. *Sofia Marshak, The George Washington University; Abeyehu Amero Tekleselassie, The George Washington University; Susan Swayze, The George Washington University*  
Transforming Immigrant Families' Discourse on Linguistic Resources. *Miwa Takeuchi, University of Toronto - OISE*  
Discussant: *Afra Ahmed Hersi, Loyola University Maryland*

**34.039. Lifelong Identity Work: Examining Identity Formation From Preschool to Adult Teachers in a Range of Local Contexts.** Division G - Social Context of Education; Symposium  
Convention Center, 200 Level, 204B; 10:35am to 12:05pm

Chair: *Amanda Haertling Thein, University of Iowa*

Participants:

- Learning English as an L2 in Head Start: Identity, Centrality, and Language Acquisition. *Katie Bernstein, University of California - Berkeley*  
Make-her-spaces as Hybrid Places: How Design Thinking Enabled Girls' Critical Literacies. *Aminah Norris, University of California - Berkeley*  
Finding Yourself in a Book: Adolescent Identity Work and Literacy Engagements. *Anthony Johnston, University of California - Berkeley*  
Mediators, Family Members, and Culture Brokers: The Role of Teacher Identity in the Teaching of Multicultural Literature in Rapidly Changing Rural Contexts. *Amanda Haertling Thein, University of Iowa; Mark Sulzer, University of Iowa*

Discussant: *Richard W. Beach, University of Minnesota*

**34.040. Looking Deeper Into China's Unequal Access to Higher Education.** Division G - Social Context of Education; Symposium  
Convention Center, 200 Level, 204C; 10:35am to 12:05pm

Chair: *Gerard Postiglione, The University of Hong Kong*

Participants:

- Another Dual Structure in China's Education System? Looking Into the Access and Equity Issues in Higher Education for Tibetans. *Miaoyan Yang, The University of Hong Kong*  
Access and Equity for Rural Migrants in Shanghai. *Lisa Yiu, Stanford University*  
The Partnership Between School and Home: A Cultural Explanation. *Ailei Xie, The University of Hong Kong*  
Policy for Whom? Educational Policies in Western China's Impoverished Muslim Communities. *Yanbi Hong, Southeast University*  
Cultural Capital and the College Admission System in China. *Xiaoliang Li, The University of Hong Kong*

Discussant: *Jennifer H. Adams, Stanford University*

**34.041. Teachers and Immigrant Youth: Expanding and Complicating the Social Context of Migration in Teachers' Classroom Work.** Division G - Social Context of Education; Symposium  
Marriott, Fourth Level, 404; 10:35am to 12:05pm

Chair: *Stacey J. Lee, University of Wisconsin - Madison*

Participants:

- Teacher Perspectives of Micronesian Students and Their Families in Hawai'i. *Katherine T. Ratliffe, University of Hawaii*  
Another Kind of Cultural Match: Discourses of White Supremacy in an Immigrant-Origin Classroom. *Maneka Deanna Brooks, California State University - Fresno*  
More Than "English Learners": A Social Studies Teacher's Indexing of Immigrant Students' Countries of Origin in Official Classroom Space. *Dafney Blanca Dabach, University of Washington - Seattle; Aliza Fones, University of Washington*  
Social Justice Teaching of Immigrant Youth in an Era of Technocratic Accountability. *Christine Brigid Malsbary, University of Hawaii; Katie Strauss, Internationals Network for Public Schools*

Discussant: *Christian J. Falts, University of California - Davis*

**34.042. The Whole World's Talking: Conceptualizing the Universality of Dialogic Learning in Localized Contexts.** Division G - Social Context of Education; Symposium  
Marriott, Fourth Level, 405; 10:35am to 12:05pm

Chair: *Sandra Racionero-Plaza, Universitat de Barcelona*

Participants:

- Dialogic Learning in Interactive Groups: The Importance of Local Culture in Disenfranchised Spanish Schools. *Sandra Racionero-Plaza, Universitat de Barcelona*  
"Stop Talking and Keep Your Eyes on Your Own Paper": Active Minds in Passive Classrooms. *Todd K. Lilly, Edgewood College*  
Using E-Portfolio as a Dialogic Space for Prospective Teacher Reflection. *Katrina Lii, University of Wisconsin - Whitewater*  
Participation as Quality Education: Case Study of a Teacher Education Program in Pakistan. *Aysha Khurshid, Florida State University*

Discussant: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

**34.043. The Youth Shall Lead Us: Student-Conducted Research as the Ultimate Educational Innovation.** Division G - Social Context of Education; Symposium  
Marriott, Fourth Level, 406; 10:35am to 12:05pm

Chair: *Nicole Mirra, University of California - Los Angeles*

Participants:

- Innovative Student Research for Digital Literacy and Critical Civic Engagement. *Nicole Mirra, University of California - Los Angeles; Antero Garcia, Colorado State University; Laurence Tan, Watts Youth Collective/122nd Street School/UCLA IDEA*  
Innovative Student Research for Teaching and Learning. *Mark Bautista, The University of Texas - Arlington; Oscar Navarro, University of California - Los Angeles; Elexia Reyes McGovern, University of California - Los Angeles; Mary Candace Full, University of California - Los Angeles*  
Innovative Student Research for Institutional Change. *Melanie Bertrand, Arizona State University; D'Artagnan Scorza, University of California - Los Angeles; Isabel J. Morales, University of Southern California; Jamie Gravell, University of California - Los Angeles*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

**34.044. Facets of Large-Scale Evaluation Illustrated With ST Math: Examining Outcomes, Mediators, and Moderators.** Division H - Research, Evaluation and Assessment in Schools; Symposium  
Convention Center, 100 Level, 116; 10:35am to 12:05pm

Chairs: *George Farkas, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

Participants:

- Evaluation of ST Math Treatment Effects for Special Populations and by Length of Implementation. *Teomara Rutherford, University of California - Irvine; George Farkas, University of California - Irvine*  
Linking Educational Technology to Standardized Assessments: Game Content and Features. *Katerina Schenke, University of California - Irvine; Teomara Rutherford, University of California - Irvine; George Farkas, University of California - Irvine*  
I Can Do It! Expectancy as a Mediator of the ST Math Effect on Math Achievement. *Arena Chang, University of California - Irvine; Teomara Rutherford, University of California - Irvine*  
Impact of ST Math on Cognitive Abilities. *David S. Lee, University of California - Irvine*  
Understanding the Relationship Between ST Math Professional Development and Its Impact on Students. *Jennifer Joan Long, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

Discussant: *Douglas H. Clements, University of Denver*

**34.045. Developing a Research Agenda for Cross-Professional Development.** Division I - Education in the Professions; Symposium  
Convention Center, 100 Level, 109A; 10:35am to 12:05pm

Chair: *Katherine M. Edmondson, Cornell University*

Participants:

- Turning Faculty Into Expert Teachers: Why Forgetting About Organizational Development Is Easy but Makes Change So Difficult. *Wim H. Gijssels, Maastricht University*  
Challenge and Innovation in Professional Development. *Anne Christine McKee, King's College London*  
Faculty Development in the Health Professions: Challenges and Opportunities. *Yvonne Steinert, McGill University*  
Working Across the Cultural Divide: Looking at Faculty Development From Disciplinary Perspectives. *Marilla D. Svinicki, The University of Texas - Austin*

**34.046. A New Look at an Old but First Step: Admission Policies and Practices.** Division J - Postsecondary Education; Paper Session  
Convention Center, 100 Level, 108B; 10:35am to 12:05pm

Chair: *Barbara F. Tobolowsky, The University of Texas - Arlington*

Participants:

- Case Closed? Evaluating the Bans on Race-Conscious Affirmative Action for Minority Student Enrollment in California, Florida, and Texas Flagship Institutions. *Shavecca M. Snead, Florida State University; Lara Perez-Felkner, Florida State University; Toby Park, The Florida State University*  
Selectivity and the College Experience: How Undermatching Shapes the College Experience Among High-Achieving Students. *Kevin John Fosnacht, Indiana University*

- The Early College High School Initiative Impact Study: Postsecondary Outcomes. *Andrea Berger, American Institutes for Research; Joel Martin Knudson, American Institutes for Research*
- The Impact of College Admissions Practices on African American and Latino Students at Low- to Medium-Selectivity Four-Year Public Universities. *Maxine Roberts, University of Southern California*  
Discussant: *Greg K. Dubrow, University of California - Berkeley*
- 34.047. Facilitating International and U.S. Student Development.** Division J - Postsecondary Education; Paper Session  
Convention Center, 100 Level, 108A; 10:35am to 12:05pm  
Chair: *Malika Tukibayeva, Indiana University*  
Participants:  
An Explorative Comparison of South Korean and U.S. College Students' Approaches to Team Project-Based Learning. *Hye-Jung Lee, Seoul National University; Kara A. Makara, University of Michigan; Kyoung-Ae Choi, Joongbu University; Young-Il Hong, Seoul National University*  
Comparative Analysis of Undergraduate Student Attrition in U.S. and Russian Universities. *Olga Kondratjeva, The Ohio State University; Elena Gorbunova, National Research University Higher School of Economics; Joshua D. Hawley, The Ohio State University*  
The Development and Validation of the Whole Person Development Inventory for Tertiary Students in Hong Kong. *Gina Lai, Hong Kong Baptist University; Petrus Ng, Hong Kong Baptist University; Eddie Ho; Dennis W. Chan, Hong Kong Baptist University; Xiqing Su, Hong Kong Baptist University; Vivien Chan, Hong Kong Baptist University; Heidi Leung, Hong Kong Baptist University; Vicki Kwan, Hong Kong Baptist University; Chunsau LI, Hong Kong Baptist University*  
Discussant: *Tatiana Susptsynsya, The Ohio State University*
- 34.048. Factors Influencing College Choice Among Different Types of Students.** Division J - Postsecondary Education; Paper Session  
Marriott, Fourth Level, 408; 10:35am to 12:05pm  
Chair: *Rosa Cintron, PhD, University of Central Florida*  
Participants:  
A Collective Journey Toward Hope: College Choice Process for Native American Students. *Amanda Tachine, The University of Arizona; Nolan L. Cabrera, The University of Arizona; Gary D. Rhoades, The University of Arizona; Eliza Yellowbird, The University of Arizona*  
A Community Thing: The College Choice of Filipino American and Southeast Asian American Students. *Kristen Surla, Oberlin College; OiYan A. Poon, Loyola University Chicago*  
College Choice Among African American Graduates From Chicago: The Role of Historically Black Colleges and Universities. *Amy R. Proger, Spencer Foundation*  
The Effects of Rurality on College Access and Choice. *Andrew Koricich, Texas Tech University*  
Discussant: *Michelle M. Espino, University of Maryland - College Park*
- 34.049. From the Front Lines: Higher Education Reauthorizations.** Division J - Postsecondary Education; Invited Session  
Marriott, Fifth Level, Grand Ballroom J; 10:35am to 12:05pm  
Chairs: *Christopher Michael Mullin, State University System of Florida, Board of Governors; Lorelle Espinosa, American Council on Education*  
Presenters: *William M. Zumeta, University of Washington; Melanie Corrigan; James Hermes; Dan Hurley*
- 34.050. Theories and Methods for Understanding Higher Education in a Globalizing World.** Division J - Postsecondary Education Cosponsored with SIG-International Studies; Invited Session  
Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm  
Chair: *Bryan Gopaul, University of Pennsylvania*  
Presenters: *Kristen A. Renn, Michigan State University; Simon W. Marginson, University of Melbourne; Laura W. Perna, University of Pennsylvania; Vanessa de Oliveira Andreotti, The University of British Columbia*  
Discussant: *Adrianna Kezar, University of Southern California*
- 34.051. Underrepresented and Underserved Students: A Focus on Institutional Assessment and Responsibility.** Division J - Postsecondary Education; Paper Session  
Marriott, Fourth Level, 409; 10:35am to 12:05pm  
Chair: *Sherry Lynn Deckman, Ithaca College*  
Participants:  
Supporting Underrepresented Minority Students: An Exploration of Faculty Perceptions, Motivations, and Actions. *Cheryl Dy Ching, University of Southern California*  
Measuring Cultural Integrity Through the Lens of Transculturation. *Craig Marroquin, University of Connecticut*  
Pursuing the Doctoral Degree: A Symbolic Interpretation of First-Generation African American/Black and Hispanic Students. *Karina M. Viaud, University of San Diego*  
Race, Income, and the Stratification of College Enrollment Patterns, 1980-2010. *Sean F. Reardon, Stanford University; Rachel Baker, Stanford University; Daniel Klasik, University of Maryland - College Park*  
Discussant: *T. Elon Dancy, University of Oklahoma*
- 34.052. Growing Your Own, Grounded in Participatory Action Research: Using Participatory Approaches in Teacher Education.** Division K - Teaching and Teacher Education; Symposium  
Convention Center, 200 Level, 203B; 10:35am to 12:05pm  
Chair: *Jose Cintron, California State University - Sacramento*  
Participants:  
From Lineage to Principle: Understanding a Participatory Action Research *Entremundos* Approach in Teacher Education. *Melissa Rivera, Hunter College - CUNY; Jennifer Ayala, Saint Peter's College*  
California Teacher Education Initiative "Grow Your Own" Launch at Sacramento State. *Margarita I. Berta-Avila, California State University - Sacramento*  
Participatory Action Research Principles in Action: The PRAXIS Project in San Bernardino. *Louie F. Rodriguez, California State University - San Bernardino; Julio Cammarota, The University of Arizona*  
Discussant: *Jason G. Irizarry, University of Massachusetts - Amherst*
- 34.053. How to Live Teacher Education: Reparative Perspectives From the Pacific.** Division K - Teaching and Teacher Education; Symposium  
Marriott, Fourth Level, Franklin 3; 10:35am to 12:05pm  
Chairs: *Richard T. Johnson, University of Hawaii; Sarah Jane Twomey, University of Hawaii*  
Participants:  
*Ha'awe I Ke Kua, Hi'i I Ke Alo:* Recruitment of Native Hawaiians Into Teaching. *Eomailani Kukahiko, University of Hawaii - Manoa*  
Making Space for Subjectivities in a Writing Methods Course in Teacher Education. *Donna J. Grace, University of Hawaii*  
Possible Stories and Memories of Children. *Christopher Au, University of Hawaii*  
Lost in Certification: Indigeneity, Erasure, and Teacher Education. *David W. Kupferman, University of Hawaii West Oahu*  
Hugs in the Market and Mangoes From the Heart: Stories From Veteran Teachers. *Stephanie Furuta, University of Hawaii - Manoa*  
Discussant: *John M. Willinsky, Stanford University*
- 34.054. Multivocal, Multilingual, Multimodal, and Multicultural Literacies in Contested Spaces.** Division K - Teaching and Teacher Education; Symposium  
Convention Center, 200 Level, 203A; 10:35am to 12:05pm  
Chair: *Vera Stenhouse, Georgia State University*  
Participants:  
Seeing Through Lies: Teaching Ideological Literacy as a Corrective Lens. *Patrick Camangian, University of San Francisco*  
Spanglish in White Public Space: Constructing an Oppositional Spatial Frame in an "English-Only" Classroom. *Ramon Antonio Martinez, The University of Texas - Austin*  
Investigating the Linguistic Resources Multilingual Students Bring to the Classroom and Use to Learn the Written Academic Language. *Jane Bean-Folkes, Rowan University*  
Blogging "Two Days and a Night": Digital Literacies in Contested Spaces. *Tisha Y. Lewis, Georgia State University*  
"Motownphilly's Back Again": Learning From Culturally Responsive Discourses of Black Male Activist Teachers in Detroit and Philadelphia. *Ebony Elizabeth Thomas, University of Pennsylvania*  
Discussant: *Valerie Kinloch, The Ohio State University*
- 34.055. Reframing Race and Gender: Perspectives on Black Male Achievement.** Division K - Teaching and Teacher Education; Paper Session  
Convention Center, 200 Level, 204A; 10:35am to 12:05pm  
Chair: *Darrell C. Hucks, Keene State College*



## Participants:

- Boston Teacher Residency Male Educators of Color Network. *Travis Bristol, Teachers College, Columbia University; Gregory Benoit, Zerisenai Sahle*
- Conceptualizations of Male African American National Board Certified Teachers. *Wilbur Parker, Bowie State University*
- Guys and “the Rest of Us”: Narratives of Gendered Educational Care Work. *Christine Ann Mallozzi, University of Kentucky; Sally Campbell Galman, University of Massachusetts - Amherst*
- Marvelous Vision: Building Upon the Cultural Epistemology of a Black Male Teacher. *Keisha McIntosh Allen, Teachers College, Columbia University*
- Teacher Ideology, Agency, and the Social Reproduction of Black Males. *Quaylan Allen, Chapman University*

Discussant: *Roland W. Mitchell, Louisiana State University*

**34.056. Teacher Professional Development and Practice.** Division K -

Teaching and Teacher Education; Paper Session

Marriott, Fifth Level, Grand Ballroom L; 10:35am to 12:05pm

Chair: *Lori D. Ungemah, Stella & Charles Guttman Community College at CUNY*

## Participants:

- Conversational Consensus and Conflict in Program Development: The Complexity of Changing Teacher Preparation. *Jenny Denyer, University of Toledo; Rebecca M. Schneider, University of Toledo; Kellie Plasman, University of Toledo*
- Piloting a Coteaching Model in Preservice Teacher Education. *Colette Murphy, Trinity College Dublin; John McCullagh; Andrea Doherty*
- Innovation and Transformation: The Influence of Experiential Education on Teachers’ Beliefs and Understandings. *Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Mandy Bean, University of North Carolina - Chapel Hill; Steven Knotek, University of North Carolina - Chapel Hill; Marisa Enrico, University of North Carolina - Chapel Hill*
- Recentering Job-Embedded Graduate Education for Practicing Teachers. *Elizabeth Bondy, University of Florida; Darbianne Shannon, University of Florida; Magdi Castaneda, University of Florida; Raquel Rosa Diaz, University of Florida*
- Evaluating the Impact of an Online, Job-Embedded Graduate Program for Practicing Teachers on Student Achievement. *Alyson J. Adams, University of Florida; Dorene D. Ross, University of Florida; Walter L. Leite, University of Florida; Francisco A. Jimenez, University of Florida - University of Chile*

Discussant: *Rose A. Rudnitski, Felician College*

**34.057. Thinking Global/Acting Local: Teaching in Global Contexts.**

Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 120B; 10:35am to 12:05pm

Chair: *Suzanne Porath, Edgewood College*

## Participants:

- Caught Between Worlds of Expertise: Primary Teachers Amid Official Curriculum Development Processes in Cyprus. *Stavroula Kontovourki, University of Cyprus; Eleni Theodorou, European University; Stavroula Philippou, University of Cyprus*
- Changing Our Schools From the Bottom Up: Educators Challenge Educational Reform in Canada and the United States. *Erika Kitzmiller, Harvard University; Rhiannon M Maton, University of Pennsylvania; Nina Bascia, University of Toronto - OISE; Rand Quinn, University of Pennsylvania*
- Effects of Stress on Turkish Teachers in Class Decision Making. *Gokce Gokalp, Middle East Technical University; Omer Caliskan, Middle East Technical University*
- Fulbright-Hays Group Projects Abroad: The Long-Term Impact of an International Study Tour for K-12 Teachers. *Raymond Young, University of Massachusetts - Amherst; Sara Lewis-Bernstein Young, Worcester State University*
- Jamaican Teacher Identity as a Construct of Postcolonialism. *Hope Antoinette Mayne, University of Technology - Jamaica*

Discussant: *Forrest W. Parkay, Washington State University*

**34.058. Using Third Space in Teacher Education Design.** Division K -

Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 114; 10:35am to 12:05pm

Chair: *Walter Doyle, The University of Arizona*

## Participants:

- Negotiating the Boundaries as Third Space Educators: Faculty and Mentors Coconstruct Curriculum and Instruction for an Urban Teacher Residency. *Monica Taylor, Montclair State University; Emily J. Klein, Montclair State University*
- Becoming Learners/Teachers in Nomadic Space. *Malka Gorodetsky, Ben-Gurion University of the Negev; Judith Barak, Kaye Academic College of Education*
- Celebrating Not Creating: Leveraging Existing Third Spaces for Teacher Preparation. *Marcy B. Wood, The University of Arizona; Kristin L. Gunckel, The University of Arizona*
- Designing Hybrid Spaces for the Development of Community Teachers. *Michael Bowman, University of Washington; Lorena Guillen, University of Washington; Kate Napolitan, University of Washington - Seattle*

Discussant: *Kenneth m Zeichner, University of Washington*

**34.059. The Landscape of Education Reform in Philadelphia.** Division L -

Educational Policy and Politics; Invited Session

Convention Center, 100 Level, 115C; 10:35am to 12:05pm

Chair: *Jonathan A. Supovitz, University of Pennsylvania*

Participants: *William R. Hite, School District of Philadelphia; Mark Gleason, Philadelphia School Partnership; Hiram Rivera, Philadelphia Student Union; Kathleen M. Shaw, Research for Action; Lori Shorr, Office of the Public School Family and Child Advocate, City of Philadelphia; Paul Socolar, Philadelphia Public School Notebook*

## SIG Sessions

**34.060. Coconstructing Positive Educational Outcomes for Youth.** SIG-

Adolescence and Youth Development; Paper Session

Marriott, Fourth Level, 407; 10:35am to 12:05pm

Chair: *Dorothy Elizabeth Hines, Michigan State University*

## Participants:

- Critical Friendship and the Creation of Social Capital Among Youth. *Tanya Wiggins, University of Pennsylvania*
- (Re)Defining Support: Exploring Urban Adolescents’ Constructions of Support in the Context of School. *Gretchen A. Brion-Meisels, Harvard University*
- To Wear a Cap and Gown: A Mixed-Methods Analysis of Urban Youth Who Drop Out and Return. *Dorothy Elizabeth Hines, Michigan State University*

Discussant: *Cynthia Hudley, University of California - Santa Barbara*

**34.061. Advanced Studies of National and State Databases: Applications and Methodological Considerations.** SIG-Advanced Studies of

National Databases; Paper Session

Convention Center, 100 Level, 111A; 10:35am to 12:05pm

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

## Participants:

- Computer-Based Learning as a Pathway to STEM Major Selection: Multilevel Structural Equation Modeling. *Ahlam Lee, Arkansas State University*
- Investigating the Use of Propensity Score Analysis With Complex Samples. *Debbie L. Hahs-Vaughn, University of Central Florida*
- Effect of Schools’ Failure to Make Adequate Yearly Progress on Teacher Turnover. *Min Sun, Virginia Polytechnic Institute and State University*
- Using Propensity Score Matching to Compare Postsecondary Outcomes of Community College Transfers and Rising Juniors. *Cecile Dietrich, Illinois Education Research Council; Eric J. Lichtenberger, Southern Illinois University Edwardsville*

Discussant: *Amy H. Rathbun, American Institutes for Research*

**34.062. Bilingual Writing Development and Practices Among Spanish-English Emergent Bilinguals in Pre-K to Fifth Grade.** SIG-Bilingual

Education Research; Symposium

Convention Center, 100 Level, 103A; 10:35am to 12:05pm

Chair: *Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder*

## Participants:

- Exploring Bilingual Talk and Writing Through Play in a Dual-Language Preschool Program. *Mileidis Gort, The Ohio State University*
- In Linguaging and Communities: Emergent Bilinguals’ Expansive Learning in a Hybrid Space. *Patricia Martinez-Alvarez, Teachers College, Columbia University; Maria Paula Ghiso, Teachers College, Columbia University*

- The Impact of Paired Literacy Instruction on the Spanish and English Writing Outcomes of Emerging Bilingual Children. *Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Wendy Sparrow, University of Colorado - Boulder; Sandra Adriana Butvilofsky, University of Colorado Boulder; Kathy Escamilla, University of Colorado - Boulder; Susan Hopewell, University of Colorado - Boulder*
- Developmental Trends in English and Spanish Basic Writing Skills. *Elizabeth R. Howard, University of Connecticut; Sabina Rak Neugebauer; Loyola University Chicago*
- Discussant: *Maria E. Torres-Guzman, Teachers College, Columbia University*
- 34.063. Designing Technological Environments to Promote Learning and Engagement.** SIG-Design and Technology; Paper Session  
Marriott, Fourth Level, Franklin 7; 10:35am to 12:05pm  
Chair: *Heng Patrick Luo, John A. Dutton e-Education Institute*  
Participants:  
Putting Technological, Pedagogical, and Content Knowledge (TPACK) in Action: An Integrated TPACK Learning by Design Approach. *Evrin Baran, Middle East Technical University; Erdem Uygun, Middle East Technical University*  
Virtual Tutee System for Promoting Academic Reading Engagement. *Seung Won Park, Texas A&M University - Corpus Christi; ChanMin Kim, The University of Georgia*  
Enhancing Undergraduate Student Success Through Motivational Messages. *Sara Elizabeth Kacin, Wayne State University; Monica W. Tracey, Wayne State University*  
Integration of iPads for Content Literacy. *Vicky Cardullo, Auburn University*  
Online Case-Based Discussions: Examining Student Engagement in the Afforded Problem Space. *Peggy A. Ertmer, Purdue University; Adrie A Koehler, Purdue University*  
Discussant: *Alan R. Foley, Syracuse University*
- 34.064. Health in Education.** SIG-Education, Health, and Human Services Linkages; Paper Session  
Convention Center, 100 Level, 124; 10:35am to 12:05pm  
Chair: *Elizabeth McKendry Anderson, Binghamton University - SUNY*  
Participants:  
An Investigation of School Concentrations of Student Risk Factors and Educational Well-Being Using an Integrated Administrative Data System. *John Fantuzzo, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; Heather L. Rouse, University of Pennsylvania*  
Comprehensive Service Integration in a Rural Community. *Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Alexis K. Bourgeois, University of Wisconsin - Madison; Alan Arthur Barnicle, University of Wisconsin - Madison; Laura Harringa, University of Wisconsin - Madison; Van Lac, University of Wisconsin - Madison; Alexandra E. Pavlakis, University of Wisconsin - Madison; Kate L. Phillippo, Loyola University Chicago; Lisa Curless*  
Housing Voucher Receipt and the Quality of Schools Available to Recipient Children. *Barbara Wolfe, University of Wisconsin - Madison; Deven Edward Carlson, University of Oklahoma; Robert H Haveman, University of Wisconsin - Madison*  
Sailing Together: Interprofessional Collaboration for Youth With Developmental Disabilities and Mental Health Illness. *Twyla L. Salm, University of Regina*  
Teen Pregnancy and Sexually Transmitted Infection Prevention in Middle Schools: Testing a Place-Based Curriculum to Inform Practice and Policy. *Denise Lea Uehara, University of Hawaii - Manoa; Holly M. Manaseri, University of Hawaii - Manoa; Tammy Tom, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa*  
Discussant: *Manuelito Biag, Stanford University*
- 34.065. Researching Ecological Relationality and the Prospect of Cultural Change Within the Public School System.** SIG-Environmental Education; Symposium  
Marriott, Fourth Level, 411; 10:35am to 12:05pm  
Chair: *Vicki Lynn Kelly, Simon Fraser University*  
Participants:  
Imagination and Decolonization: Toward a Critical Eco-Hermeneutic Pedagogy. *Michael W. Derby, Simon Fraser University*  
In Search of the Eco-Teacher. *Sean T. Blenkinsop, Simon Fraser University*  
Nature Versus Culture? Knowledge, Pedagogy, and Resilience in Forest School. *Mark Fettes, Simon Fraser University*
- The Need to Emphasize Reinhabitation and Decolonization as Tandem Processes Within Environmental Education. *Laura Piersol, Simon Fraser University*  
Discussant: *Constance L. Russell, Lakehead University*
- 34.066. Community Counts With Family Involvement Practices.** SIG-Family, School, Community Partnerships; Paper Session  
Convention Center, 100 Level, 104B; 10:35am to 12:05pm  
Chair: *Chrystal George Mwangi, University of Maryland - College Park*  
Participants:  
A Community-Based Organization as Cultural Broker: Bridging Gaps Between Recent Immigrant Families and Schools. *Cate Samuelson, University of Washington*  
Latina/o Parental Civic Engagement in Schools and Surrounding Communities: Assessing the Impact of Parent Development on Improving Student Educational Outcomes. *Christine Clark, University of Nevada - Las Vegas*  
Recommendations Versus Reality: Examining Parental Engagement and School-Parent Compacts in a Low-Income Community. *Dandrea Leucia Jacobs, Michigan State University; Evelyn R. Oka, Michigan State University*  
Discussant: *Michael A. Lawson, Binghamton University - SUNY*
- 34.067. Genealogy and the Production of Subjects Across Cultural and Disciplinary Contexts.** SIG-Foucault and Education; Paper Session  
Marriott, Fourth Level, 412; 10:35am to 12:05pm  
Chair: *Cristian R. Aquino-Sterling, San Diego State University*  
Participants:  
The Trouble With Origins: A Foucauldian Analysis of Scientifically Based Research in Education. *Jessica Van Cleave, Mars Hill University*  
*Puériculture* and the Medicalization of the Child and Curriculum in Turkey. *Yasin Tunc, University of Wisconsin - Madison*  
Genealogy of Chinese Children Subjectivation: From the Perspective of Michel Foucault. *Tingwei Rong, Hangzhou Normal University*  
Historical Discourses Underpinning "Closing the Gap": Perspectives for Opening Debate on Australian Indigenous Educational Inequalities. *Sophie Rudolph, University of Melbourne*
- 34.068. Instructional Technology SIG Paper Session: Cognition, Metacognition, and Multimedia Design.** SIG-Instructional Technology; Paper Session  
Marriott, Fifth Level, Grand Ballroom G; 10:35am to 12:05pm  
Chair: *Esther Quintero, Albert Shanker Institute*  
Participants:  
Effects of Text, Audio, and Learner Control on the Text-Sound Association and Cognitive Load of Learners of English as a Foreign Language. *Ana Maria Enciso, Arizona State University; Brian C. Nelson, Arizona State University*  
Individual Students' Metacognitive Awareness Mediates Coregulation of Collaborative Problem Solving. *Pasha Antonenko, University of Florida*  
Personalization Effects in Multimedia Learning: Which Level of Personalization Is Appropriate for Whom? *Maria Reichelt, University of Erfurt; Steffi Zander, Bauhaus-Universität Weimar; Helmut M. Niegemann, Saarland University*  
Tagclouds and Distributed Cognition: Effect of Tagging Scaffolds on Students' Reflection in Team Blogs. *Ying Xie, Idaho State University; Shu-yuan Lin, Idaho State University*  
Impact of Supplementing Verbal Feedback With Pictures During Story Recall. *Albert Dieter Ritzhaupt, University of Florida; William Andrew Kealy, Independent*  
Discussant: *Craig A. Cunningham, National Louis University*
- 34.069. Can We Research Leadership for Social Justice in Rigorous and Meaningful Ways?** SIG-Leadership for Social Justice; Symposium  
Convention Center, 100 Level, 121B; 10:35am to 12:05pm  
Chairs: *Ira E. Bogotch, Florida Atlantic University; Carolyn M. Shields, Wayne State University*  
Participants:  
Critical Evocative Portraiture: Feminist Pathways to Social Justice. *Linda L. Lyman, Illinois State University*  
*A Bricolage of Voices: Lessons Learned From Feminist Analyses in Educational Leadership.* *Whitney Sherman-Newcomb, Virginia Commonwealth University*

LeaderPAR: A Participatory Action Research Framework for School and Community Leadership. *Erika Bernabei Middleton, New York University*

How Should Researchers Act in the Context of Social Injustice? *Dilys Schoorman, Florida Atlantic University*

Transforming (Un)just Institutions: A Reflection on Methodology. *Colleen L. Larson, New York University*

Discussants: *Robert B. Donmoyer, University of San Diego; Patti A. Lather, The Ohio State University*

**34.070. Pathways, Trajectories, Ecologies, Oh My! Bridging Theories and Methods for Studying Youth Learning Lives.** SIG-Learning Sciences; Symposium

Marriott, Fifth Level, Grand Ballroom H; 10:35am to 12:05pm

Chairs: *Kylie A. Peppler, Indiana University - Bloomington; Christopher Hoadley, New York University*

Participants:

Leveraging Youths' Repertoires of Practice: Toward Connected and Consequential Learning. *Kris D. Gutiérrez, University of Colorado - Boulder*

Trajectories of Family Learning Through Making. *Lisa Brahm, University of Pittsburgh*

Trajectories of Science Learning Activation in Scientists and Engineers. *Lynette Jacobs-Priebe, University of Pittsburgh*

Connected Play: Making Visible Trajectories of Participation. *Yasmin B. Kafai, University of Pennsylvania; Deborah A. Fields, Utah State University*

Codesigning Opportunity: Researching and Creating Youth Pathways in a Regional Learning Network. *Dixie Ching, New York University; Rafi Santo, Indiana University - Bloomington; Christopher Hoadley, New York University; Kylie A. Peppler, Indiana University - Bloomington*

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

**34.071. Neoliberalism's Paradoxical Doxa: "New Imperialism".** SIG-Marxian Analysis of Society, Schools and Education; Paper Session

Convention Center, 100 Level, 120A; 10:35am to 12:05pm

Chair: *Sheila L. Macrine, University of Massachusetts - Dartmouth*

Participants:

Corporate Imaginary in Education: Some Reflections From Spanish Conservative and Neoliberal Reform. *Jurjo Torres-Santome, Universidade da Corunha; Jose Felix Angulo, Universidad de Cadiz; Silvia Maria Redon, Universidad Católica Valparaíso*

Neoliberal Globalisms and the Rebooting of Mankind's Ideological Revolution. *João Menelau Paraskeva, University of Massachusetts*

Learning to Be *Homo economicus* on the Plantation: A Brief History of Human Capital Metrics. *Clayton Todd Pierce, University of Utah*

Primitive Accumulation, Educational Enclosures, and School Gardens. *Clayton Todd Pierce, University of Utah; Graham Bryan Slater, University of Utah; Robert Unzueta, University of Utah*

Promoting Social Justice, Critical Citizenship, and Activism Through Hip-Hop Culture. *Debangshu Roychoudhury, City College of New York - CUNY; Lauren M. Gardner, The Graduate Center at the CUNY; Bradley J. Porfilio, Lewis University*

Discussant: *Paul R. Carr, Lakehead University*

**34.072. The Mentoring Dilemma in an Age of School-Based Teacher Preparation.** SIG-Mentorship and Mentoring Practices; Symposium

Convention Center, 100 Level, 118A; 10:35am to 12:05pm

Chair: *Linda Whalen Abrams, Montclair State University*

Participants:

Cooperating Teachers: What Is Their Role in Teacher Education? *Kristin Smith Alvarez, University of Michigan*

Representations of Cooperating Teachers' Practice Knowledge in Empirical Research. *Linda Whalen Abrams, Montclair State University*

Compensation and Benefits for Cooperating Teachers: A Multinational Investigation. *Helenrose Fives, Montclair State University; Charity Mack Dacey, Montclair State University; Tammy Mills, Montclair State University*

Defining the Role of Mentoring Across Alternative-Route Teacher Education Programs. *Tanya T. Maloney, Montclair State University*

Discussant: *Matthew Ronfeldt, University of Michigan*

**34.073. The Moral Vacuum in Teacher Education: International Perspectives on Research, Policy, and Practice.** SIG-Moral

Development and Education; Symposium

Convention Center, 100 Level, 109B; 10:35am to 12:05pm

Chair: *Richard D. Osguthorpe, Boise State University*

Participants:

Skirting the Ethics of Teaching in Teacher Education. *Elizabeth Campbell, OISE/University of Toronto*

The Moral Vacuum: What Do the Latest U.S. Standards, Research, and Policy Reports Tell Us? *Matthew N. Sanger, Idaho State University; Richard D. Osguthorpe, Boise State University*

The Moral Vacuum in Swedish Teachers' Language of Values Education. *Robert Thornberg, Linköping University*

Encouraging Teachers' Pedagogical Professional Development in Citizenship Education. *T. Martijn Willems, Windesheim university of applied sciences; Femke Geijsel, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Geert Ten Dam, University of Amsterdam; Loes Van Wessum, University of Utrecht*

Discussant: *Gunnel Granstrom Colnerud, Linköping University*

**34.074. Evolution of Learning and Programming in the Out-of-School Time Field.** SIG-Out-of-School Time; Paper Session

Marriott, Fourth Level, Franklin 13; 10:35am to 12:05pm

Chair: *Helen Janc Malone, Institute for Educational Leadership*

Participants:

Summer Out-of-School Time, Child Rearing, and Socioeconomic Status: Leveraged and Contingent Exploration. *Marcy Milhomme, The Pennsylvania State University*

Youth Beliefs About Where "Real" Learning Occurs: Life-Wide Versus School-Centric Views. *Thomas Akiva, University of Pittsburgh; Christy Suzanne Galletta Horner, University of Pittsburgh; Jacqueline Schall, University of Pittsburgh*

From Pushing in to Partnering: (Re)Considering Community-Based Organizations' Changing Role in 21st-Century Community Learning Centers. *Jennifer Siaca Curry, New York University*

The Evolution of the Out-of-School Time Field Since *A Nation at Risk*. *Helen Janc Malone, Institute for Educational Leadership*

Discussant: *Kathryn Brohawn, TASC*

**34.075. Critical Pedagogy: New Philosophical Interventions.** SIG-Philosophical Studies in Education; Symposium

Convention Center, 100 Level, 105A; 10:35am to 12:05pm

Chair: *Michael W. Apple, University of Wisconsin - Madison*

Participants:

Critical Pedagogy and Overdetermination. *Ross Emmerson Collin, Virginia Commonwealth University*

Critical Pedagogy and Phenomenology. *Sam Rocha, University of North Dakota*

Critical Pedagogy and the Ethics of Liberation. *Quentin Wheeler-Bell, University of Wisconsin*

Critical Pedagogy and the Birmingham School on the Temporality of "Anticipatory Economies". *Josh Shepperd, The Catholic University of America*

Discussant: *Douglas Kellner, University of California - Los Angeles*

**34.076. Investigating the Impact of Professional Development School Partnerships as a Strategy for Reform and Renewal.** SIG-Professional Development School Research; Paper Session

Marriott, Fourth Level, 415; 10:35am to 12:05pm

Chair: *Audrey M. Kleinsasser, University of Wyoming*

Participants:

Actualizing Innovative Reform in Urban Community Teacher Education Through Professional Capital. *Cindy Gutierrez, University of Colorado - Denver; Kara Mitchell Viesca, University of Colorado - Denver; Julie Hart, University of Colorado - Denver; Madhavi Tandon, University of Colorado - Denver*

Cross-Career Learning Communities: Improving Teacher Retention and Mobility in Professional Development Schools. *Comfort Yetunde Afolabi, University System of Georgia; William L. Curlette, Georgia State University; Harley Gordon Granville, Georgia State University*

Student Achievement Impact: Analysis of Long-Term Effects of an Urban School-University Partnership on Student Learning. *Catherine Larsen, DePaul University; Chris McCullough, Saint Xavier University*

Discussant: *Rebecca West Burns, University of South Florida*

**34.077. Digital Tools and Technologies in Teaching and Learning**

**Qualitative Research Methods.** SIG-Qualitative Research; Symposium

Marriott, Fourth Level, Franklin 6; 10:35am to 12:05pm

Chair: *Kathryn J. Roulston, University of Georgia*

Participants:

Designing and Teaching Online Qualitative Research Coursework. *Meca R. Williams-Johnson, Georgia Southern University*

Incorporating Online Instruction in a Blended Course on Qualitative Data Analysis. *Kathryn J. Roulston, University of Georgia; Susan Vaughn, University of Georgia - Athens; Whitney Bignell, University of Georgia - Athens; David Dunbar Breslin, University of Georgia - Athens; Dawn Lynette Curry, University of Georgia*

Creating New Spaces for Teaching Qualitative Research Methodology: The Instructor and the Teaching Assistant Enter Into a Post Hoc Dialogue. *Janice B. Fourmillier, Georgia State University; Romero M. Stokes, Georgia State University*

Computer-Assisted Qualitative Data Analysis Tools for Teaching Qualitative Methods: Beyond Data Analysis. *Trena M. Paulus, The University of Tennessee*

Creating Transformative Learning Experiences Using Second Life in Qualitative Research. *Kakali Bhattacharya, Kansas State University*

Discussant: *Kathleen P. deMarrais, University of Georgia*

**34.078. Comparing, Decomposing, and Exploring Models.** SIG-Rasch Measurement; Paper Session

Convention Center, 100 Level, 112A; 10:35am to 12:05pm

Chair: *Amanda Elizabeth Ferster, University of Georgia - Athens*

Participants:

Multidimensional Random Coefficients Multinomial Logit Differential Item Functioning (DIF) Decomposition Modeling for a Testlet Item DIF Investigation. *Insu Paek, Florida State University; Hirotaka Fukuhara, Pearson*

Exploring Differential Facet Functioning Models. *Luke Stanke, University of Minnesota; Mark L. Davison, University of Minnesota*

Comparing Three Estimation Approaches for the Rasch Testlet Model. *Tian Song, Pearson Assessment & Information; Yi-Hung Lin, University of California - Berkeley*

Investigating the Performance of Person-Fit Measures Under Rasch Multidimensional Models. *Yan Xia, Florida State University; Insu Paek, Florida State University*

Discussant: *Lihshing Leigh Wang, University of Cincinnati*

**34.079. More Than an Afterthought: A Critical Examination of the Exclusionary Discipline Experiences of Black Females.** SIG-Research Focus on Black Education; Symposium

Convention Center, 100 Level, 105B; 10:35am to 12:05pm

Chair: *Jamilia Blake, Texas A&M University*

Participants:

Double Jeopardy of School Discipline: An Analysis of Disciplinary Infractions for Black Girls at the Elementary and Secondary School Levels. *Natasha Washington, Indiana University*

The Ebony Prism: The Effect of Colorism on Black Girls' Exclusionary Discipline Experiences. *Jamilia Blake, Texas A&M University; Verna M. Keith, Texas A&M University - College Station; Huong Le, Texas A&M University - College Station*

Video Vixen Versus Valley Girl: How Dress Code Violations Perpetuate Disproportionality in School Discipline for Black Female Students. *Bettie Ray Butler, University of North Carolina - Charlotte*

Recovery and Resistance for Young Women of Color in K-16 Schooling Through Healing-Justice. *Neshamah Ishshah Keetin, University of California - Los Angeles*

Discussant: *Anne Gregory, Rutgers University*

**34.080. It's a Matter of Trust: Literacy Inquiry Mentors as a Model for Improving Teacher Effectiveness.** SIG-Research in Reading and Literacy; Workshop

Convention Center, 100 Level, 125; 10:35am to 12:05pm

Chair: *Marjorie E. Madden, Rowan University*

Participants: *Susan Browne, Rowan University; Valarie G. Lee, Rowan University; Stacey E. Leftwich, Rowan University*

**34.081. Acceleration and Underachievement in Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Paper

Session

Convention Center, 100 Level, 107B; 10:35am to 12:05pm

Chair: *Jack Zevin, Queens College - CUNY*

Participants:

Acceleration and Well-Being at Age 50 in the Top 1% in Mathematical Ability. *Stijn Johnny Smeets, Vanderbilt University; David Lubinski, Vanderbilt University; Camilla P. Benbow, Vanderbilt University*

Everything and the Kitchen Sink: A Meta-Analytic Review of Interventions for Academically Underachieving Students. *Carlton Jing Fong, The University of Texas - Austin; Kate E. Snyder, University of Louisville; Sebastian M. Barr, University of Louisville; Erika Alisha Patall, The University of Texas - Austin*

Life in the Fast Lane: Effect of Early Grade Acceleration on College Outcomes. *Katie Larsen McClarty, Pearson*

Test Anxiety and Locus of Control in Achieving Gifted, Underachieving Gifted, and Nongifted Middle School Students. *Del L. Siegle, University of Connecticut; Michele M. Moore*

**34.082. Conducting Educational Research Within and for Rural Communities: An Exploration of Research Methodologies.** SIG-Rural Education; Symposium

Convention Center, 100 Level, 118B; 10:35am to 12:05pm

Chair: *Aimee A. Howley, Ohio University*

Participants:

Who Conducts Rural Education? Toward an Ethics of Positionality. *Michael J. Corbett, Acadia University; M. Tanya Brann-Barrett, Cape Breton University*

Researching in Rural Communities: Dealing With Researcher Identity and Notions of Anonymity. *Simone Jane White, Monash University; Zane Hamm, University of Alberta*

Researching Rural Lives With Reciprocity. *Pauliina Rautio, University of Oulu; Maija-Liisa Lanas, University of Oulu*

Discussant: *Craig B. Howley, Ohio University - Athens*

**34.083. Self-Study Researchers Make a Difference for Innovation in Practice.** SIG-Self-Study of Teacher Education Practices; Structured Poster Session

Convention Center, 100 Level, 121C; 10:35am to 12:05pm

Chair: *Hafdis Gudjonsdottir, University of Iceland*

Participants:

1. Listening to Students' Perspectives on Inclusion. *Edda Oskarsdottir, University of Iceland; Hafdis Gudjonsdottir, University of Iceland*  
 2. Collaborative Inquiry Into Mathematics Teaching: How Self-Study Made a Difference. *Jonina Vala Kristinsdottir, University of Iceland*  
 3. Examining Professional History as a Context for Instructional Meaning. *Kristie Beyer; Deborah L. Tidwell, University of Northern Iowa*  
 4. Instructional Decision Making Within Individual Conferencing: A Self-Study of Teaching Within Reader's Workshop. *Angel Munson; Deborah L. Tidwell, University of Northern Iowa*

5. A Comparative Case Study on the Application of Self-Study Methodology to Teacher Research in Early Childhood Education and to Doctoral Studies in Educational Leadership. *Barbara A. Henderson, San Francisco State University*

6. From Pedagogy to Methodology: Collaboratively and Recursively Examining Research Practice. *Jill B. Farrell, Barry University; Carter Winkle, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools*

7. Reflective Inquiry and the Evolution of a Special Education Course: A Beginning Teacher Educator's Self-Study of Professional Growth. *Shelley Murphy, OISE/University of Toronto*

8. Researching Teachers, Researching Myself: Challenging My Teacher Educator Pedagogy Through Researching Beginning Teachers. *Monica Eileen McGlynn-Stewart, George Brown College*

9. Learning From Preservice Teachers' Perspectives on Including Indigenous Themes in School Curricula. *Claire Veronica Kelly, RMIT University*

10. On Fire for Teacher Education: Pathways to Becoming a Teacher Educator Through Self-Study. *Hafdis Gudjonsdottir, University of Iceland; Mary C. Dalmau, Victoria University*

11. Agency and the Arts. *Kami M. Patrizio, Virginia Tech*

Discussant: *Nancy M. Brown, Oakland University*

**34.084. Civic Engagement as Praxis for Community Involvement in Higher Education.** SIG-Service-Learning & Experiential Education;

## Paper Session

Marriott, Fourth Level, 410; 10:35am to 12:05pm

Chair: *Lucinda Rae Morgan, University of Illinois at Urbana-Champaign*

## Participants:

Engaging First-Generation Male College Students in Community-Based Education. *Theresa Ling Yeh, University of Washington*Preparing College Students to Facilitate Action Civics Among K-12 Students. *Jason C. Fitzgerald, Wagner College; Alison Klebanoff Cohen, University of California - Berkeley; Barbara Ferman, Temple University*Service-Learning and Low-Income, First-Generation College Students: A Qualitative Approach to Motivations for Participation and Outcomes. *Travis T. York, Valdosta State University*When Does Service-Learning Work? Contact Theory and Service-Learning Courses. *Jerusha Osberg Conner, Villanova University; Joseph A. Erickson, Augsburg College*Discussant: *Neivin M. Shalabi, Delta University for Science and Technology***34.085. Issues in Large-Scale Alternate Assessments for Students With Disabilities.** SIG-Special Education Research; Symposium  
Convention Center, 100 Level, 103B; 10:35am to 12:05pmChairs: *Robert D. Ankenmann, University of Iowa; Ming Lei, American Institutes for Research*

## Participants:

Effectiveness of Item Modifications in Lowering Performance Barriers. *Jin Zhang, ACT, Inc.; Werner Wothke, American Councils for International Education*A Study of Differential Item Functioning in Large-Scale Alternate Assessments. *Ming Lei, American Institutes for Research; Rong Jin, American Institutes for Research*Investigating the Academic Growth of Students With Disabilities. *Xiaodong Hou, American Institutes for Research; Werner Wothke, American Councils for International Education; Ming Lei, American Institutes for Research*Investigating the Unidimensionality Assumption in Alternate Assessments. *Okan Bulut, American Institutes for Research; Ming Lei, American Institutes for Research***34.086. Reflections on Engaging Culture, Race, and Spirituality.** SIG-Spirituality & Education; Symposium

Marriott, Fourth Level, Franklin 1; 10:35am to 12:05pm

Chair: *Angela Cartwright Lynskey, Midwestern State University*

## Participants:

Conversations About Race: How Embracing Spirituality Opens Space for Dialogues in Teacher Education. *Tami A. Augustine, The Ohio State University; Deborah Justice Zurmehly, The Ohio State University*With Mindfulness as a Guide: Engaging Conversations in Teacher Education. *Barbara J. Dray, University of Colorado - Denver*Occupy Classrooms: Teaching From a Spiritual Paradigm. *Angela Cartwright Lynskey, Midwestern State University*Spiritual Occupations: Reflections on Pedagogies and Everyday Stories of Globalization. *Carmen L. Medina, Indiana University - Bloomington*Discussant: *Cynthia B. Dillard, University of Georgia***34.087. Validity and Fairness Issues in Assessing Second-Language Test-Takers.** SIG-Test Validity Research and Evaluation; Symposium  
Convention Center, 100 Level, 118C; 10:35am to 12:05pmChair: *Sonya Powers, Pearson*

## Participants:

A Framework for the Development of Comparable Multilingual Assessments: Why Context Matters. *Maria Elena Oliveri, Educational Testing Service; Kadriye Ercikan, The University of British Columbia; Marielle Simon, University of Ottawa*The Contexts of Learning for English Language Learners (ELLs) and Non-ELL Students in Canada. *Juliette Lyons-Thomas, The University of British Columbia; Kadriye Ercikan, The University of British Columbia; Wolff-Michael Roth, University of Victoria; Dallie A. Sandilands, The University of British Columbia; Shawna Goodrich, The University of British Columbia*Validity of Mathematics and Science Assessments of English Language Learners in Australia, Canada, the United Kingdom, and the United States. *Kadriye Ercikan, The University of British Columbia; Yue (Michelle) Chen, The University of British Columbia; Juliette Lyons-Thomas, The University of British Columbia; Shawna Goodrich, The**University of British Columbia; Dallie A. Sandilands, The University of British Columbia; Wolff-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa*Language Learners in Spain: The Influence of Home and State Languages on Assessment Performance. *MARIA JOSE NAVAS, Universidad Nacional de Educacion a Distancia*Discussant: *John W. Young, ETS***Division and SIG Roundtables****34.088. Roundtable Session 7; Roundtable Session****34.088-1. Indigenous Education in K-12 Schools.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Crystal Claudett Jensen, Touro University - California*

## Participants:

Linguistic and Sociocultural Perspectives on Second Language Learning in the Cherokee Nation Immersion School. *Lizette Peter, The University of Kansas; Tracy Hirata-Edds, The University of Kansas; Philip Duncan, University of Kansas; Durbin Feeling, Cherokee Nation; Wyman Kirk, Northeastern State University - Tahlequah*Technology Integration in American Indian Education: An Overview. *Lee M. Adcock, University of North Carolina - Asheville*The Impact of Testing Variables on Math Performance Among American Indian Students in Minnesota. *Ximena Patricia Suarez-Sousa, Minnesota State University - Moorhead; Boyd Lee Bradbury, Minnesota State University - Moorhead***34.088-2. Multicultural/Multiethnic Education: Linguistic Diversity and Language Learners.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pmChair: *Deanna Hill, Drexel University*

## Participants:

A Multilevel Model of Hispanic Kindergarteners' English Oral Language Development. *Tingting Xu, Stephen F. Austin State University; Jennifer Riggie, The Ohio State University - Columbus*Innovative Multilingual Practice: Multicultural Education for Urban English Language Learners in New Times. *Namsook Kim, University at Buffalo - SUNY*Innovative Teaching for Culturally, Linguistically, and Racially Diverse Students: Affirmation, Social Justice, and Quality Education. *Ming-Hsuan Wu, Touro College*Preparing Teachers for Inclusive Settings: Teacher Candidates' Perspectives of Field-Based Experience. *ChiuYin Wong, Monmouth University; Jiwon Kim, Monmouth University; John C. Indiatsi, Texas Tech University***34.088-3. Portfolios and Reflection in Teaching and Teacher Education** SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chairs: *Ted Nicholas Ingram, Bronx Community College - CUNY; Joan Y. Pedro, University of Hartford*

## Participants:

An Embodiment of a Practice: Culturally Sustaining Pedagogy. *Bettina L. Love, University of Georgia; Patrick J. Graham, University of Georgia; Shakhnoza Kayumova, University of Georgia - Athens; Rebecca Ann Smith, University of Georgia - Athens*Building Teacher Candidates' Adaptive Expertise: Engaging Teachers From Diverse Communities in Prompting Reflection Through E-Portfolios. *Evelyn Reed, Virginia Commonwealth University; Serra De Arment, Virginia Commonwealth University; Angie Wetzel, Virginia Commonwealth University*What We See When We Look in the Mirror: Conceptions of and Intentions for Reflection by Science Teacher Educators. *Frederick Nelson, California State University - Fresno*Moving Toward Positive Mathematics Teaching Journeys: Preservice Teachers' Reflections on the Child Mathematics Inquiry Portfolio. *Joan Gujarati, Manhattanville College***34.088-4. Research in Mathematics Education SIG Roundtable 2.** SIG-Research in Mathematics Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Marta T. Magiera, Marquette University*

Participants:

A Professional Development Framework for Developing Culturally Responsive Algebra Teachers in Urban Districts. *Emily Bonner, The University of Texas - San Antonio*

Developing Prospective Teachers' Awareness of the Common Core in Elementary Methods and Content Courses. *Kelley Elizabeth Buchheister, University of South Carolina; Christa Jackson, University of Kentucky; Cynthia E. Taylor, Millersville University of Pennsylvania*

Exploring a Preservice and an In-Service Teacher's Collaborations About Discourse Within the Coordinated Experiences Model. *Tutita M. Casa, University of Connecticut; Fabiana Cardetti, University of Connecticut; Cindy Marie Gilson, University of Connecticut*

Lesson Study in a Community of Practice as a Form of School-Based Professional Development. *Aoibhinn Ni Shuilleabhain, Trinity College Dublin*

Extending Understanding and Measurement of Secondary Mathematical Knowledge for Teaching. *Heather Howell, ETS; Barbara H. Weren, ETS*

**34.088-5. Marginalized Voices.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Romina A. Pacheco, New Mexico State University*

Participants:

Freeing Ourselves: An Indigenous Response to Neocolonial Domination in Research, Classrooms, and Education Systems. *Alan Russell Bishop, University of Waikato*

Revisiting Freire's "Trilogy of Pedagogies" Through Muslim Students' Narrative: A Call to Collective Action. *Brett Elizabeth Blake, Saint John's University; Rohany Nayan, University of North Carolina - Charlotte*

Toward a Critical Pedagogy of Work Education. *Barry Down, Murdoch University; John Smyth, University of Ballarat*

**34.088-6. Social and Emotional Learning Impact: Dealing With Diverse or Challenging Circumstances.** SIG-Social and Emotional Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Elise Cappella, New York University*

Participants:

Internet Use, Online Racial Discrimination, and Adjustment Among a Diverse, School-Based Sample of Adolescents. *Brendesha M. Tynes, University of Southern California; Chad Allen Rose, University of Missouri - Columbia; Nicole Coleman, University of Southern California; Kimberly J Mitchell, University of New Hampshire; Adriana J. Umana-Taylor, Arizona State University; David R Williams, Harvard University*

First-Semester Emotional Experiences of Chinese International Students in a Canadian University. *Xihui Wang, McGill University*

Character Education and Student Outcomes: Effects of Teaching Social-Emotional Skills on Students' School Behaviors and Achievement. *Namik Top, Texas A&M University; Alpaslan Sahin, Texas A&M University - College Station; Jeffrey Liew, Texas A&M University - College Station*

**34.088-7. International and Comparative Perspectives on Educational Achievement.** SIG-Sociology of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Erendira Rueda, Vassar College*

Participants:

Family Influences on Boys' and Girls' Gender Ideology and Underachievement. *Nadine S.L. Engels, Vrije Universiteit Brussel; Els Fabiola Consuegra, Vrije Universiteit Brussel*

How Could In-Grade Retention Serve as a Mechanism Reproducing Educational Inequality? The Case of Macao. *Ei-Lee Wong, Chinese University of Hong Kong; Yisu Zhou, University of Macau*

Tracking and Sense of Futility: The Impact of Between- Versus Within-School Tracking in Flanders. *Mieke Van Houtte, Ghent University; Peter Alexander Joris Stevens, Ghent University*

Within- and Between-Group Assimilation of Immigrants: Testing the Achievement Gap in Traditional Settlement Countries. *Kristina Brezicha, The Pennsylvania State University; William C Smith, The*

*Pennsylvania State University; Anna Persson, The Pennsylvania State University - University Park*

**34.088-8. Teaching Educational Psychology.** SIG-Teaching Educational Psychology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Joyce L. Moore, University of Iowa*

Participants:

Evolutionary Changes in Beliefs About Motivation and Motivating Teaching Practices. *Sarah E. Peterson, University of Texas at El Paso; James B. Schreiber, Duquesne University*

Finding the Psychology in Educational Psychology: Aligning Course Objectives With American Psychological Association Guidelines. *Rachel J. Eells, Concordia University - Chicago; Allison Gelfuso Butler, Bryant University*

Infusing Action Research Into Educational Psychology Courses: Linking Theories and Actions-in-Practice. *Noriyuki Inoue, University of San Diego*

**34.088-9. Meaning-Making in Arts Education: New Reflective Approaches to Research.** SIG-Arts and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Christine M. Thompson, The Pennsylvania State University - University Park*

Participants:

Arts-Based Leadership: Crafting a Caring Learning Space. *Zach Kelehear, University of South Carolina*

Asking the Why Questions: Eliciting Deep Reflection During Music-Making Activities. *Michael Downton, St. John's University*

Considering the Creative Self: A Visual-Verbal Narrative Inquiry. *Kelly Woodall Guyotte, University of Georgia*

**34.088-10. Multimodalities, Multiliteracies, Writing, and Identity.** SIG-Writing and Literacies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Christian Ehret, Vanderbilt University*

Participants:

Connecting and Promoting Multiple Literacies in an Online Summer Reading Program. *Jamie Colwell, Old Dominion University; Danielle Eileen Forest, Old Dominion University; Lindsay Woodward, Iowa State University*

Multimodal Mapping: Opening Space for Multiliterate Complexities. *Julie Frear Schappe, The Pennsylvania State University*

"Language Is More Than Just Words": Multimodal Explorations of Language and Identity in High School. *Molly Buckley, Cleveland State University*

A Conceptual Model of New Writing: Beaufort's Writing Knowledge Domains 2.0. *Julie Corrigan, University of Ottawa*

**34.088-11. Issues in Middle-Level Teacher Preparation.** SIG-Middle-Level Education Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Janet Stramel, Fort Hays State University*

Participants:

Learning to Teach at the Middle Level: Perceptions of Professional Growth in Early Courses and Internships. *David B. Strahan, Western Carolina University; Kim K. Winter, Western Carolina University*

Middle Grades Students as Teacher Educators. *John M. Downes, The University of Vermont; James F. Nagle, Saint Michael's College; Penny A. Bishop, The University of Vermont*

"Redefining Literate Selves": Middle Grades Preservice Teachers Using Digital Storytelling to Reflect on Personal Narratives. *Cynthia C. Reyes, The University of Vermont; Kathleen Marie Brinegar, Johnson State College*

**34.088-12. Roundtable in Mixed-Methods Research.** SIG-Mixed Methods Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *John A. Freeman, The University of Tennessee - Chattanooga*

Participants:

Linguistically Diverse Students and Special Education: A Mixed-Methods Study of Teachers' Attitudes, Coursework, and Practices. *Renee Greenfield, University of Hartford*

A Mixed-Methods Analysis of Student Success in Diverse High School

Science Programs. *Stephen C. Scogin, Texas A&M University - College Station; Baki Cavlazoglu, Texas A&M University; Jennifer K. LeBlanc, Texas A&M; Carol L. Stuessy, Texas A&M University*

Mixing Validation Procedures to Enhance Inference Quality in a Mixed-Methods Research Study. *Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University*

Use of a Contiguous Convergent Parallel Mixed-Methods Design in a Descriptive Analysis of Physics Classrooms. *John A. Dantzer, The University of Alabama; Dennis Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Marsha Emelene Simon, The University of Alabama; Donna Patrice Turner, The University of Alabama - Tuscaloosa; James Wl Harrell*

**34.088-13. Narratives of Teachers: Grand, Cultural, and Messy.** SIG-Narrative Research; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Sean Michael Lessard, University of Regina*

Participants:

Mindful Transformation Within Educational Reform: Identity (Re) construction Through Narrative Thinking. *Wen-Ting Chung, Arizona State University; Sarah K. Brem, Arizona State University; Jenefer E. Husman, Arizona State University; Beth Blue Swadener, Arizona State University*

We Teach Who We Are: Cultural Narratives as a Classroom Model. *Burcu Ates, Sam Houston State University; Soonhyang Kim, Pace University; Yurimi Michael Grigsby, Concordia University - Chicago*

The Edge of Messy: Interplays of Daily Storytelling and Grand Narratives in Teacher Learning. *Makenzie Selland, Utah Valley University*

**34.088-14. Topics in Private Education.** SIG-Associates for Research on Private Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Larry D. Burton, Andrews University*

Participants:

Buildings as Assets: The Strategic Use of Closed Catholic Schools. *Ronald J. Nuzzi, University of Notre Dame; James Mario Frabutt, University of Notre Dame; Anthony C. Holter, University of Notre Dame*

Factors Affecting the Decision Processes Regarding Christian Parents' School Choice: A Grounded Theory Study. *James A. Swezey, Liberty University*

The Impact of Private Schools on Educational Attainment in the State of São Paulo: How Important Is Tuition? *Jonathan M.B. Stern, Vanderbilt University*

**34.088-15. Practicing Social Justice Teaching in the Classroom.** SIG-Critical Educators for Social Justice; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Danielle M. Cowley, San Francisco State University*

Participants:

It Ends With Me: A Profile of Asian American Mathematics Teachers Combating the Myth of the Model Minority. *Theodore Chao, Harvard University; Kari Naomi Kokka, Stanford University*

Dual Language, Equitable Education, and Social Justice: Arizona's Educational Context. *Laura M Gomez, ASU; Margarita Jimenez-Silva, Arizona State University*

Food Mapping as a Critical Classroom Activity for Social Justice. *Peggy Shannon-Baker, University of Cincinnati; Robert Alan Wight, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati*

Resisting the Dominant Narratives: High-Performing, Black Male Students Develop a Critical Consciousness for Transformation Resistance. *Omar Davila, California State University - Monterey Bay; Terry Kyle Flennaugh, Michigan State University*

**34.088-16. Research on the Education of Asian and Pacific Americans: Roundtable Session on Higher Education.** SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Yen Ling Shek, University of California - Los Angeles*

Participants:

Hmong American Students at Selective Public Universities: Exploring Sources of Support. *Rican Vue, University of California - Los Angeles*

Southeast Asian American Undergraduate Achievement in Higher Education. *Kimberly A. Truong; Ronald Brown, Northeastern*

*University; Tryan L. McMickens, Suffolk University*

Southeast Asian American Women's College Experiences: Exploring Their Ethnic Identities Across Academic and Social Contexts. *Connie N. Tran, University of California - Santa Barbara*

**34.088-17. Understanding the Roles of Identity, Motivation, and Self-Efficacy in Second, Foreign, and Heritage Language Learning.** SIG-Second Language Research; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Ana M. Hernandez, California State University - San Marcos*

Participants:

Identity and Motivation: Learning to Read Simultaneously in a First and Second Language. *Liv Thorstenson Davila, University of Illinois at Urbana-Champaign*

Understanding Sources Chinese Students Used to Build Self-Efficacy in Learning English in an American Institution. *Huifang Zuo, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte*

Self-Efficacy Profiles Among English-as-a-Second-Language Learners. *Do-Hong Kim, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Mimi Bong, Korea University, Department of Education; Hyun Seon Ahn, Korea University*

Understanding the Motivational Factors for Urban, Non-Heritage Language Learners of Chinese. *Ailing Kong, Saint Joseph's University; Thomas Farren, Saint Joseph's University; Aubrey H. Wang, Saint Joseph's University*

**34.088-18. Select Topics in Middle School Science Education.** SIG-Science Teaching and Learning; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *David E. Long, George Mason University*

Participants:

Elements of Design-Based Science Teaching That Affect Middle School Students' Motivation. *Brett D. Jones, Virginia Tech; Sehmuz Akalin, Virginia Polytechnic Institute and State University; Asta B Schram, Virginia Polytechnic Institute and State University; Jonathan Fink, Virginia Polytechnic Institute and State University; Jessica Chittum, Virginia Polytechnic Institute and State University; Christine Guy Schnittka, University of Kentucky; Michael A. Evans, Virginia Polytechnic Institute and State University*

Exploring the Development of Middle School Students' Knowledge Construction Through a Critique-Based Recursive Writing Activity. *SaeYeol Yoon, Delaware State University; Claudia Patricia Aguirre-Mendez, The University of Iowa; Nurcan Keles, University of Iowa; Brian Hand, University of Iowa*

Middle School Students' Epistemic Ideas of Claim, Data, Evidence, and Justification When Reading Arguments. *Suna Ryu, University of California - Berkeley; Matthew A. Cannady, University of California - Berkeley; Katherine L. McNeill, Boston College; P. David Pearson, University of California - Berkeley*

**34.088-19. Who in the World Are We? Deconstructing Identities in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Mariana Souto-Manning, Teachers College, Columbia University*

Participants:

Constructing (Un)Successful Teacher Identities: Learning From the Experiences of Preservice Early Childhood Teachers of Color. *Mariana Souto-Manning, Teachers College, Columbia University; Ranita Cheruvu, Teachers College, Columbia University; Tara Lencl, Teachers College, Columbia University; Marisa Salome Chin-Calubaquib, Teachers College, Columbia University*

Valuing Child Care Labor: Presumed Professionals or Capable Workers? *Yarrow Andrew, Monash University*

"Heroic Victims": Discursive Constructions of Early Childhood Teacher Professional Identities. *Megan Gibson, Queensland University of Technology*

**34.088-20. A Janus Head or the Same Side of the Medallion? Innovating and Improving Historical Reasoning and Understanding.** Division C - Learning and Instruction; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Bruce A. VanSledright, University of North Carolina - Charlotte*

## Participants:

- Teaching Causal Reasoning in History: The Effects of Explicit Teaching and Epistemological Reflection in Developing Historical Expertise. *Gerhard Stoel, University of Amsterdam; Jannet Van Drie, University of Amsterdam; Carla Van Boxtel, University of Amsterdam*
- Scaffolding Historical Contextualization Through Classroom Discussions. *Harry Havekes, Radboud Graduate School of Education Nijmegen; Johan Luttenberg, Radboud University Nijmegen; Peter-Arno Coppen, Radboud University Nijmegen; Carla Van Boxtel, University of Amsterdam*
- Mobile Apps for Innovating and Improving Learning and Teaching: An Example on History. *Margarita Limon, University Autonoma of Madrid (Spain); Sebastian Vidal; Carlos Garcia Sauri*
- At the Convergence of Different Paths: Contributions From the Research on Historical Thinking and Personal Epistemology. *Liliana Maggioni, The Catholic University of America; Bruce A. VanSledright, University of North Carolina - Charlotte*

**34.088-21. Issues of Race, Class, and Gender in the Classroom.** SIG-

Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Kellie Jackson, Harvard University*

## Participants:

- Our Stories: Inuit Teachers Create Counternarratives and Disrupt the Status Quo. *Dawn Fyn, University of Western Ontario*
- "I Knew He Was Black!" Omar's Embodied Critical Literacy Performance in a High School English Classroom. *Erin Beeman Stutelberg, University of Minnesota*
- "The Stone the Builder Refused": Critical Spirituality, *The Boondocks*, and Not Being the Problem. *Brian Whitney Collier, Miami University*
- Middle School Students Challenging Gender Stereotypes: Pitfalls and Promises of Critical Media Literacy Education. *Laurel D. Puchner, Southern Illinois University - Edwardsville; Linda Markowitz, Southern Illinois University - Edwardsville; Chantal Chandler*
- Situating "Othering": Teachers Making Meaning of Cultures and Challenges Beyond Their Own. *Supriya Baily, George Mason University; Maria Katradis, George Mason University*

**34.088-22. First-Generation College Students: Perspectives and Processes.**

Division J - Postsecondary Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Ana M. Martinez-Aleman, Boston College*

## Participants:

- Differential Effects of Predictors of College Enrollment for Would-Be First-Generation and Continuing-Generation College Students. *Serena Hinz, Vanderbilt University*
- First-Generation College Students' Perspectives on What College Readiness Entails. *Carla Amaro-Jimenez, The University of Texas - Arlington; Holly Hungerford-Kresser, The University of Texas - Arlington*
- Intersecting Identities and College Choice Processes: Race-Related Differences in College Enrollment Among First-Generation Students. *Hannah Whang, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles*
- The Influence of Siblings on First-Generation Students' College Choice and Enrollment. *Nydia Carole Sanchez, University of North Texas*

**34.088-23. Parents, Students, and Communities Organizing for and Against Educational Change.** SIG-Grassroots Community & Youth

Organizing for Education Reform; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Michael P. Evans, Miami University - Oxford*

## Participants:

- A Tale of Two Petitions: The Best and Worst of Times Implementing the Parent Trigger Law. *Rodolfo Acosta, University of Southern California*
- Grassroots Community Organizations and a Counternarrative of Chicago's Mass Public School Closures. *Colleen Cleary, University of Missouri*
- Healing Through Action: Organizer Identity Projects as a Vehicle for Radical Healing. *Sonia M Rosen, University of Pennsylvania*

**34.089-1. Division G Section 3 Poster Session: Social Contexts of Multiple Languages and Literacies.** Division G - Social Context of Education;

Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

## Posters:

- Approaching Talk From Different Discourse Analytic Approaches: Bilingual Language Ideologies and Identities. *Kirsten Letofsky, University of Illinois at Urbana-Champaign*
- Innovative Practice: Bilingual Student Teaching Experience in Chile. *Kenneth James Fasching-Yarner, Louisiana State University; R. Kenton Denny, Louisiana State University; Magaret Denny, Louisiana State University; Leah Katherine Saal, Arkansas State University; Deanna Kay Rice, Louisiana State University; Desiree R. Cho, Louisiana State University; Reagan P. Mitchell, Louisiana State University*
- What a Cultural-Historical Approach Can Tell Us About Second-Language Programs: Two Case Studies. *Michael Lindsley Hoover, McGill University; Mi Song Kim, University of Western Ontario*
- Negotiating an Identity to Achieve in English: Investigating the Linguistic Identities of Young Language Learners. *Jennifer Marie Collett, University of California - Berkeley*
- Spanish Production Among Middle School Latina/o Emerging Bilinguals in Miami, Florida. *Erin Mackinney, The University of Arizona*
- Teachers' Language Ideologies in Classroom Practices: Using English Learners' Linguistic Capital to Socially Reorganize Learning. *Aria Razfar, University of Illinois at Chicago; Ambareen Nasir, University of Illinois at Chicago; Joseph C. Rumenapp, University of Illinois at Chicago; Zayoni Nidia Torres, University of Illinois at Chicago*

**34.089-2. Poster Sessions for Social Contexts of Research on Schools and Communities.** Division G - Social Context of Education; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

## Poster:

- Neurotic Student-Citizen-Soldiers (or, A Mediation on War, Homeland Security, and Education). *Nicole Nguyen, Syracuse University*

**34.089-3. Examining Engagement in Science Across People, Places, and Time.** Division C - Learning and Instruction; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

## Posters:

- Am I a STEM Professional? The Development and Results of a Measure of Student Professional Identity Development. *Louis S. Nadelson, Boise State University; Sharon McGuire*
- Characterizing Young Students via Their Interests in Science and Science Competitions. *Janet Susan Blankenburg, IPN - Leibniz Institute for Science and Mathematics Education; Tim Niclas Hoeffler, University of Kiel; Ilka Parchmann, Leibniz Institute*
- Identifying Profiles of Young Talents in Science. *Christine Koehr, IPN - Leibniz Institute for Science and Mathematics Education; Pay Ove Dierks, Leibniz Institute for Science and Mathematics Education, Kiel; Wilfried Wentorf, Leibniz Institute; Tim Niclas Hoeffler, University of Kiel; Heide Peters, IPN - Leibniz Institute for Science and Mathematics Education; Ilka Parchmann, Leibniz Institute; Janet Susan Blankenburg, IPN - Leibniz Institute for Science and Mathematics Education*
- Learning Scientific Practices From Scientist Mentors: Supporting Practice-Linked Identities in Science for Underrepresented Youth. *Tammie Visintainer, University of California - Berkeley*
- Learning in and About Rural Places: Connecting Students' Everyday Experiences to Science Practices in the Environmental Sciences. *Heather Toomey Zimmerman, The Pennsylvania State University; Jennifer Lynn Weible, The Pennsylvania State University*
- Playing With Science: Investigating Exploratory Behavior of Preschool Children at a Science Museum Exhibit. *Jill L. Jacobi-Vessels, University of Louisville; Stephanie Philipp, University of Louisville; Thomas R. Tretter, University of Louisville*
- Student Participation in Ambitious Science Classrooms. *David Stroupe, Michigan State University*
- Understanding Eighth-Grade Students' Science Experiences Through a Mixed-Methods Approach. *Alison Elizabeth Baroody, San Francisco State University; Eileen G. Merritt, University of Virginia; Amy Fleig*
- What Good Is It for Me? The Development and Validation of the

**Division and SIG Posters**
**34.089. Poster Session 4;** Poster Session



Individual Science Usefulness Survey. *Louis S. Nadelson, Boise State University*

17. Teaching Science in an Aboriginal Context. *Isha DeCoito, York University; Wanja Gitari, OISE/University of Toronto*

**34.089-4. Research Focus on Education and Sport SIG 164 Poster Session.** SIG-Research Focus on Education and Sport; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

18. An Examination of National Collegiate Athletic Association Division I Student-Athlete Social Media Use and Privacy Management. *Eric M. Snyder, University of Oklahoma*
19. Faculty Involvement in Athletics: Academic Administrators' Perspectives. *Stephanie J Blackmon, The University of Oklahoma*
20. Analyses of Eighth Graders' Olympic Values. *Shu-Ling Lai, Asia University; Patrick Porter, Houston Independent School District; Renmin Ye, Houston Independent School District*
21. The Creativity of Science in Sports. *Penny Hamrlich, Drexel University; Kathleen Fadigan, The Pennsylvania State University - Abington*

**34.089-5. Teachers' Understandings and Implementation of Group Work: A Vygotskian Pedagogic Analysis.** SIG-Cultural Historical Research; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

22. Teachers' Understandings and Implementation of Group Work: A Vygotskian Pedagogic Analysis. *Jessica Chan, University of Oxford*

**34.089-6. School Effectiveness and School Improvement SIG 105 Poster Session.** SIG-School Effectiveness and School Improvement; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

23. Do Foreign-Language-Speaking Students Benefit From the Same Class Practices as Native Students? *Gudrun Vanlaar, Stanford University; Machteld Vandecandelaere, University of Leuven; Fien Depaeye, University of Leuven; Bieke De Fraine, K.U. Leuven; Jan A. Van Damme, KU Leuven*
24. Effects of a Data Team Procedure on Data Use. *Cindy Louise Poortman, University of Twente; Johanna Ebbeler, University of Twente; Kim Schildkamp, Universiteit Twente; Adam Handelzalts, Universiteit Twente*
25. Making Progress With Growth Models in Education: Utility for School Improvement. *Jennifer Koran, Southern Illinois University - Carbondale; Cameron Carlson, Southern Illinois University - Carbondale*
26. Operational Efficiency of Featured Elementary Schools in New Taipei City of Taiwan: Application of Data Envelopment Analysis. *I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology*
27. What Makes a School Effective? A Comparison Between Finland and Shanghai. *Bo Ning, Centre for Educational Effectiveness and Evaluation, KU Leuven; Jan A. Van Damme, KU Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven; Sarah Gielen, Katholieke Universiteit Leuven*

**34.089-7. A Miscellany of Accountability Issues: Value-Added Model Assumptions, Special Education, Growth, and Racial/Ethnic Classifications.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

28. Accountability of Nonpublic Special Education Facilities in Maryland and New Jersey: How Successful Is Transition? *Deborah T. Carran, Johns Hopkins University; Millicent Kellner, Rutgers University - New Brunswick/Piscataway; Sue Murray; Christine Ramsey*
29. Multiple Measures of Student Growth in Reading: Examining Teacher Candidate Effectiveness. *Stacey Michie Takanishi, University of Hawaii - Manoa; Lysandra Cook, University of Hawaii - Manoa*
30. The Effect of Changing Racial/Ethnic Classifications on Publicly Reported Student Outcomes. *Bradley J. McMillen, Wake County Public School System*
31. A Construct Validity Analysis of Effective Teaching Measures. *Jon Brasfield, University of North Carolina - Greensboro*

**34.089-8. Poster Fair A: Examining Student Outcomes.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

32. Effects of a Complex Behavioral Program on Adaptive and Autistic Behavior for Children With Autism Spectrum Disorder. *Dana Cihelkova, West Virginia University; Daniel Hursh, West Virginia University; Reagan Curtis, West Virginia University*
33. How Does Fidelity of Implementation Impact Students' Understanding of Energy? *Jonathan Michael Vitale, University of California - Berkeley; Julio Cabrera, Educational Testing Service; Ou Lydia Liu, ETS; Hee-Sun Lee, University of California - Santa Cruz; Marcia Linn, Berkeley University of California*
34. Integration of Health Education Into Core Elementary Curricula to Promote Student Well-Being and School Success. *Carol Nixon, Vanderbilt University - Peabody College; Heather Smith; Sharon L. Shields, Vanderbilt University*
35. School Climate and Student Achievement: An Exploratory Study. *Judith MacKay Penny, Winston-Salem - Forsyth County Schools; Marty Ward, Winston-Salem - Forsyth County Schools; Jonathan Darrell Rollins, University of North Carolina - Greensboro*
36. School Connectedness, Self-Esteem, and Self-Regulated Learning Strategies in High School Students. *Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University*
37. Self-Regulated Learning Among Secondary School Students in China. *Ying Hong Jiang, Azusa Pacific University; Weiguo Pang, East China Normal University; Patricia J. Bonner, Azusa Pacific University*
38. The Absentee Gap? Effects of Teacher Absences on Black and Latino Students. *Juan B Cortes, Cleveland Metropolitan School District; Bryan Shelly, Cleveland Metropolitan School District*
39. Using E-Books or Trade Books With Children at Risk: A Comparison of Literacy Skills. *Natalie Conrad Barnyak, University of Pittsburgh - Johnstown; Tracy A. Mcnelly, Norwin School District*
40. Validating Innovations in Schools: From English Language and Literacy Acquisition (ELLA) to ELLA-V. *Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Allison Moss, U.S. Department of Education*
41. Variation in the Effect of Mobility on Achievement: Reasons for School Changes. *Bess A. Rose, Johns Hopkins University*

**34.089-9. Division D Section 1 Poster Session.** Division D - Measurement and Research Methodology; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

42. A Validity Study of the ACT Mathematics Standard for College Readiness. *Michael R. Harwell, University of Minnesota; Mario Moreno, University of Minnesota; Thomas P. Post, University of Minnesota*
43. An Evaluation of State and Provincial Student Score Reports and Interpretive Guides. *Chad M. Gotch, Washington State University; Mary Roduta Roberts, University of Alberta*
44. Assessing Critical Thinking Through Computer-Based Thinking Tools. *Yigal Rosen, Pearson; Maryam Tager, Pearson*
45. Dimensions of School Climate: A Unified Measurement Framework. *Timothy R. Konold, University of Virginia; Dewey G. Cornell, University of Virginia; Francis Howard Lim Huang, University of Virginia; Kathan Dushyant Shukla, University of Virginia*
46. Does Greatest Lower Bound Outperform Coefficient Alpha Under Violation of Essential Tau-Equivalence? *Wei Tang; Ying Cui, University of Alberta*
47. Measures of Child Care Quality. *Caroline Gooden, University of Kentucky; Zijia Li, University of Kentucky*
48. Perspectives on Word Difficulty Using Item Response Theory. *Rick Chan Frey, Mustard Seed N.D.C.*
49. Predictors of Omitted Responses on the 2009 NAEP Mathematics Assessment. *Nathaniel J.S. Brown, Boston College; Shenghai Dai, Indiana University - Bloomington; Dubravka Svetina*
50. Reporting Subscore in Multidimensional Computer Adaptive Tests. *Xin Luo, Michigan State University; Liyang Mao, Michigan State University*
51. The Holistic Student Assessment: Identifying Students Who Show

Above- or Below-Average Socioemotional Risks and Resiliencies. *Dylan L. Robertson, McLean Hospital, Harvard University; PEAR (Program in Education, Afterschool and Resiliency); Gil G. Noam, Harvard University; Joseph Blass; Sarah Vancini*

52. The Nonignorable Missing Examinee-Selected Items Model. *Chen-Wei Liu, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education*

53. Estimating Interrater Reliability in Ill-Structured Measurement Design: An Example From Charter School Fund Applications. *M. David Miller, University of Florida; Wei Xu, University of Florida; Nancy Thornqvist, University of Florida*

54. Examinee Classification Decisions in the Presence of Residual Dependencies: A Simulation Study. *Jonathan D. Rubright, American Institute of Certified Public Accountants; Ratna Nandakumar, University of Delaware*

**34.089-10. Globalization in Postsecondary/Higher Education.** SIG-International Studies; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

55. Assessing the Need for a Global Education Program in Postsecondary Education in the United States. *Krishna Bista, University of Louisiana at Monroe; Amany Saleh, Arkansas State University*

56. Eastern Dreams Versus Western Realities: Unbalance Between Chinese College Preparation Programs and American Admission Decisions. *Linda Serra Hagedorn, Iowa State University; Jiayi Hu, Iowa State University*

57. In Black and White: Race and Meaning in the Lives of Five International Graduate Students. *Ashlee A. Lewis, University of South Carolina*

58. International Student Advising: Cross-Cultural Experiences in U.S. Community Colleges. *Yi (Leaf) Zhang, University of Texas at Arlington*

59. International Students in Transition: Voices of Chinese Doctoral Students in the United States. *Yi (Leaf) Zhang, University of Texas at Arlington*

60. Psychosocial Adjustment of International Students: Cross-Group Analysis of Exchange and Degree-Seeking Students. *Eunyoung Kim, Seton Hall University; Reema Negi, Seton Hall University; Eun Young Kim, Korea Educational Development Institute*

61. Stranger in a Strange Land: Cultivating Cross-Cultural Communication Between Chinese and American Students. *Eduardo Matamoros, Teachers College, Columbia University; Daniel Deihle, Teachers College, Columbia University; Qian Zeng, Teachers College, Columbia University; Wendy Feng, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University*

**34.089-11. Urban Learning, Teaching, and Research: Poster 1.** SIG-Urban Learning, Teaching, and Research; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

62. Culturally Affirming Education for African American and Hispanic Students: Dispelling Microaggressions in Public Education. *Ayana Allen, University of North Carolina - Charlotte; Lakia M Scott, University of North Carolina - Charlotte*

63. Disrupting Social Reproduction for Urban Male Youth: How African American and Latino Male Youth Develop Social Capital in Urban Catholic School Settings. *Ursula S. Aldana, Loyola Marymount University*

64. Leadership Development for Urban and Rural Contexts: A Comparison of Principal Preparation Programs. *April L. Peters, University of Georgia; Rejer A. Finklin, University of Georgia*

65. Reframing Discipline: Case Studies of Effective Teachers in High-Poverty Settings. *Elyse L. Hambacher, University of New Hampshire*

66. School-Nongovernmental Organization Engagement in Israel: A Case Study. *Miri Yemini, Tel Aviv University; Netta Sagi, Tel Aviv University*

**34.089-12. Advanced Technologies for Learning Poster Session.** SIG-Advanced Technologies for Learning; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

67. Comparing the Effect of Physical and Virtual Circuit Construction Kits on Student Learning of Basic Electricity. *Shima Salehi, Stanford University; Bertrand Schneider, Stanford University; Paulo Blikstein, Stanford University*

68. Discovering Students' Measurement Challenges Within a Classroom Design Experiment Using Fitbit Trackers and High-Speed Cameras. *Victor R. Lee, Utah State University*

69. Flexible Audience Response System Framework. *Eric Coopey, Tufts University; Benjamin Shapiro, Tufts University; Ethan Danahy, Tufts University*

70. Kinecting: Aiding Student Conceptualization of Motion Through Visualization. *Steven Wall, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill*

71. Tools for Classroom Orchestration: Teacher Perspectives. *Emma M. Mercier, University of Illinois; James McNaughton, Durham University; Steven Edward Higgins, Durham University*

72. The Appropriation of Computer Support and Role-Playing in Class Discussions to Facilitate Historical Reasoning. *Ingvill Rasmussen, University of Oslo*

**34.089-13. Topics in Family-School-Community Partnerships.** SIG-Family, School, Community Partnerships; Poster Session  
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

73. Immigrant Family and Community Involvement in the Russian Literacy Development of Elementary-Age Learners. *Elena Lyutykh, Concordia University - Chicago*

## Friday, 12:15 pm

### SIG Sessions

**35.010. Visit to the Woodbury City Public School District: A School District That Works to Provide Each Child With a Top-Quality College Preparatory Education.** SIG-Tracking and Detracking; Off-Site Visit  
Woodbury Junior-Senior High School, 125 North Broad Street, Woodbury, NJ; 12:15-4:30pm  
Visit Leader: *John C. Knudson-Martin, Eastern Oregon University*  
Participant: *Anysia P. Mayer, University of Connecticut*

## Friday, 12:25 pm

### Governance Meetings and Events

**36.001. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting.** AERA Governance; Governance Session  
Marriott, Fourth Level, Franklin 9&10; 12:25-1:55pm  
Chairs: *Mark Berends, University of Notre Dame; Laura S. Hamilton, RAND Corporation; Luis Alberto Huerta, Teachers College, Columbia University; Ron Zimmer, Vanderbilt University*

### AERA Related Activities

**36.010. AERA Past Presidents Luncheon: Invitation Only.** AERA Related Activities; Governance Session  
Marriott, Third Level, Independence II; 12:25-1:55pm  
Chair: *William G. Tierney, University of Southern California*

### Presidential Sessions

**36.011. The Current State and Future of Teacher Education: Challenges of Evaluation.** AERA Presidential Session

Convention Center, 200 Level, 201A; 12:25-1:55pm

Chair: *Michael J. Feuer, The George Washington University*  
Participants:

Key Findings From the National Academy of Education (NAEd) Report. *Robert E. Floden, Michigan State University*

Reactions From the World of Teacher Preparation. *Rick Ginsberg, The University of Kansas*

Reactions From the World of Policy. *Jeanne M. Burns, Louisiana Board of Regents; Martha J. Kanter, New York University; Steven K. Wojcikiewicz, Western Oregon University*

Reactions From the World of Evaluation Methodology. *Henry I. Braun,*

*Boston College*

Discussants: *Suzanne M. Wilson, University of Connecticut; Emerson J. Elliott, Council for the Accreditation of Educator Preparation*

### 36.012. The Power of Action Research for Innovation in Accountability Practice and Policy. AERA Presidential Session

Convention Center, 200 Level, 201B; 12:25-1:55pm

Chair: *Jaime R. Lester, George Mason University*

Participants: *Estela M. Bensimon, University of Southern California; Alicia C. Dowd, University of Southern California; Keith Witham, University of Southern California; James D. Moran; Barbara Lyman, Shippensburg University*

Discussant: *Jaime R. Lester, George Mason University*

### 36.013. The Science of Learning, the Education Sciences - Strange Bedfellows or All in the Family? AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:25-1:55pm

Chair: *Nora Newcombe, Temple University*

Participants:

NSF, IES, and Education Research: A Decade of Expansion and Enrichment. *David Klahr, Carnegie Mellon University*

The Science of Learning Meets the Learning Sciences. *Daniel L. Schwartz, Stanford University*

Spatializing the Curriculum From Preschool Through College. *Nora Newcombe, Temple University*

“Learning Engineering”: Applying Learning Science at Scale—Methods, Results, and Change. *Bror Valdemar Haug Saxberg, Kaplan Inc.*

### AERA Sessions

#### 36.014. Ethical Issues You (and Your IRB) Can’t Avoid: Perspectives on Doing Classroom Observations and Interventions, Working With Vulnerable Subjects, Randomizing Treatments, and More. AERA Sessions Cosponsored with Ethics Committee; Invited Session

Convention Center, 100 Level, 111B; 12:25-1:55pm

Chair: *Carolyn J. Riehl, Teachers College, Columbia University*

Participants:

Risk and Consent in Video-Based Classroom Observational Research. *Frederick D. Erickson, University of California - Los Angeles*

Doing Ethical Ethnographic Research with Young Children and Their Families. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison*

Survey Research Involving LGBTQ Children and Youth: Ethical Risks and Remedies. *Celia B. Fisher, Fordham University*

The Ottawa Consensus Statement on Ethics of Cluster Randomized Trials: Implications for Education Research. *Robert Boruch, University of Pennsylvania*

#### 36.015. 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

Convention Center, 100 Level, 122B; 12:25-1:55pm

Chairs: *David J. Flinders, Indiana University; Neal D. Finkelstein, WestEd*

Participants: *Patricia A. Alexander, University of Maryland - College Park; Louis M. Gomez, University of California - Los Angeles; Donald J. Peurach, University of Michigan - Ann Arbor; Ara Tekian, University of Illinois at Chicago; Cynthia A. Tyson, The Ohio State University - Columbus; Laura M. Desimone, University of Pennsylvania; Sandra Graham, University of California - Los Angeles; Edric Johnson, University of Wisconsin - Whitewater; Mehmet Dali Ozturk, College of the Sequoias*

#### 36.016. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Participants:

1. Learning for Democracy: An International Journal of Thought and Practice. *Caroline R. Pryor, Southern Illinois University - Edwardsville*
2. The Educational Forum. *Alan D. Amtzis, The College of New Jersey; Carrie Gaffney, Kappa Delta Pi*

3. Current Issues in Education. *Melinda A. Hollis Thomas, Arizona State University; Elizabeth Calhoun Reyes, Arizona State University; Constantin Schreiber, Arizona State University*
4. Issues in Teacher Education. *Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University*
5. Journal of Educational Administration. *Darren A. Bryant, Hong Kong Institute of Education; Sharon Parkinson, Emerald Group Publishing Limited*
6. Studies in Educational Evaluation. *Peter Van Petegem, University of Antwerp; Ilaria Meliconi, Elsevier Inc.*
7. The Internet and Higher Education. *Laurie P. Dringus, Nova Southeastern University; Ann Corney, Elsevier Ltd*
8. Christian Higher Education: An International Journal of Research, Theory, and Practice. *Karen A. Longman, Azusa Pacific University; Laurie A. Schreiner, Azusa Pacific University*
9. Teachers and Teaching: Theory and Practice. *Christopher W. Day, University of Nottingham*
10. Environmental Education Research. *Alan D. Reid, Monash University; Justin Dillon, King's College London*
11. Assessment in Education. *Jo-Anne Baird, The University of Oxford; Therese Nerheim Hopfenbeck, University of Oxford; Sue Swaffield, University of Cambridge*
12. Urban Education. *Rich Milner, University of Pittsburgh*
13. Journal of Advanced Academics. *Michael S. Matthews, University of North Carolina - Charlotte; Matthew McBee, East Tennessee State University*
14. Religion and Education. *Michael D. Waggoner, University of Northern Iowa*

### Committee Sessions

#### 36.017. Division F Fireside Chat. Building a Culture of Collaboration and Interdisciplinarity: Busting the Myth of the Lone Historian.

Graduate Student Council Cosponsored with Graduate Student Council, Division F - History and Historiography; Invited Session  
Convention Center, 100 Level, 112B; 12:25-1:55pm

Chairs: *Andrés Castro Samayoa, University of Pennsylvania; Valencia Moses, Michigan State University*

Participants: *David F. Labaree, Stanford University; Amy E. Wells Dolan, The University of Mississippi; Kate B. Rousmaniere, Miami University*

#### 36.018. Graduate Student Council Food-for-Thought Session. Learning Through Sisterhood: Urban Arts and Education With the Philadelphia Sophisticated Sisters.

Graduate Student Council Cosponsored with Graduate Student Council; Invited Session  
Convention Center, 100 Level, 126A; 12:25-1:55pm

Chair: *Dorothy Elizabeth Hines, Michigan State University*

### Division Sessions

#### 36.019. Context Matters: Cultural Identity, Inequity, and Choice. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102A; 12:25-1:55pm

Chair: *Lucila D. Ek, The University of Texas - San Antonio*

Participants:

- Capability and the Freedom to Be Involved. *Gerardo R. Lopez, Loyola University New Orleans*
- The Hidden Discourses of School Choice and Student Assignment Policies. *Sarah Diem, University of Missouri; Bradley W. Carpenter, University of Louisville*
- The Influence of Neoliberalism in South African and U.S. Education Reform: Desegregation, Choice, and Inequalities. *Bekisizwe S. Ndimande, The University of Texas - San Antonio; Christopher A. Lubienski, University of Illinois at Urbana-Champaign*
- Differences in Hispanic Student Performance as a Function of School District Size: A Statewide, Multiyear Analysis. *Bonnie Lenear, Sam Houston State University; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*
- Examining the Factors Contributing to the Hard-to-Staff Schools Phenomenon in Texas. *Patrick M. Jenlink, Stephen F. Austin State University; Charles L. Lowery, Woodville ISD; Karen Embry-Jenlink, Stephen F. Austin State University*

Discussant: *Camille M. Wilson, Wayne State University*

**36.020. Developing School Principals: Adult Learning and Development.**

Division A - Administration, Organization and Leadership; Paper Session  
Convention Center, 100 Level, 115A; 12:25-1:55pm

Chair: *Chriss Walther-Thomas, Virginia Commonwealth University*

Participants:

Fostering the Development of Attitudes Toward Responsible Leadership: A Design-Based Research Study in Executive Education. *Saskia Raatz, Institute for Educational Management and Business Education, University St. Gallen*

Inquiry on Supporting Urban High School Principals: Action Research to Develop Mindful Principal Practice. *Nancy Coogan, Tukwila Schools; Gordon S. Gates, Washington State University*

Learning to Lead: Understanding Adult Learning to Build the Capacity for School Improvement. *Eric E Yoak, University of Pennsylvania; Mustafa Abdul-Jabbar, Harvard University*

Learning, the Heart of It All: Technical, Adaptive, and Mixed School Leadership Challenges. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University*

Principles Matter for Principals: Effective Practices for Principal Professional Learning and Evaluation. *Lynda Tredway, Institute for Educational Leadership; Jessica Rigby, Vanderbilt University - Peabody College; Christopher Thomas, University of San Francisco*

Discussant: *Anthony H. Normore, California State University - Dominguez Hills*

**36.021. Fostering Culturally Relevant and Appropriate Learning Environments for Diverse Learners.**

Division A - Administration, Organization and Leadership; Paper Session  
Convention Center, 100 Level, 115B; 12:25-1:55pm

Chair: *Kimberley L. Chandler, College of William and Mary*

Participants:

"But We Treat Them All the Same": Cultural Blindness in a Highly Performing, Predominantly Hispanic Southwestern U.S. High School. *Rose M. Ylimaki, The University of Arizona; Lynnette Brunderman, University of Arizona; Lisa Feiman, University of Arizona; Erin Matyjasik, The University of Arizona; Jeffrey V. Bennett, The University of Arizona*

Critical Bilingual Leadership: *Liderazgo* for Emergent Bilingual Latina/o Students. *Joseph Wiemelt, University of Illinois at Urbana-Champaign*

School Leadership, Deaf Culture, and Equity: A Case Study. *Catherine Ann O'Brien, Gallaudet University; Jeffrey S. Brooks, University of Idaho*

The Opportunity to Lead: Expanding Opportunity and Equity for English Language Learners (ELLs) in High-ELL-Growth States and Districts. *Christina Mokhtar, Annenberg Institute for School Reform; Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada - Las Vegas*

Discussant: *Martin Scanlan, Marquette University*

**36.022. Research and the Promise of Educational Improvement: International Perspectives on a Vexed Question.**

Division B - Curriculum Studies; Symposium  
Convention Center, 100 Level, 121B; 12:25-1:55pm

Chair: *Gert J. Biesta, University of Luxembourg*

Participants:

Improving Education Through Research? From Effectiveness, Causality, and Technology to Purpose, Complexity, and Culture. *Gert J. Biesta, University of Luxembourg*

Beyond Personality and Professionalism: Pestalozzi, Skinner, and the Infallibility of the Art of Teaching. *Daniel Troehler, The University of Luxembourg*

Educational Restructuring and Educational Research in Tandem? On the Making of Relevance in Educational Research. *Rita Foss Lindblad, University of Borås; Sverker S:son Lindblad, University of Gothenburg*

Discursive Fault Lines: A Social Cartography of Competing Interpretations of Educational Research. *Vanessa de Oliveira Andreotti, The University of British Columbia*

Engaging the Future? Are the Educational Sciences Its Prophecy in Riding to Democracy? *Thomas S. Popkewitz, University of Wisconsin*

Discussant: *Lynda Stone, University of North Carolina - Chapel Hill*

**36.023. Computational Thinking.**

Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, Franklin 5; 12:25-1:55pm

Chair: *Betsy DiSalvo, Georgia Institute of Technology*

Participants:

Assessing Girls' Interest, Confidence, and Participation in Computing: Lessons From a National Socially Relevant Game Design Program. *Catherine S. Ashcraft, University of Colorado - Boulder; Zhen Wu; Wendy DuBow; Rebecca Reynolds, Rutgers University*

Computational Thinking: A Scoping Review of the Existing Scholarship and Research. *Andrea Weinberg, Colorado State University; Laura B. Sample McMeeking, Colorado State University*

Computational Thinking Practices: Analyzing and Modeling a Critical Domain in Computer Science Education. *Daisy Wise Rutstein, SRI International; Eric B. Snow, SRI International; Marie Bienkowski, SRI International*

Examining Student Learning in a Mobile Phone-Based, Community Research, Computer Science Curriculum. *Jean J. Ryoo, University of California - Los Angeles*

Impact of Creative Competency Exercises in College Computer Science Courses on Students' Creativity and Learning. *Duane F. Shell, University of Nebraska - Lincoln; Melissa Patterson-Hazley, University of Nebraska - Lincoln; Leen-Kiat Soh, University of Nebraska - Lincoln; Elizabeth Ingraham, University of Nebraska - Lincoln; Stephen Ramsay, University of Nebraska-Lincoln*

Mathematical Description and Mechanistic Reasoning in STEM Education: Learning Through Mathematizing Levered Systems. *Paul Jason Weinberg, Oakland University*

Discussant: *Betsy DiSalvo, Georgia Institute of Technology*

**36.024. Division C Early Career Award (2013) Lecture: Christine Greenhow.**

Division C - Learning and Instruction; Invited Session

Convention Center, 100 Level, 103A; 12:25-1:55pm

Chair: *Gale M. Sinatra, University of Southern California*

Participant: *Barbara A. Greene, University of Oklahoma*

Participant:

Leveraging Social Media to Create Opportunities for Learning and Scholarship. *Christine M. Greenhow, Michigan State University*

**36.025. Games, Play, and Learning.**

Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 12:25-1:55pm

Chair: *Maureen A. Guarcello, University of San Diego*

Participants:

Behavior and Affect in a Game-Based Environment. *Carmen Petrick Smith, University of Vermont; Lisa Watts Natkin, The University of Vermont*

Play Computer Games or Study? How English-as-a-Foreign-Language Students Learn Vocabulary With Computer Games. *Glenn Gordon Smith, University of South Florida; Mimi Li, University of South Florida; Jack Drobisz, University of South Florida; Ho Ryong Park, Murray State University; Deoksoon Kim, University of South Florida*

Scientific Inquiry Self-Efficacy and Video Game Self-Efficacy as Predictors and Outcomes of Gamelike Science Assessments. *Bradley W. Bergey, Dalhousie University; Diane Jass Ketelhut, University of Maryland - College Park; Senfeng Liang, University of New Hampshire; Uma Natarajan, Education Development Center, Inc.; Melissa Karakus, Temple University*

Supporting Parent-Child Learning Through Intergenerational Game Play. *Sinem Siyahhan, Arizona State University - Phoenix; Elisabeth R. Gee, Arizona State University*

Transformational Play: Immersing Disadvantaged Students in Literacy Learning Through a 3-D Game-Based Curriculum. *Anna Arici, Arizona State University; Sasha A. Barab, Arizona State University*

Understanding How Frustration and Confusion Manifest in Educational Games. *Ani Aghababyan, Utah State University; Taylor Martin, Utah State University; Sarah Jane Harris-Brasiel, Utah State University*

**36.026. Motivational Factors Involved in College and Career Choices.**

Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113C; 12:25-1:55pm

Chair: *Bianca C. Rowden-Quince, University of San Francisco*

Participants:

Social Goals and Holland Occupational Aspiration Types Among High

School Students. *Alanna Epstein, University of Michigan - Ann Arbor; Kara A. Makara, University of Michigan; Stuart A. Karabenick, University of Michigan*

The Role of Gender and Motivation in Undergraduates' Ideal and Expected STEM Career Aspirations. *Tony Perez, Old Dominion University; Amanda Nickens, Duke University; Michael M. Barger, Duke University; Lisa Linnenbrink-Garcia, Michigan State University*

Development of Interest and Domain Identification in First-Year Science Majors' Objectives or Purposes. *Chloe Ruff, Gettysburg College*

Need Satisfaction and Academic Dishonesty in College. *Erika Alisha Patall, The University of Texas - Austin; Jennifer Kay Leach, The University of Texas - Austin; Gregory John Schraw, University of Nevada - Las Vegas*

Shoot for the Moon: The Mentors and the Middle Schoolers Explore STEM Learning and Design Thinking. *Maureen Patricia Carroll, Stanford University*

Discussant: *Lauren Elizabeth Musu-Gillette, University of Maryland*

**36.027. Parental Support of Engagement and Achievement: Mediating, Interactive, and Longitudinal Associations.** Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 113B; 12:25-1:55pm

Chair: *Melissa Heatly Castle, University of Pittsburgh*

Participants:

Parental Involvement and Adolescent Academic, Behavioral, and Emotional Development in Secondary School. *Tara Lynn Hofkens, University of Pittsburgh; Ming-Te Wang, University of Pittsburgh; Nancy E. Hill, Harvard University*

Parent-Child Relationships and Engagement at School Entry: Mediating and Interactive Associations Across Contexts. *Melissa Heatly Castle, University of Pittsburgh; Elizabeth Votruba-Drzal, University of Pittsburgh*

Do Children's Executive Functions Underlie the Effects of Autonomy-Supportive Parenting on Children's Achievement? *Samantha Worzalla Bindman, University of Illinois at Urbana-Champaign; Eva M. Pomerantz, University of Illinois at Urbana-Champaign*

What Children's Immediate Reactions to Parental Autonomy Support Say. *John M. Froiland, University of Northern Colorado*

**36.028. Understanding Digital Literacy Practices in and out of School.**

Division C - Learning and Instruction; Paper Session  
Marriott, Fifth Level, Grand Ballroom I; 12:25-1:55pm

Chair: *Greg McVerry, Southern Connecticut State University*

Participants:

Teachers' Integration of App Affordances and Early Literacy Best Practices. *Madeleine Sarah Heins Israelson, University of Minnesota*

Reading in the Post-PC Era: Students' Comprehension of Interactive E-Books. *Jordan Schugar, West Chester University of Pennsylvania; Heather Ruetschlin Schugar, West Chester University of Pennsylvania*

Contributions of Student and Teacher Factors to Students' Ability to Critically Evaluate Online Information. *Elena E. Forzani, University of Connecticut; Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Coiro, University of Rhode Island*

Secondary Student Engagement in the Flipped English Language Arts Classroom. *Clarice M Moran, North Carolina State University; Carl A. Young, North Carolina State University*

Remix, Bricolage, and Curation: New Ideas About Authorship in the Composing Practices of Adolescents Across Spaces. *Julie Warner, Teachers College, Columbia University*

Discussant: *Byeong-Young Cho, Iowa State University*

**36.029. Division D Luncheon and Business Meeting: Test Score Equating and Measurement Models.** Division D - Measurement and Research Methodology; Business Meeting

Marriott, Third Level, Liberty ABC; 12:25-1:55pm

Chair: *Wayne J. Camara, ACT, Inc.*

Speaker: *Alina A. Von Davier, ETS*

**36.030. New Perspectives on the History of the American School District: Reforms, Reorganizations, and Innovations, 1935-2014.** Division F - History and Historiography; Symposium

Convention Center, 100 Level, 108B; 12:25-1:55pm

Chairs: *David A. Gamson, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University*

Participants:

Analyzing the Shifting Landscape of the American School District. *David A. Gamson, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University*

Crossing the Line? School District Responses to Demographic Change in the South. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

Which Students Mattered More? Desegregation in Metropolitan Districts. *Ansley T. Erickson, Teachers College, Columbia University*

From the District to the State to the Nation: How a High-Needs District became the Testing Ground for Federal High-stakes Accountability Policies. *Emily Straus, Rice University - Kinder Institute*

Community Schools as Urban District Reform: Mapping Oakland's Political Landscape. *Tina M. Trujillo, University of California - Berkeley; Laura Elena Hernandez, University of California - Berkeley; Tonja Michelle Jarrell, University of California - Berkeley; Rene Espinoza Kissell, University of California - Berkeley*

Discussant: *Jeffrey R. Henig, Teachers College, Columbia University*

**36.031. Academic Trajectories of Minority Youth.** Division G - Social Context of Education; Paper Session

Marriott, Fifth Level, Grand Ballroom L; 12:25-1:55pm

Chair: *Yolanda A. Medina, Borough of Manhattan Community College - CUNY*

Participants:

Athletics Participation and Latino College Preparation. *Linda Harklau, University of Georgia; Wei Chen, University of Georgia - Athens*

In Their Words: Positioning Bilingual Youth in Academic Language and Academic Achievement Trajectories. *Avary Carhill-Poza, University of Massachusetts - Boston*

Joaquín Revisited: College-Going Dispositions of Hispanic Boys in Colorado. *Michael F. Suarez, University of Colorado - Boulder*

Learning From Microaggressions: Examining the College Choice Process From the Perspectives of Undocumented Students. *Blanca E. Elizabeth Vega, Teachers College, Columbia University; H. Kenny Nienhusser, University of Hartford; Mariella Saavedra, Teachers College, Columbia University*

**36.032. Bridging Multiple Worlds: Innovative Cultural Partnerships Among Students, Families, Schools, Communities, and Universities From Preschool Through College.** Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 120C; 12:25-1:55pm

Chairs: *Catherine R. Cooper, University of California - Santa Cruz; Lois A. Yamauchi, University of Hawaii - Manoa*

Participants:

Preschool and Elementary School Differences and How Collaborations Across These Worlds Promote Transition to Kindergarten. *Lois A. Yamauchi, University of Hawaii - Manoa; Elizabeth Brook Chapman de Sousa, University of Hawaii*

*Ka malu o nā kumu kolo*: Aligning Strategies of Hawaiian Cultural Practitioners and Classroom Educators. *Rebecca Ilina Luning, University of Hawaii - Manoa*

*Padres Lideres*: Evolving From Service-Oriented Parental Involvement to Advocacy-Oriented Parental Engagement. *Zuleyma Nayeli Rogel, University of California - Santa Barbara*

Family Perspectives of School-Family Partnerships in Hawai'i. *Katherine T. Ratliffe, University of Hawaii; Eva Ponte, University of Hawaii - Manoa*

Bridging Worlds of Research, Practice, and Policy: An Emerging Hispanic-Serving Institution Partners With P-20 Alliances. *Catherine R. Cooper, University of California - Santa Cruz; Mitzi Bandera, University of California - Santa Cruz; Carmen Macias, University of California - Santa Cruz*

Research-Intensive Hispanic-Serving Institutions as Resources for Families and Communities' Access to Higher Education and Beyond. *Henry L. Covarrubias, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara*

*Padres Lideres*: Evolving From Service-Oriented Parental Involvement to Advocacy-Oriented Parental Engagement. *Zuleyma Nayeli Rogel, University of California - Santa Barbara*

Family Perspectives of School-Family Partnerships in Hawai'i. *Katherine T. Ratliffe, University of Hawaii; Eva Ponte, University of Hawaii - Manoa*

Bridging Worlds of Research, Practice, and Policy: An Emerging Hispanic-Serving Institution Partners With P-20 Alliances. *Catherine R. Cooper, University of California - Santa Cruz; Mitzi Bandera, University of California - Santa Cruz; Carmen Macias, University of California - Santa Cruz*

Research-Intensive Hispanic-Serving Institutions as Resources for Families and Communities' Access to Higher Education and Beyond. *Henry L. Covarrubias, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara*

**36.033. Communities of Inquiry as Literacy Innovation: The Role of the Imagination and Local Knowledge in a Period of Common Core Standards.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, Franklin 2; 12:25-1:55pm

Chair: *Gerald Campano, University of Pennsylvania*

Participants:

Reconsidering the Location of Innovation: Grassroots Inquiry and Educational Change. *Maria Paula Ghiso, Teachers College, Columbia University; Rob Simon, University of Toronto; Gerald Campano, University of Pennsylvania*

Innovation Behind Bars: The Power of Creative Writing in Prison. *Deborah A. Appleman, Carleton College*

Public Murals and Subaltern Histories. *Gerald Campano, University of Pennsylvania; David Eric Low, The University of Pennsylvania*

The Dark Fantastic: Emancipating the Imagination Through an Urban Literacy Practitioner-Researcher Partnership. *Ebony Elizabeth Thomas, University of Pennsylvania*

Discussant: *Susan L. Lytle, University of Pennsylvania*

**36.034. In and Out: Exploring the Role of Participatory Action Research in Classroom and Community Contexts.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 405; 12:25-1:55pm

Chairs: *Enid Marie Rosario-Ramos, University of Michigan; Laura Ruth Johnson, Northern Illinois University*

Participants:

Always on the Run: School Creation and Community Struggle in Perpetuity. *David O. Stovall, University of Illinois at Chicago*

Voices of Young Parents: Using Youth Participatory Action Research to Affirm Identities and Challenge Stereotypes. *Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan*

Participatory Action Research as Classroom Pedagogy: Evidence of Positive Impact on Youth Development and School Climate. *Ben R. Kirshner, University of Colorado; Carlos Porfirio Hipolito-Delgado, University of Colorado - Denver; Shelley Zion, University of Colorado - Denver*

Different Teachers Teaching Differently: Participatory Action Research, Teacher Diversity, and Transformative Teaching. *Jason G. Irizarry, University of Massachusetts - Amherst*

Discussant: *Erica R. Meiners, Northeastern Illinois University*

**36.035. Sylvia and Aki: The Power of a Mentor Text for Innovation in the Teaching of Language Arts and Social Studies With Diverse Students.** Division G - Social Context of Education; Symposium  
Marriott, Fourth Level, 406; 12:25-1:55pm

Chair: *Maria E. Franquiz, The University of Texas - Austin*

Participants:

Fostering Cultural Competency: Preservice Teachers and Culturally Relevant Mentor Texts. *Brenda Ayala Lewis, University of Texas - Austin*

Fostering Critical Literacy Among Bilingual/ESL Preservice Teachers. *Minda M. Lopez, Texas State University - San Marcos; Maria-Antonieta Avila, University of Wisconsin - Milwaukee*

Social Justice Educators Integrating Social Studies and Language Arts. *Lucia Cardenas Curiel, The University of Texas - Austin; Noreen Rodriguez, University of Texas*

Discussant: *Cynthia S. Salinas, The University of Texas - Austin*

**36.036. The Spatial Search to Understand and Address Educational Inequity to Inform Praxis.** Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 121A; 12:25-1:55pm

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

Participants:

Mapping for Social Change: Exploring the Use of Geographic Information Systems for Community-Based Organizing With Latina Immigrant Mothers. *Veronica Nelly Velez, University of California - Los Angeles*

The Colorado School-to-Prison Pipeline: What Spatial Analysis Uncovered. *Subini Ancy Annamma, Indiana University - Indianapolis; Deb Morrison, University of Colorado - Boulder; Darrell Jackson, University of Wyoming; Graham Garlick*

Application of Geographic Information Systems in Educational Practices: Spatial Analysis for Instructional Strategies and Policy Decisions. *Kiljoong Kenneth Kim, Loyola University Chicago*

Understanding Spatial Components of Educational Equity Research. *Graham Garlick; Deb Morrison, University of Colorado - Boulder*

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

**36.037. Assessment Studies Focused on Pre-Kindergarten and Early Childhood Design, Development, and Stakeholder Perceptions.** Division H - Research, Evaluation and Assessment in Schools; Paper Session

Convention Center, 100 Level, 111A; 12:25-1:55pm

Chair: *Evelyn Belton-Kocher, Data Recognition Corporation*

Participants:

The Importance of Context and Transition in Evaluating Sociobehavioral Development in Young Children. *Paul A. McDermott, University of Pennsylvania; Marley Watkins, Baylor University; Samuel Rikoon, Educational Testing Service; Michael Rovine, The Pennsylvania State University*

Validation of the Multilevel Factor Structure of a Teacher Observational Assessment Measure for Young Children. *Do-Hong Kim, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Diane C. Burts, Louisiana State University*

Standardized Testing at Elementary Schools in Turkey: Perceptions of Students, Teachers, and Principals. *Ali Yildirim, Middle East Technical University - Northern Cyprus Campus*

Using Pre-Kindergarten Assessment for the Improvement of Literacy Readiness. *Karren Patillo Bailey, Norfolk Public Schools*

Young Learners: A Mixed-Methods Study of Early Literacy Assessment Responses. *Man Ching Esther Chan, Victoria University*

Discussant: *Katie Larsen McClarty, Pearson*

**36.038. Division H Vice-Presidential Invited Session. The Use of Student Learning Objectives in Teacher Evaluation: Measurement and Policy Considerations.** Division H - Research, Evaluation and Assessment in Schools Cosponsored with Division K - Teaching and Teacher Education; Invited Session

Convention Center, 100 Level, 116; 12:25-1:55pm

Chairs: *Bradley J. McMillen, Wake County Public School System; Antionette D. Stroter, Liberty University*

Participants:

Student Learning Objectives: History and Current Policy Directions. *Brian Gong, National Center for the Improvement of Educational Assessment, Inc.*

Measurement Issues in the Development and Deployment of Student Learning Objectives. *Andrew Rice, University of Wisconsin - Madison*

Statewide Implementation of Student Learning Objectives. *Bradley R. Carl, University of Wisconsin - Madison*

Student Learning Objectives and the Austin Independent School District REACH Program. *Joann Taylor, Austin Independent School District*

Discussant: *Rolf K. Blank, NORC at University of Chicago*

**36.039. Critical Considerations of Space and Place: Rural Student Experiences and Higher Education Opportunities.** Division J - Postsecondary Education; Symposium  
Marriott, Fourth Level, 408; 12:25-1:55pm

Chair: *T. Elon Dancy, University of Oklahoma*

Participants:

Writing Rural: Critical Perspectives on Rural Students and the College-Going Experience. *Kathleen E. Gillon, Iowa State University*

"I'm Not a Feminist": How Narratives of the Rural Shape Self. *Erin Simpson, University of Oklahoma*

Mapping Home and Away: A Critical Spatial Autoethnography of Schooling. *Maira Ozias, University of Oklahoma*

A Dialogue on *Rural*: Definitions and Directions for Future Research. *Kathleen E. Gillon, Iowa State University*

**36.040. Factors Influencing Retention in Postsecondary Education.**

Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 12:25-1:55pm

Chair: *Cindy A. Kilgo, University of Iowa*

Participants:

Can Psychosocial Factors Predict First-Year College Retention Beyond Standard Indicators? A Mixed-Effects Multinomial Regression Analysis. *David R. King, Georgia Institute of Technology; Edwin Ndu, ACT, Inc.*

Freshmen in College: Who Will Stay, and Who Will Leave? *Stefanie Theresia Baier, Wayne State University; Barry Markman, Wayne State University; Francesca Pernice-Duca, Wayne State University; Stephen B. Hillman, Wayne State University; Patricia Siple, Wayne State*

## University

Homesickness at College: Its Impact on Academic Performance and Retention. *Jie Sun, Iowa State University; Linda Serra Hagedorn, Iowa State University*

What's Magical About Four Years? Assessing the Effects of Timely Graduation on Learning Outcomes. *Dustin D. Weeden, University of Iowa; Benjamin Gillig, University of Iowa; Tieniell L. Trolian, University of Iowa; Ernest T. Pascarella, University of Iowa*

Discussant: *Katherine M. Branch, University of Rhode Island*

**36.041. International Trends in Higher Education: Challenges to Innovation, Access, and Quality.** Division J - Postsecondary

Education Cosponsored with SIG-International Studies; Invited Session Marriott, Fifth Level, Grand Ballroom K; 12:25-1:55pm

Chair: *Brendan Cantwell, Michigan State University*

Presenters: *Amy S. Metcalfe, The University of British Columbia; William Locke, Institute of Education - University of London; Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development*

**36.042. Veterans Affairs: Experiences of U.S. Military Members Transitioning to Postsecondary Environments.** Division J -

Postsecondary Education; Paper Session

Marriott, Fourth Level, 409; 12:25-1:55pm

Chair: *Lesley McBain, University of California - Los Angeles*

Participants:

Student Veteran Transitions From Combat to College: A Nationwide Analysis. *Janet Hall Bagby, Baylor University; Lucy Barnard-Brak, Texas Tech University; Aaron R. Baggett, University of Mary Hardin-Baylor; Tracey Nicole Sulak, Mary Walter, Baylor University; Kelsey Ragan, Baylor University*

Veterans in Higher Education: A College Degree as a Second Opportunity. *Monica Beatriz Moreno Anguas, University of Arizona; Regina J. Deil-Amen, The University of Arizona*

Examining the Military Veteran-to-Career College Student Transition. *Alan Gallegos, Morgan State University*

Discussant: *Jose L. Santos, University of California - Los Angeles*

**36.043. Big Conversations on Early Childhood Praxis.** Division K -

Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, 404; 12:25-1:55pm

Chair: *Suzanne C. Carothers, New York University*

Participants:

Pre-Kindergarten Teachers' School Readiness Beliefs, Classroom Practices, and Moderating Contextual Considerations. *Cathy Yun, California State University - Fresno; Dale C. Farran, Vanderbilt University; Mark W. Lipsey, Vanderbilt University; Kerry Guess Hofer, Vanderbilt University; Carol Bilbrey, Vanderbilt University*

Racial Incidents in the Classroom: A Qualitative Study on Preschool Teachers' Perceptions and Intervention Strategies. *Melinda Ramzel, Syracuse University; Robert P. Moreno, Syracuse University*

Small Children, Big Conversations: Enacting Culture Circles in the Early Childhood Classroom. *Mariana Souto-Manning, Teachers College, Columbia University; Dana Frantz Bentley, Buckingham, Browne, and Nichols School*

The Evolution of Beliefs and Practices Around Issues of Race and Racism Among Early Childhood Education Majors/Graduates: A Longitudinal Study. *Christy Tirrell-Corbin, University of Maryland - College Park; Meryl Yoches Barofsky, Office of Planning, Research, and Evaluation; Jeanne Galbraith, SUNY - College at Cortland*

Discussant: *Beatrice S. Fennimore, Indiana University of Pennsylvania*

**36.044. Expanding Approaches to Teacher Education.** Division K -

Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 3; 12:25-1:55pm

Chair: *Dirck Roosevelt, Teachers College, Columbia University*

Participants:

School Administrators' Perspectives on Barriers to Schools' Contributions to the Preparation of Preservice Teachers. *Carmen Montecinos, Universidad Catolica de Valparaiso; Horacio Walker, Universidad Diego Portales; Monica Cortez, Pontificia Universidad Catolica de Valparaiso; Andrea Ceardi, Pontificia Universidad Catolica de Valparaiso*

The Current State of U.S. English Teacher Preparation: Results of a Nationwide Survey. *Samantha Caughlan, Michigan State University; Heidi L. Hallman, The University of Kansas; Laura Anne Renzi, West*

*Chester University of Pennsylvania; Donna Pasternak, University of Wisconsin - Milwaukee; Leslie S. Rush, University of Wyoming; Frank R. Lawrence*

Examining the Effectiveness of a Teacher Education Model Designed to Prepare Preservice Teachers to Assist Secondary Students to Become College and Career Ready. *Danielle Bairrington Brown, University of Nevada - Las Vegas; Beverly L. Alford, The University of Mississippi; Kayla Braziel Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University; Jacqueline R. Stillitano, Texas A&M University - College Station; Dennie L. Smith, Texas A&M University; Larry J. Kelly, Texas A&M University*

Optimizing an Instructional Video for Preservice Teachers in Online Technology-Integration Courses. *Mohamed Mostafa Ibrahim, Arkansas Tech University; Rebecca Callaway, Arkansas Tech University; David C. Bell, Arkansas Tech University*

School-University Partnerships: Reconfiguring the Spaces of Learning to Teach. *Gerardo Joel Aponte-Martinez, Michigan State University; Elizabeth Kenyon, Michigan State University*

Discussant: *Greg S. Goodman, Clarion University*

**36.045. Preparing Teacher Candidates for Technology-Integrated Instruction.** Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 203B; 12:25-1:55pm

Chair: *Detra Price-Dennis, Teachers College, Columbia University*

Participants:

Enhancing a Content-Specific Teaching Methods Course With a Technological, Pedagogical, and Content Knowledge (TPACK)-Based Integrated Triadic Model. *Geoffrey Price, Wake Forest University; Janie Daniel Hubbard, The University of Alabama*

Developing a Technological, Pedagogical, and Content Knowledge (TPACK) Survey for Preservice Teachers Preparing to Teach English as a Foreign Language. *Derya Baser, Middle East Technical University; Theodore J. Kopcha, University of Georgia; M. Yasar Ozden, Bahcesehir University*

How to Make a Preservice Teacher Technology Integration Course Better: Participatory Action Research. *Olgun Sadik, Indiana University - Bloomington*

Developing a Tool to Investigate Teacher-Candidates' Pedagogical Content Knowledge in a Technology-Based Physics Methods Course. *Heather Anne Fisher, The University of British Columbia; Alexandra MacDonald, The University of British Columbia; Marina Milner-Bolotin, The University of British Columbia*

Negotiating a Multiliteracies Pedagogy in International Preservice Teacher Education. *Cathy Marie Miyata, University of Toronto; Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Lydia Menna, OISE/University of Toronto*

Discussant: *Audra Slocum, West Virginia University*

**36.046. Teacher Effectiveness: What Teachers Think and Do and What Students Know.** Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 120B; 12:25-1:55pm

Chair: *Lourdes Villarreal, University of La Verne*

Participants:

Perspectives and Dispositions of Highly Effective Teachers in Low-Performing Urban Schools. *Mary Poplin, Claremont Graduate University*

What Were They Thinking? Highly Effective Middle School Teachers Reveal Shared Knowledge About Purposeful Practice. *Katheryne L. McGregor, San Jacinto Unified School District*

Students' Perceptions of Teacher Expectations and Their Relationship to Achievement. *Tanya Yvette Reader, Glendora Unified School District*

Blind Spots and Bootstraps: New Teachers' Self-Regulated Learning and Assessment. *Rebecca Hatkoff, Claremont Graduate University*

Effective Teachers Know How to Address Achievement Deficits of Minority Students. *Wendy Moore, Colton Joint Unified School District*

Discussant: *Linda Hoff, Fresno Pacific University*

**36.047. Technology Integration in STEM Teaching and Learning.** Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 204A; 12:25-1:55pm

Chair: *Jennifer M. Conner-Zachocki, Indiana University - Purdue University at Columbus*

## Participants:

Analysis of a Countrywide Tablet PC and Interactive White Board Initiative From Participating Teachers' Perspectives in Turkish Schools. *Sonmez Pamuk, Ondokuz Mayıs University; Recep Cakir, Middle East Technical University*

Examining Student Engagement in Secondary Science Classrooms Using Innovative Smartphone Technology. *Michael Broda, Michigan State University; Justin Bruner, Michigan State University; Justina L. Judy, Michigan State University*

Exploring Technology Integration, Multimodal Texts, and Digital Tools in Middle and High School Classrooms. *Salika A. Lawrence, William Paterson University*

How Special Are Teachers of Specialized Schools? Assessing Self-Confidence Levels in the Technology Domain. *Zehra Catma, Gaziantep College Foundation Private Schools; M. Sencer Corlu, Bilkent University*

Use of One-to-One Mobile Technologies in the Classroom: Teacher and Student Experiences in a Pilot Initiative. *Divya Varier, Virginia Commonwealth University; Erika K Dumke, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University; Jamie Barnes, Virginia Commonwealth University; Nancy R. Hoover, Chesterfield County Public Schools*

Discussant: *Cassidy Puckett, Northwestern University*

<b>SIG Sessions</b>
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**36.048. Aesthetic and Practical Curriculum Subjects in Modern Primary Schooling: Nice or Just Necessary?** SIG-Arts and Learning; Symposium

Convention Center, 100 Level, 113A; 12:25-1:55pm

Chair: *Magne I. Espeland, Stord/Haugesund University College*

## Participants:

Physical Education in Norwegian Primary Schooling: Physical Learning Activities for *Bildung* or Just Fun? *Helga Aadland, Stord Haugesund University College; Trond Egil Arnesen, Stord Haugesund University College*

Music in Norwegian Primary Education: Integrated *Bildung* (Klafki) Activities or a Reduced Academic Curriculum Subject? *Ingrid Gronsdal Arnesen, Stord/Haugesund University College; Magne I. Espeland, Stord/Haugesund University College*

Art and Craft in Norwegian Primary Education: A Curriculum Subject on the Move From Craft to Art? *Kjetil Somoe, Stord Haugesund University College*

Uncovering the "Niceties" and "Bare Necessities" in Arts Education in Irish Elementary Schools. *Regina M. Murphy*

Discussant: *Madeleine Grumet, University of North Carolina - Chapel Hill*

**36.049. The Power of the Performative: Crossing Between Fiction and Reality in Children's Holocaust Narratives.** SIG-Biographical and Documentary Research; Demonstration/Performance

Marriott, Fourth Level, 411; 12:25-1:55pm

Chair: *Valarie G. Lee, Rowan University*

## Participant:

The Power of the Performative: Crossing Between Fiction and Reality in Children's Holocaust Narratives. *Marjorie E. Madden, Rowan University; Susan Browne, Rowan University*

**36.050. Career and Technical Education Research to Improve Teaching and Learning.** SIG-Career and Technical Education; Paper Session

Convention Center, 100 Level, 104A; 12:25-1:55pm

Chair: *L. Allen Phelps, University of Wisconsin - Madison*

## Participants:

Leader-Member Exchange, Cognitive Style, and Student Achievement: A Mixed-Methods Case Study. *Chaney Mosley, Metro Nashville Public Schools; Thomas Broyles, Virginia Polytechnic Institute and State University; Eric Kaufman, Virginia Polytechnic Institute and State University*

The Relationship Between Agriculture Knowledge Bases for Teaching and Sources of Knowledge. *Amber Michelle Rice, University of Missouri; Tracy J. Kitchel, University of Missouri*

Second Review of Career and Technical Education Research in Europe: A Critical Review and Agenda. *Martin Mulder, Wageningen University; Eline Roelofs, Wageningen University*

Improving Multivariate Analysis in Career and Technical Education by Screening Data: Don't Just Assume Assumptions Are Met. *Tara K. Shollenberger, High Point University; James E. Bartlett, North Carolina State University*

Selection on the Road to a Career: The Influence of Spatial Abilities. *Amanda Kay Moske, University of North Texas; Darrell M. Hull, University of North Texas; Rebecca J Glover, University of North Texas*

Discussant: *Sheilia Rae Goodwin, Winston-Salem State University*

**36.051. Exploring Learning Processes and Assessment Through Complex Systems Theory.** SIG-Chaos & Complexity Theories; Paper Session

Marriott, Fourth Level, Franklin 6; 12:25-1:55pm

Chair: *Joan Osa Oviawe, Washington State University*

## Participants:

Innovation as Idea Generation: An Emergent Perspective. *Rachel Lam, Arizona State University*

The Symbolic Dynamics of Self-Regulated Learning: Exploring the Application of Orbital Decomposition. *Joanna K. Garner, Old Dominion University; Daniel M. Russell, Old Dominion University*

Complex Rubrics for Teaching Complexity: Catalyzing Autopoiesis in Graduate Student Innovation for Ecosystem Sustainability. *Marna Hawk, Institute for Earth Regenerative Studies and Prescott College*

Complexity in Education: Challenges and Possibilities for Quantitative Empirical Research. *Matthijs Koopmans, Mercy College*

Discussant: *Bernard P. Ricca, Saint John Fisher College*

**36.052. The Roles and Perceptions of Teachers and Students Related to Grading, Feedback, and Assessment.** SIG-Classroom Assessment; Paper Session

Convention Center, 100 Level, 102B; 12:25-1:55pm

Chair: *Catherine S. Taylor, Measured Progress*

## Participants:

Making the Grade: An Exploratory Study of Meritocracy in New York City Public Schools. *Anjali Deshpande, New York University*

Promoting Learning Through Generalized Feedback: Rubrics and Exemplars. *Anastasiya A. Lipnevich, Queens College and the Graduate Center - CUNY; Leigh Shebanie McCallen, The Graduate Center - CUNY; Katharine Pace Miles, The Graduate Center - CUNY; Jeffrey Smith*

Classifying Feedback: Identifying the Content of New Zealand Students' Written Peer- and Self-Assessment Comments Using Hattie and Timperley's Feedback Typology. *Lois Ruth Harris, Central Queensland University; Gavin T. Brown, The University of Auckland; Jennifer Harnett, University of Auckland*

Understanding Student Voices About Assessment: Links to Learning and Motivation. *James H. McMillan, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University*

Student Views of Formative Assessment: Toward the Creation of a Fixed-Response Survey Instrument. *Ashley M. Chranowski, University of Colorado - Boulder; Chao Wang, University of Colorado; Heidi Kroog, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver*

Discussant: *Thomas R. Guskey, University of Kentucky*

**36.053. Building and Validating Cognitively Based, Technology-Enhanced English Language Arts Assessments.** SIG-Cognition and Assessment; Structured Poster Session

Convention Center, 100 Level, 121C; 12:25-1:55pm

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

## Participants:

1. From Learning Progressions to Integrated Performances: Supporting the Common Core State Standards by Focusing on Key Practices. *Paul Deane, Educational Testing Service; John P. Sabatini, ETS; Gary Feng, Educational Testing Service; Tenaha P. O'Reilly, ETS; Jesse R. Sparks, Educational Testing Service; Yi Song, Educational Testing Service*

2. Applying Learning Progressions to Assessment Design. *Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service; Mary E. Fowles, ETS*

3. Designing Scenario-Based Technology-Enhanced Assessments. *Mary E. Fowles, ETS; John P. Sabatini, ETS; Paul Deane, Educational Testing Service*

4. Scoring and Aggregating Data From Scenario-Based Assessments to Recover Learning Progressions. *Peter Van Rijn, ETS Global; Edith Aurora Graf, ETS; Paul Deane, Educational Testing Service*



5. Evaluation of the Alignment Between CBAL Periodic Accountability Assessments and the Common Core State Standards: A Confirmatory Study. *Patricia Baron, ETS; Richard J. Tannenbaum, ETS*
6. Integrating Human and Automated Essay Scoring in a Scenario-Based Formative and Summative Assessment. *Mo Zhang, Educational Testing Service; Paul Deane, Educational Testing Service*
7. Using Process Data (Eye Tracking and Keystrokes) to Validate Scenario-Based Summative Assessments. *Anita M. Sands, Educational Testing Service; Gary Feng, Educational Testing Service; Paul Deane, Educational Testing Service*
8. Integrating Formative Assessment With Online Tasks. *Katherine Jueds, Educational Testing Service; Christine Jennifer Lyon, ETS*

#### 36.054. Challenges in Schools: Race, Class, and Gender Perspectives.

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session  
Marriott, Fourth Level, 407; 12:25-1:55pm

Chair: *Margaret M. Ferrara, University of Nevada - Reno*

Participants:

- Hiding in the Shadows: African American and Latina Females' Achievement by Race, Class, and Gender. *Patricia J. Larke, Texas A&M University; Trina J. Davis, Texas A&M University - College Station; Kamala Vychel Williams, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*
- School Counselors as Instrumental Agents: Serving Minority Male Populations. *Diane Cardenas Elliott, Bloomsburg University; Meghan Wilson Brenneman, ETS; Steven B. Robbins, Educational Testing Service*
- Seeing (Socially) Dead People: A Sixth Sense Haunting Urban Teens in Sweden and the United States. *Lory Janelle Dance, University of Nebraska - Lincoln*
- Afro-Latinidad and Schools, a Technicolor Experience: Challenging Essentialism Through Critical Race Theory. *Tuesda Roberts, Michigan State University*
- Testimonios From Problem-Based Learning. *Leticia Burbano De Lara, New Mexico State University*

"You Can Go to College": Understanding Masculinity and College Identity Construction for Young Men of Color. *Adrian H. Huerta, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*

#### 36.055. Race, Social Class, and Social Justice. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session Convention Center, 200 Level, 203A; 12:25-1:55pm

Chair: *Jeanine M. Staples, The Pennsylvania State University*

Participants:

- Creating the Image, Examining the Self: Unveiling the Cultural Consciousness of One African American Girl. *Karla Manning, University of Wisconsin - Madison; Philip Jay Bostic, University of Wisconsin - Madison; Adrienne Duke*
- "Everywhere You Go, There's Stereotypes": Adolescent Girls of Color and Intersectional Understandings About Identity. *Jia-Hui Stefanie Wong, University of Wisconsin - Madison*
- Post-Civil Rights: Postracial but Still No Seat at the Table of Educational Equity. *Denise Gray Yull, State University of New York*
- Negotiating Race-Related Tensions: White Educational Leaders Recognizing, Confronting, and Dialoguing About Race and Racism. *Amy J Samuels, University of South Florida*
- "The Poor Kid Finds the Pirate's Treasure": Depictions of Social Class in Newbery Books. *Danielle Eileen Forest, Old Dominion University*
- (En)Gendering Reform, (E)Racing Justice: Gender, Race, Abjection, and Schooling. *Kevin Lawrence Henry, University of Wisconsin - Madison*

#### 36.056. With, in, and Beyond: Curriculum Studies of Southern Place Outside the Boundaries of Region. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium Convention Center, 100 Level, 119A; 12:25-1:55pm

Chair: *Theodora Regina Berry, The University of Texas - San Antonio*

Participants:

- Historical Notes on the Proliferation of Southern Place as Organized in a Synoptic Rendering of Barry Goldwater's Populist Political Theorizing. *James C. Jupp, Georgia Southern University*
- Finding My Place in/Against a Peculiar Institution. *Nichole A. Guillory,*

*Kennesaw State University*

That's Alright Mama: How Southern Blacks Invented Rock and Roll.

*Robert Lewis Lake, Georgia Southern University*

"It's Currere, Y'all": Paula Deen, Autobiography, and the Myth of a Postracial Society in America. *Reta Ugena Whitlock, Kennesaw State University*

*Django Unchained* and Paula Deen: 21st-Century Representations of Slavery and the Culture of the Plantation. *William M. Reynolds, Georgia Southern University*

Discussant: *Shirley R. Steinberg, University of Calgary*

#### 36.057. Providing Preschool Teachers With Web-Mediated Professional Development in Early Language and Literacy: Promising Practices. SIG-Early Education and Child Development; Symposium Convention Center, 200 Level, 204B; 12:25-1:55pm

Chairs: *Annemarie H. Hindman, Temple University; Kandia Lewis, Temple University*

Participants:

Designing Content for Online Professional Development Around Early Language and Literacy: Preschool Teachers' Perspectives. *Annemarie H. Hindman, Temple University; Barbara Wasik, Temple University; Kandia Lewis, Temple University; Carol Scheffner Hammer, Temple University*

Can Online Coursework for Early Childhood Teachers Change Their Teaching Practice? *Bridget Kathleen Hamre, University of Virginia; Jennifer LoCasale-Crouch, University of Virginia; Kathy Neesen, University of Virginia*

A Comparison of Coach Feedback in On-Site Versus Technologically Mediated Delivery Methods. *Douglas R. Powell, Purdue University*

Development of the Pre-Kindergarten Classroom Observation Tool and Goal-Setting System: A Data-Based Coaching Approach. *April Crawford, The University of Texas Health Science Center Houston-CLI; Tricia A. Zucker, University of Virginia; Jeffrey M Williams, University of Texas; Vibhuti Bhavsar, University of Texas; Susan Landry, The University of Texas*

Discussant: *Carol M. Connor, Arizona State University*

#### 36.058. The Future of Child Development Laboratory Programs: A Multisite Applied Developmental Science Research Consortium? SIG-Early Education and Child Development; Symposium Convention Center, 200 Level, 204C; 12:25-1:55pm

Chair: *Nancy E. Barbour, James Madison University*

Participants:

- Child Development Laboratory Schools: History as Prologue and a Case Example. *Nancy E. Barbour, James Madison University*
- Building and Sustaining Community-Based Partnerships. *Andrew J. Stremmel, South Dakota State University*
- Expanding Research From Collaborative Self-Study to an Applied Developmental Science Model. *Martha J. Lash, Kent State University*
- Data: A Critical Component for the Creation of a Lab School Consortium. *Brent A. McBride, University of Illinois at Urbana-Champaign*
- Researcher-Teacher Collaboration in Applied Research in a University Laboratory School. *James Elicker, Purdue University*
- Educare as a Model of Multisite, Collaborative, Policy-Relevant Research. *Diane M. Horm, University of Oklahoma*

#### 36.059. Context-Based Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session Marriott, Fourth Level, 410; 12:25-1:55pm

Chair: *Stanley M. Lo, Northwestern University*

Participants:

- The Professional Development of Faculty Members Involved in Teacher Education: Patterns and Directions. *Leah Shagrir, Levinsky College of Education*
- Faculty Development Support of Assessment: A National Perspective. *Andrea L. Beach, Western Michigan University; Jaclyn Kay Rivard, University of Minnesota; Ann E. Austin, Michigan State University; Mary D. Sorcinelli, University of Massachusetts - Amherst*
- Developing and Assessing Faculty Training Programs for Student Veteran Success. *Justin Smith, University of South Dakota; Weichao Chen, University of South Dakota*

Discussant: *Mark R. Connolly, University of Wisconsin - Madison*

**36.060. Hispanic Cultural Issues: Language, Immigration, and Hispanic-Serving Institutions.** SIG-Hispanic Research Issues; Paper Session  
Convention Center, 100 Level, 115C; 12:25-1:55pm

Chair: *Reyes L. Quezada, University of San Diego*

Participants:

- “La Jaula de Oro”: De Jure Oppression of Undocumented Students in the 21st Century. *Jaime Del Razo, Brown University*
- Social Culture Capital of *Los Retornos*: Repatriated U.S. Citizen Students Living in Michoacán, México. *I. Genevieve Quezada Sanders, Paradise Valley Unified School District*
- Navigating, Negotiating, and Nurturing: Exploring How Students’ Cultural Tool Kits Serve as Resources for College Persistence. *Janet Rocha, University of California - Los Angeles*
- Understanding the Latina/o College Student Journey at a Hispanic-Serving Institution: An Asset-Based Paradigm. *Vijay Kanagala, The University of Texas - San Antonio; Laura I. Rendon, The University of Texas - San Antonio*
- Latino Immigrant Students’ 10th-Grade Math Achievement: A Cohort (1990 and 2002) Analysis. *Claudia Lucia Galindo, University of Maryland - Baltimore County; Suet-Ling Pong, The Pennsylvania State University*

Discussant: *Adam Sawyer, Bard College*

**36.061. Fostering Science Interest, Knowledge, and Identity Through Experiences in Informal Environments.** SIG-Informal Learning Environments Research; Paper Session  
Convention Center, 100 Level, 124; 12:25-1:55pm

Participants:

- Cascading Influences: Long-Term Impacts of Out-of-School Time STEM Experiences for Girls. *Dale McCreedy, The Franklin Institute Science Museum; Lynn Diane Dierking, Oregon State University*
- Science Identity Development: Influence of Informal Learning Programs on Science Interest, Self-Efficacy, and Science Perceptions. *Brandon Joshua Okechukwu Nzekwe, Florida State University; Smriti Jangra, Florida State University; Roxanne M. Hughes, National High Magnetic Field Laboratory*
- The Association of Parental Education and Family Interest in Science. *Katherine P. Dabney, Virginia Commonwealth University; Robert H. Tai, University of Virginia*
- The Effect of Informal Learning Environments on Academic Achievement During Elementary School. *Deanne W. Swan, Institute of Museum and Library Services*

Discussant: *Jrene Rahm, University of Montreal*

**36.062. Cross-Time Cross-System Database: A Demonstration and Discussion.** SIG-International Studies; Demonstration/Performance  
Convention Center, 100 Level, 120A; 12:25-1:55pm

Chair: *Stephen P. Heyneman, Vanderbilt University*

Participants:

- The Benefits of XTXS for Education Researchers and Policy Makers. *Andrea Arce-Trigatti, Vanderbilt Peabody College; Richard Blissett, Vanderbilt Peabody College; Ngaire Honey, Vanderbilt University*
- Illustration: Family Background, School Resources, and Socioeconomic Gradients in Comparative Perspective—Inequality and the Work of Schools. *James H. Williams, The George Washington University*
- The Future of the XTXS Project. *Stephen P. Heyneman, Vanderbilt University*

Discussant: *David C. Miller, American Institutes for Research*

**36.063. Education Law and Policy Issues in Education.** SIG-Law and Education; Paper Session  
Convention Center, 100 Level, 105B; 12:25-1:55pm

Chair: *Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

Participants:

- College Students’ Free Speech: It’s Not Just a First Amendment Concern. *Jeffrey C. Sun, University of North Dakota; Neal H. Hutchens, The Pennsylvania State University - University Park; Eric M. Snyder, University of Oklahoma*
- Understanding the Use of Policy Research by Amici: The Case of *Fisher*. *Catherine L. Horn, University of Houston; Patricia Marin, Michigan State University*
- The Disciplinary Legal Landscape of Post-Hurricane Katrina New Orleans Public Charter Schools: Exercising Disciplinary Autonomy or Exclusionary “Pushout” Practices? *Kevin P. Brady, North Carolina*

*State University; Belinda M. Cambre, West Baton Rouge Parish Schools; Wayne D. Lewis, University of Kentucky*

Uncovering What Is a “Reasonable” School Administrator. *Jeffrey C. Sun, University of North Dakota; Philip T.K. Daniel, The Ohio State University; William and Marie Flesher Professor of Educational Administration*

Discussant: *Julie F. Mead, University of Wisconsin - Madison*

**36.064. Leadership That Improves School Outcomes.** SIG-Leadership for School Improvement; Paper Session  
Marriott, Fourth Level, Franklin 11; 12:25-1:55pm

Chair: *Chase Nordengren, University of Washington - Seattle*

Participants:

- Exploring the School Culture Dimensions That Support Teacher Leadership in Elementary, Middle, and High Schools. *Joanne St. Peter, Glastonbury Public Schools*
- Servant Leadership to Be or Not to Be? The Impact on Team Learning and Student Achievement. *Brian Biscari, Dowling College; Christopher Dillon, Dowling College; Christopher Herr, Dowling College; Elsa-Sofia Morote, Dowling College; Brian Zahn, Southampton High School; S. Marshall Perry, Dowling College*
- Leadership by School Principals in a Policy-Driven Context: Innovation, Competition, and Performativity in Kazakhstan. *Natalia Yakavets, University of Cambridge*
- Use of Rasch Rating Scale Modeling to Develop a Measure of District-Level Practices Identified to Increase Student Achievement. *Paul Soska, III, Eastwood Local School District; Toni A. Sondergeld, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University*
- The Outcomes of Professional Learning Communities Through the Lens of Leadership Capacity. *Chris V Templeton, Reed Springs Public Schools; Barbara Nell Martin, University of Central Missouri*

**36.065. Teacher Stories and Experiences: Insights From English Teachers Across Multiple U.S. States.** SIG-Lives of Teachers; Working Group Roundtable

Marriott, Fourth Level, Franklin 8; 12:25-1:55pm

Chair: *Michelle Zoss, Georgia State University*

Participants:

- Teaching School: English Teachers’ Classroom Experiences During Three Eras of Educational Reforms. *Kelli Ann Sowerbrower, Georgia State University*
- Is Teaching Worth It? Using Narrative Inquiry to Address the Value of Teaching. *Tiffany Sedberry, Purdue University*
- Studies in Critical Teacher Research: Teacher Voice and the Classroom. *Taylor Norman, Purdue University*
- Teaching as Embodied, Contextualized Practice: One Story of a Teacher in a Time of Cancer. *Michelle Zoss, Georgia State University; Alisha White, Western Illinois University*
- “It Made Me Better Here”: English Teachers’ Narratives of Professionally Oriented Participation Online. *Luke Rodesiler, University of South Florida*

**36.066. Media Creation and Use in Learning.** SIG-Media, Culture, and Curriculum; Paper Session  
Convention Center, 100 Level, 119B; 12:25-1:55pm

Chair: *James Trier, University of North Carolina - Chapel Hill*

Participants:

- Making YouTube and Facebook Videos: Gender Differences Among College Students. *Anu Vedantham, University of Pennsylvania*
- Teaching With Media: Middle Grades Teachers’ Perceptions on the Use of Media in the Classroom. *Chris Cook, Northern Kentucky University; David Jason Childs, Northern Kentucky University*
- Toward Structural Attribution: Using *Détournement* With Preservice Teachers to Challenge the Teacher Savior Myth. *Ashley Summer Boyd, University of North Carolina - Chapel Hill; Amy Hahn Senta, University of North Carolina - Chapel Hill*
- Young People’s Views on Experts and Evidence in Political Documentaries. *Jeremy D. Stoddard, The College of William & Mary; Jason A. Chen, The College of William and Mary*

Discussant: *Alan R. Foley, Syracuse University*

**36.067. Mixed Methods From Policy to Populations.** SIG-Mixed Methods

Research; Paper Session

Convention Center, 100 Level, 117; 12:25-1:55pm

Chair: *Elena Yu Polush, Ball State University*

Participants:

Conceptual Formation and Discourse of Mixed-Methods Research: An Analysis of Terms Used in the Field of Mixed-Methods Research.

*Ruomeng Zhao, University of Nebraska - Lincoln*

Quantifying and Qualifying the Bilingual Teacher Certification

Experiences of Mexican Americans. *Amabilia Valverde Valenzuela, The University of Texas - El Paso; Judith H. Munter, The University of Texas - El Paso; Arturo Olivarez, The University of Texas - El Paso*

Research Innovation in Practice and Policy: Measuring Reading Workshop's Effectiveness in an Era of "Scientifically Based Research".

*Christy Wessel-Powell, Indiana University*Through the Students' Eyes: A Critical Dialectical Pluralistic Approach to Understanding Innovation in Game-Based Learning. *Hannah R Gerber, Sam Houston State University; Sandra Schamroth Abrams, Saint John's University; Anthony J. Onwuegbuzie, Sam Houston State University;**Cindy Lee Benge, Aldine Independent School District**Discussant: Robin R. Lasota, University of Illinois at Urbana Champaign***36.068. Motivation in Education SIG Keynote Address.** SIG-Motivation in

Education; Invited Session

Convention Center, 100 Level, 114; 12:25-1:55pm

Speaker: *Jacquelynne Eccles, University of California - Irvine***36.069. Multilevel Modeling: Estimation, Model Selection, and Sample****Size.** SIG-Multilevel Modeling; Paper Session

Marriott, Fourth Level, 415; 12:25-1:55pm

Chair: *Matthew Newman Gaertner, Pearson*

Participants:

Comparing the Performance of Multivariate Multilevel Modeling to

Traditional Analyses With Complete and Incomplete Data. *Ryounsun**Park, The University of Texas - Austin; Keenan A. Pituch, The**University of Texas - Austin; Jiseon Kim, University of Washington -**Seattle; Hyewon Chung, Chungnam National University; Barbara G.**Dodd, The University of Texas - Austin*

Estimation of Interactions Between Covariates of Multiple Indicators

Multiple Causes (MIMIC) Models With Multilevel Data. *Chunhua**Cao, University of South Florida; Pei-Chen Wu, University of South**Florida; Eun Sook Kim, University of South Florida*Methods to Detect Treatment Effect in Cluster Randomized Trials. *Burak**Aydin, University of Florida; James Algina, University of Florida;**Walter L. Leite, University of Florida*

Multilevel Versus Simple Modeling for Differential Item Functioning

Detection. *Ying Jin, Middle Tennessee State University; Nicholas D.**Myers, University of Miami; Soyeon Ahn, University of Miami*

Selecting Correct Multilevel Models: Investigating Akaike and Bayesian

Information Criteria and "Sample Size" Issues. *Sarah D. Newton,**University of Connecticut; D. Betsy McCoach, University of Connecticut*

The Effect of Estimation Selection in Multilevel Modeling With Small

Sample Sizes. *Hyewon Chung, Chungnam National University;**Jiseon Kim, University of Washington - Seattle; Ryounsun Park, The**University of Texas - Austin***36.070. Online Learning Research and Innovation.** SIG-Online Teaching

and Learning; Symposium

Marriott, Fifth Level, Grand Ballroom G; 12:25-1:55pm

Chair: *Barbara M. Means, SRI International*

Participants:

Personalized, Blended Learning in K-12: Benefits, Challenges, and Future

Directions. *Robert F. Murphy, SRI International*

What Research Does (and Doesn't Say) About Cyberschools and Online

Degree Programs. *Marianne F. Bakia, SRI International*

Making Sense of Claims and Counterclaims About Online Higher

Education. *Barbara M. Means, SRI International; Louise G. Yarnall,**SRI International*Discussants: *Michael D. Preston, Columbia University; Peter Shea, University**at Albany - SUNY***36.071. Pathways to Peace Education.** SIG-Peace Education; Paper Session

Convention Center, 100 Level, 105A; 12:25-1:55pm

Chair: *Katherine Rene Evans, Eastern Mennonite University*

Participants:

Paths to Peace Education: Comparisons Across Generations. *Candice C.**Carter, University of North Florida*

Intergroup Dialogue and Religious/Spiritual Identity: Addressing Faith

Privilege, Conflict, and Marginalization in U.S. Higher Education.

*Sachi Edwards, University of Maryland*

Kenya Quaker School Peace Curriculum Pilot Project Implementation:

A Case Study of Successes and Challenges. *Eloise Miriam Hockett,**George Fox University*

Conflict Resolution Practices in Diverse Contexts: Exploring

Interdisciplinary Professionals' Experiences With Conflict and

Diversity. *Christina Parker, Ryerson University*

Identifying Principles and Practices of Caring in the Work of Peace

Education. *Susan Francis Carson, Grand Valley State University***36.072. Constructing the Subject: Youth, Listening, Schools.** SIG-

Philosophical Studies in Education; Paper Session

Marriott, Fourth Level, 412; 12:25-1:55pm

Chair: *Sarah Marie Stitzlein, University of Cincinnati*

Participants:

Analyzing Subjectification With Levinas's Ethical Philosophy in a

Postanthropocentric Discussion: Using the Method of Transposition.

*Simon Ceder, Lund University*

Assembling Adulthood: Young People, Cartography, and the Everyday.

*Shane Duggan, The University of Melbourne*

Speaking and Listening in Education: Receiving Subjectivity and Alterity.

*Guoping Zhao, Oklahoma State University*

Philosophy of Education and Cultural Geography: Some Ethical Insights

From Nonrepresentational Theories. *Lynn Fendler, Michigan State**University*Discussant: *Denise Egéa, Louisiana State University***36.073. Arming Achilles' Heel: Instructional Strategies and Approaches for Promoting Knowledge Acquisition in Problem-Based Learning.** SIG-Problem-Based Education; Symposium

Convention Center, 100 Level, 109A; 12:25-1:55pm

Chairs: *Woei Hung, University of North Dakota; Sofie Loyens, Erasmus**University*

Participants:

Situational Interest and Knowledge Acquisition in Problem-Based

Learning. *Jerome I. Rotgans, National Institute of Education - Nanyang**Technological University; Henk G. Schmidt, Radboud University**Nijmegen*

To Know or Not to Know? The Influence of Educational Setting on

Knowledge Base Development. *Antonia B. Scholkmann, University of**Hamburg; Sofie Loyens, Erasmus University; Felix-Sebastian Koch,**Linköping University; Bianca Roters, TU Dortmund University; Judith**Ricken, Ruhr University Bochum; Lars-Owe Dahlgren, Linköping**University*

Knowledge Acquisition, Application, and Transfer in Problem-Based

Learning by Design. *Woei Hung, University of North Dakota*

Investigating the Effectiveness of Problem-Based Learning on Knowledge

Acquisition and Retention: Empirical Evidence From a Controlled

Experiment. *Marit Wijnen, Erasmus Rotterdam University; Sofie**Loyens, Erasmus University; Lydia Schaap, Erasmus University*

Assessing Knowledge Acquisition Using a Concept-Mapping Method in

a Problem-Based Learning Environment. *Ching-Huei Karen Chen,**National Changhua University of Education; Xun Ge, University of**Oklahoma*Discussant: *Cindy E. Hmelo-Silver, Indiana University***36.074. Disrupting "Safe Spaces" With Queer Bodies: Exploring Perceptions of Safety and Vulnerability as Teachers and Researchers.** SIG-Queer Studies; Symposium

Convention Center, 100 Level, 104B; 12:25-1:55pm

Chair: *Nicholas Edward Husbye, University of Missouri - St. Louis*

Participants:

Queer Behind the Camera: The Secret Life of the Queer Educational

Researcher. *Jenna McWilliams, Indiana University*

Perceptions of Queer Teacher Candidates in Ontario Initial Teacher

Education Programs. *Courtenay Fleet, Brock University*

"You Only Think About These Things Because You're Gay": Queering

Difference in a Multicultural Education Course. *Nicholas Edward**Husbye, University of Missouri - St. Louis*

"I Don't Want Anyone to Feel Troubled After Today's Class": Queer Confessions From a Straight Teacher Educator/Researcher. *Jennifer Watt, University of Manitoba*

Discussant: *Catherine Taylor, University of Winnipeg*

**36.075. How the Investing in Innovation (i3) Program Supports High-Quality Implementation Evaluation and Program Development From Initial Stage to Scale-Up.** SIG-Research on Evaluation; Symposium

Convention Center, 100 Level, 112A; 12:25-1:55pm

Chairs: *W. Christopher Brandt, American Institutes for Research; Youn Joo Oh, Education Development Center, Inc.*

Participants:

Assessment of Fidelity of Implementation: The STEM21 Digital Academy High School Program Development. *Mhora Lorentson, EDUCATION CONNECTION; Youn Joo Oh, Education Development Center, Inc.; Frank LaBanca, EDUCATION CONNECTION*

Assessment of Fidelity of Implementation: Validating the Efficacy of the eMINTS Comprehensive Program. *Lorie Kaplan, eMINTS National Center; Coby Meyers, American Institutes for Research; Ayryn C. Molefe, American Institutes for Research*

Measuring Implementation Fidelity of Success for All at Scale-Up. *Robert Slavin, Johns Hopkins University; Janet C. Quint, MDRC*

Discussants: *Barbara Dillon Goodson, Dillon-Goodson Research Associates Inc.; Cristofer Price, Abt Associates Inc.*

**36.076. Women's Religious Identity Formation in Educational Contexts.**

SIG-Research on Women and Education; Symposium

Convention Center, 100 Level, 125; 12:25-1:55pm

Chair: *Pamela R Young, University of Dayton*

Participants:

The Intricate Nexus Between Gender, Religion, and Education. *Zehavit Gross, Bar-Ilan University*

The Role of Gender in Muslim Identity Development: Perceptions of U.S. Islamic School Teachers. *Kadriye El-Atwani, Purdue University*

Religious Profile of the Female Muslim Educational Leaders in the United States. *Linda K. Lemasters, The George Washington University; Mona Fahmy, The George Washington University*

The Identity of Muslim Women on a Catholic Campus. *Cynthia Shafer, University of Dayton*

Discussant: *Carolyn S. Ridenour, University of Dayton*

**36.077. Preventive Socialization Against Violence Against Women in Schools.** SIG-Safe Schools and Communities; Symposium

Marriott, Fourth Level, Franklin 13; 12:25-1:55pm

Chair: *Itxaso Tellado, University of Vic*

Participants:

Impact of the Spanish Law on Gender Violence in Teacher Education Programs: Resistances and Possibilities. *Patricia Melgar Alcantud, Universitat de Girona; Silvia Molina Roldán, Universitat Rovira i Virgili; Maria Padrós Cuxart, Universitat de Barcelona*

Men's Movements Overcoming Gender Violence. *Joan Cabré, Rovira i Virgili University; Javier Diez-Palomar, Universitat de Barcelona; Óscar Prieto-Flores, University of Girona*

Dialogic Approach to Conflict Resolution for the Prevention of Gender Violence in Schools. *Carne Garcia Yeste, Universitat Rovira i Virgili; Beatriz Carballido Villarejo, Universitat de Barcelona*

Discussant: *Rocío García-Carrión, University of Cambridge*

**36.078. Schools' Experiences With School Improvement Grants (SIGs):**

**First-Year Results From SIG Case Studies.** SIG-School Turnaround and Reform; Symposium

Convention Center, 100 Level, 118A; 12:25-1:55pm

Chair: *Thomas Wei, Institute of Education Sciences*

Participants:

The School Improvement Grant Program Under the American Recovery and Reinvestment Act: Descriptive Overview of the Policy and Study Sample. *Steven Hurlburt, American Institutes for Research*

Advancing Rigor in Qualitative Case Study Analysis: Tensions and Trade-Offs. *Jennifer A. O'Day, American Institutes for Research; Beatrice F. Birman, American Institutes for Research*

Is a School Improvement Grant an Impetus for Change? Evidence From 25 Case Study Schools. *Linda Rosenberg, Mathematica Policy Research, Inc; Kerstin A. Carlson Le Floch, American Institutes for Research;*

*Megan Hague Angus, University of Wisconsin - Madison*  
Leadership for Change in School Improvement Grant Case Study Schools. *Diana Mercado-Garcia, American Institutes for Research; Jennifer A. O'Day, American Institutes for Research*

School Capacity and Perceived Improvement in School Improvement Grant Case Study Schools. *Kerstin A. Carlson Le Floch, American Institutes for Research; Karen Manship, American Institutes for Research; Seth Brown, American Institutes for Research*

Discussant: *Priscilla Wohlstetter, Teachers College, Columbia University*

**36.079. Innovations in Science Education.** SIG-Science Teaching and Learning; Paper Session

Marriott, Fourth Level, Franklin 7; 12:25-1:55pm

Chair: *Isha DeCoito, York University*

Participants:

Design and Use of an "Energy 101" Model Curriculum to Teach General Education Undergraduates About Energy Sustainability Through an Engineering Design Lens. *Idalis Villanueva, Utah State University; Leigh Abts, University of Maryland - College Park; James Turner, Association of Public and Land-Grant Universities; Ellen Vaughn; Rosemary A. Reshetar, The College Board*

Pedagogy for the Connected Science Classroom: Computer-Supported Collaborative Science and the Next-Generation Science Standards. *Brian J. Foley, California State University - Northridge; John Michael Reveles, California State University - Northridge*

Understanding the Art in Science and the Science in Art Through Crosscutting Concepts. *Irene Plonczak, Hofstra University; Susan G. Zwirn, Hofstra University*

The Noyce Pathway to Science Program: Preparing the Next Generation of Science Teachers. *Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama*

Young Children Doing Science: The Use of Scientific Practices in Kindergarten and First-Grade Classrooms. *Eileen G. Merritt, University of Virginia; Jennifer L. Chiu, University of Virginia; Erin E. Peters Burton, George Mason University; Randy L. Bell, University of Virginia*

Sing About Science: Leveraging the Power of Music to Improve Science Education. *Katie Davis, University of Washington; Gregory John Crowther, University of Washington*

Discussant: *Vicki J. Fawcett-Adams*

**36.080. Mind the Gaps: Educational Stratification by Race/Ethnicity and Ability/Disability.** SIG-Sociology of Education; Paper Session

Convention Center, 100 Level, 109B; 12:25-1:55pm

Chair: *Argun Saatcioglu, The University of Kansas*

Participants:

A Longitudinal Analysis of Sociodemographic Factors and Special Education Disproportionality Among Black Students. *Alexandra Aylward, New York University; Roey Ahram, New York University; Catherine Kramarczuk Voulgarides, New York University*

Extreme and Expanding Disadvantage: Black-White Gaps in Behavior Over the Course of Childhood. *Jill Bowdon, University of Pennsylvania*

Opening the Black Box of School Segregation: Mediating and Moderating Effects on Reading and Science Achievement. *Orhan Agirdag, Ghent University; Mieke Van Houtte, Ghent University*

Race and Math Placement Mismatch During the Middle-to-High School Transition. *Yasmiyn Irizarry, Mississippi State University*

Stigma and Stratification Related to the Learning Disability Label: High School Students' Progression Through Math Coursework. *Dara Renee Shifrer, Rice University - Kinder Institute*

**36.081. Determining Academic Profiles and Characteristics of At-Risk Learners.** SIG-Special Education Research; Paper Session

Convention Center, 100 Level, 103B; 12:25-1:55pm

Chair: *Laurene L. Christensen, National Center on Educational Outcomes*

Participants:

Impact of Accommodations in NAEP. *Dubravka Svetina; Xiaolin Wang, Indiana University*

The Characteristics of Non-Proficiency Special Education and Non-Special Education Students on Large-Scale Assessments. *Yi-Chen Wu, National Center on Educational Outcomes; Kristin K. Liu, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota*

Understanding the Academic Profiles of Students Participating in the Alternate Assessment Based on Alternate Achievement Standards (AA-

AAS): A Cluster Analysis. *Amanda Elizabeth Ferster, University of Georgia - Athens; Fei Zhao, Arizona Department of Education; Amy Clark, The University of Kansas*

What Does Responsiveness Look Like? Classification and Profiles of Adequate and Inadequate Responders to Reading Intervention. *Jessica R. Toste, The University of Texas - Austin; Donald L. Compton; Douglas Fuchs, Vanderbilt University; Lynn Fuchs, Vanderbilt University; Jennifer Gilbert, Vanderbilt University; Eunsoo Cho, Vanderbilt University; Laura Barquero, Vanderbilt University; Bobette Bouton, Vanderbilt University*

**36.082. Identifying, Assessing, and Teaching Students With Autism.** SIG-Special Education Research; Paper Session  
Convention Center, 100 Level, 107B; 12:25-1:55pm

Chair: *Lee Ann Jung, University of Kentucky*

Participants:

Building Blocks: Analysis of a Social Skills LEGO Intervention for Children With Autism Spectrum Disorder. *Jeffrey W. H. MacCormack, Queen's University - Kingston; Ian Alexander Matheson, Queen's University*

Development of the Dynamic Methodological Model for the Comprehensive Evaluation of Complex Behavioral Interventions. *Dana Cihelkova, West Virginia University; Reagan Curtis, West Virginia University; Kimberly Kris Floyd, West Virginia University; Daniel Hursh, West Virginia University*

Racial and Ethnic Disproportionality in Autism Identification: Differences Among States Over Time and Mediators. *Tom E. Munk, Westat; Tamara Cohen Daley, Westat; Julie Bollmer, Westat; Amy Bitterman, Westat; Cesar D'Agord, University of Oregon*

The Academic Experience of Four Grade 5 Students With Autism. *Kristina Scott, Southern New Hampshire University*

The Effects of Behavior-Based Services on Social Communication Among Adolescents With Autism Spectrum Disorder. *Jennifer Yu, SRI International; Xin Wei, SRI International; Mary M. Wagner, SRI International*

**36.083. Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing.** SIG-Spirituality & Education; Symposium  
Marriott, Fourth Level, Franklin 1; 12:25-1:55pm

Participants:

Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—1. *Kathryn Ann Ricketts, Simon Fraser University; Vicki Lynn Kelly, Simon Fraser University; Lynn Fels, Simon Fraser University; Celeste Snowber, Simon Fraser University*

Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—2. *Vicki Lynn Kelly, Simon Fraser University*

Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—3. *Celeste Snowber, Simon Fraser University*

Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—4. *Lynn Fels, Simon Fraser University*

**36.084. Research Evidence on the Dynamic and Cyclical Nature of Self-Regulated Learning.** SIG-Studying and Self-Regulated Learning; Symposium

Convention Center, 100 Level, 103C; 12:25-1:55pm

Chair: *Hefer Bembennuty, Queens College - CUNY*

Participants:

Tracing Cycles of Teachers' Self- and Coregulated Practice. *Deborah L. Butler, The University of British Columbia; Leyton Schnellert, The University of British Columbia - Okanagan Campus*

The Self-Regulated Learning Cycle With Hypermedia: Stable Between Learning Tasks? *Daniel Charles Moos, Gustavus Adolphus College; Amanda Miller, Gustavus Adolphus College*

From Child to Musician: Using Self-Regulation as a Means of Documenting Progress From Beginning to Advanced Levels of Musicianship. *Gary E McPherson, The University of Melbourne, Australia*

The Cycle of Self-Regulated Learning: Dynamic and Changing Processes Used by High School Girls Studying Science. *Maria K. DiBenedetto; Hefer Bembennuty, Queens College - CUNY*

Using Self-Regulated Learning (SRL) Microanalysis to Examine Relations Among Cyclical-Phase SRL Processes. *Timothy J. Cleary, Rutgers University; Gregory L. Callan, University of Wisconsin - Milwaukee*

Discussant: *Dale H. Schunk, University of North Carolina - Greensboro*

**36.085. International Perspectives on Teacher Identity.** SIG-Teacher's Work/Teachers Unions; Paper Session

Convention Center, 100 Level, 118B; 12:25-1:55pm

Chair: *Eric Domingo Torres, University of Wisconsin - Eau Claire*

Participants:

Challenges to the Professionalism of Teachers: When Will the System Trust Teachers and the Work That They Do? *Jeff Garsed, Australian Education Union; Christine Gardner, University of Tasmania; John C. Williamson, University of Tasmania; Maurice J. Galton, University of Cambridge*

How Discursive Practices Shape and Reflect Relationships Between Teacher Unions and Governments. *Nina Bascia, University of Toronto - OISE; Pamela Janie Osmond, University of Toronto - OISE*

Is Teachers' Collective Bargaining Dead (and Does It Matter)? A Global, North-South Teacher Union Perspective. *Charlie Naylor, British Columbia Teachers' Federation; Michael W. Apple, University of Wisconsin - Madison; Larry Kuehn, British Columbia Teachers' Federation; Howard Stevenson, The University of Nottingham; Mary Compton, National Union of Teachers; Karen Lewis*

Discussant: *Lois Weiner, New Jersey City University*

**36.086. Educators' Perspectives and Methods of Assessing Use of Technology With Students.** SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom H; 12:25-1:55pm

Chair: *Diane Santori, West Chester University of Pennsylvania*

Participants:

Designs for Early Learning and Intellectual Engagement With Technology. *Michele Jacobsen, University of Calgary; Sharon Friesen, University of Calgary*

Examining Educators' Knowledge, Beliefs, and Practices About Using Technology With Young Children. *Nicole Scarlett Fenty, Binghamton University - SUNY; Elizabeth McKendry Anderson, Binghamton University - SUNY*

Reading Is Now "Cool": A Study of English Teachers' Perspectives on E-Reading Devices as a Challenge and an Opportunity in Teaching and Learning. *Andrew C. Goodwyn, University of Reading; Carol Fuller, The University of Reading*

Validation of the Student Tool for Technology Literacy. *Anne Corinne Huggins, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Kara M. Dawson, University of Florida*

Discussant: *Chrystalla Mouza, University of Delaware*

**36.087. Portals to Understanding Learners' Social Interactions Online.** SIG-Writing and Literacies; Symposium

Convention Center, 100 Level, 118C; 12:25-1:55pm

Chair: *Kathy Ann Mills, Queensland University of Technology*

Participants:

Actualizing the Virtual in Classroom Settings. *Cathy Burnett, Sheffield Hallam University; Guy Merchant, Sheffield Hallam University*

Digital Communication in a Preschool Classroom: Collaborative Social Interactions of Children and Teachers Writing E-Mail. *Susan J. Danby, Queensland University of Technology; Christina R. Davidson, Charles Sturt University; Karen Thorpe, Queensland University of Technology*

E-Motion Diaries: Blogging Emotional Responses to Online Learning in Higher Education. *Kathy Ann Mills, Queensland University of Technology; Stephen M. Ritchie, Queensland University of Technology*

Conceptualizing Literacy in Planning for Games-Based Learning. *Catherine Beavis, Griffith University*

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

### Division and SIG Roundtables

**36.088. Roundtable Session 8;** Roundtable Session

**36.088-1. Translating Policy Into Practice in Schooling Contexts.** SIG-Disability Studies in Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Kay Alicyn Ferrell, University of Northern Colorado*

Participants:

Politics of Citizenship and Belonging: Disability Studies Perspective on the Lived Experience of Korean Immigrants. *MinSoo Kim-Bossard, The Pennsylvania State University; Hilario Lomeli, The Pennsylvania State*

*University*

From Disciplinary Order to Medicalized Order With Response to Intervention/Positive Behavioral Intervention and Supports. *Joshua Bornstein, Syracuse City School District*  
 To the Maximum Extent: Determining Appropriateness, Success, and the Least Restrictive Environment for a Student With Autism. *Erin McCloskey, Vassar College*

**36.088-2. Indigenous Schools and Schooling and the Power of Educational Research.** SIG-Indigenous Peoples of the Pacific; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chairs: *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga; Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa*

## Participants:

Educational Leadership and Completion Between the Native Hawaiian Leeward District and Oahu's Other Districts. *Larson Siu Wah Moke Ng, University of Hawaii - Manoa; Kimo Alexander Cashman, University of Hawaii - Manoa*

The Effects of Culture-Based Education on a Predominantly Native Hawaiian School. *Hye Jin Park, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa*

"Our Stories About Teaching and Learning": What Aboriginal and Torres Strait Islander Students in Northern Australia Say About Teaching and Their Learning. *Brian Ellis Lewthwaite, James Cook University - Australia; Helen Joanna Boon, James Cook University - Australia; Cathy Day, Catholic Education Townsville; Alfred B. Osborne, James Cook University - Australia*

The Effectiveness of In-School Professional Learning Opportunities for Teachers Within New Zealand Secondary Schools: Implications for the Development of Relational Trust Between Teachers and Indigenous Students. *Anne Shelly Hynds, Victoria University of Wellington; Luanna H. Meyer, Victoria University; Robin Averill, Victoria University of Wellington; Rawiri Hindle, Victoria University; Flaviu A. Hodis, Victoria University of Wellington; Walter (Wally) Takaha Penetito, Victoria University of Wellington; Susan C. Faircloth, North Carolina State University*

**36.088-3. Teacher Motivation in K-12 Contexts.** SIG-Motivation in Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Sonja L. Lanehart, The University of Texas - San Antonio*

## Participants:

Attributions, Affect, and Adjustment in Teachers: A Process Model. *Sonia Rahimi, McGill University; Hui Wang, McGill University; Nathan C. Hall, McGill University; Anne C. Frenzel, University of Munich (LMU)*

Examining Construct Validity for the Relational Schema Scale for Teachers. *Heather A. Davis, North Carolina State University; Amanda Mason-Singh, University of Maryland - College Park*

Initial Motivations for Teaching and Perceptions of the Profession: Indonesian Students' Perspectives. *Anne Suryani, Monash University; Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University*

The Persistence of Motivations to Teach: A Study of First-Year Teachers. *Brie Morettini, Rowan University*

**36.088-4. Teaching to Motivate and Empower Diverse Learners.** Division C - Learning and Instruction; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Shakhnoza Kayumova, University of Georgia - Athens*

## Participants:

Giving Students the Power to Learn Science. *Kathryn F. Cochran, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado; Chelsie Hess, University of Northern Colorado*

How Do Teachers Interact With and Use an Educative Science Curriculum Designed to Support the Teaching of English Language Learners? *Alison Knight Billman, University of California - Berkeley; Emily Mihocko-Bowling, University of Michigan; Gina Cervetti, University of Michigan*

Teacher Efficacy and Science Education in the United Arab Emirates. *Jase Moussa-Inaty, Zayed University; Merryn McKinnon; Lydia C. Barza, Zayed University*

Teaching to Intellectually Emancipate: Reading as Inquiry in an Elementary Science Classroom. *Lorraine Otoide, York University*

"You Have 25 Kids Playing Around!" Challenges in Inquiry-Based

Learning in an Urban Second-Grade Classroom. *Zeynep Zennur Isik-Ercan, Indiana University - Purdue University at Fort Wayne*

**36.088-5. Research in Mathematics Education SIG Roundtable 3.** SIG-Research in Mathematics Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Anita A. Wager, University of Wisconsin*

## Participants:

Agency and Identification in Multiple Mathematical Pedagogies. *Rachel Lambert, Chapman University*

Mathematics Identities Among Asian Indian Youth: The Role of Sociocultural- Socioeconomic Contexts, Familial Inspiration, and Agency. *Rupam Saran, Medgar Evers College - CUNY*

Widgets and Digits: Novice Middle School Teachers Attending to Mathematics Identity in Practice. *Toya Jones Frank, George Mason University*

**36.088-6. Internal/Holistic Dimensions of Environmental Education.** SIG-Environmental Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Phillip G. Payne, Monash University*

## Participants:

Reweaving Environmental Education From the Inside Out. *M.J. Barrett, University of Saskatchewan; Aline Wilkie*

Ineffable Influences on the Material Poverty and Spiritual Riches of Rural Youth. *Sue Waite, Plymouth University; Jocey Quinn, Plymouth University; Stephanie Merchant, Plymouth University*

An Eco-Phenomenological Journey: The Constancy of Departure, the Approximation of Arrival. *Douglas David Karrow, Brock University*

**36.088-7. Concentric Circles of Teach For America/Teach For All: A Layered Approach to Neoliberal Reform.** Division L - Educational Policy and Politics; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Kenneth m Zeichner, University of Washington*

## Participants:

Neoliberal Pedagogies: Enacting Doug Lemov in Urban Schools. *Lauren Gatti, University of Nebraska - Lincoln; Beth Leah Sondel, University of Wisconsin*

Teach For America/University "Partnerships": A Case of Academic Capitalism. *Katy Swalwell, University of Maryland - College Park*

The Power of the Network: Teach For America's Impact on the Deregulation of Teacher Education. *Kerry Kretchmar; Carroll University; Beth Leah Sondel, University of Wisconsin; Joseph J. Ferrare, University of Wisconsin - Madison*

Teach for ... (Fill in the Blank): Teacher Education in the Age of Global Reproduction. *Daniel Friedrich, Teachers College, Columbia University*

**36.088-8. Increasing Community College Completion Rates Through Policy Change, Structured Resources, and Alternate Spending.** Division L - Educational Policy and Politics; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Drew Allen, City University of New York*

## Participants:

Graduating Students From City University of New York's Community Colleges. *Colin Chellman, City University of New York; Simon McDonnell, City University of New York*

Increasing Community College Completion Rates: Policy and Expansion From Accelerated Study in Associate Programs. *Donna Linderman, City University of New York; Zineta Kolenovic, City University of New York*

Benefit-Cost Analysis of Accelerated Study in Associate Programs of the City University of New York. *Henry M. Levin, Teachers College, Columbia University; Emma Garcia, Economic Policy Institute*

**36.088-9. Innovations in Policy, Practice, and Research: Conducting Research on the Next-Generation Teacher Evaluation Systems Through a Collaborative Research Approach.** Division L - Educational Policy and Politics; Roundtable Session  
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chairs: *Karen L. Shakman, Education Development Center, Inc.; Courtney A. Bell, ETS*

## Participants:

- A Survey Instrument to Measure the Characteristics of Evaluator Feedback in Teacher Evaluation Systems. *Trudy Cherasaro, Marzano Research Laboratory*
- Developing Multiple Measures of Teacher Effectiveness in the Pittsburgh Public Schools. *Brian Gill, Mathematica Policy Research, Inc.*
- An Innovative Approach to Studying the Implementation of a New Teacher Evaluation System in a Northeast State. *Julie Riordan, Education Development Center, Inc.; Natalie Lacireno-Paquet, WestEd*

**36.088-10. International Perspectives on Education Policy.** Division L - Educational Policy and Politics; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Markus P Bidell, Hunter College*

Participants:

- Demands for Test Performance and 21st-Century Learning: High-Performing Schools in Northern Ireland Respond. *James H. Nehring, University of Massachusetts - Lowell; Stacy Agee Szczesiul, University of Massachusetts - Lowell*
- Local Stakeholder Involvement in School-Level Curriculum Development: A Case Study. *Muhamad Ali Akrom, Northern Illinois University*
- Regulation, Education, Regulation: How Legislation Aspires to Regulate England's Education Policy, 2000-2012. *Dan Gibton, Tel Aviv University*
- Use of Results From Educational Evaluation in Mexico's Public Policy Process. *Marisol Silva Laya, Universidad Iberoamericana; C. Osiris Martínez Valle, Universidad Iberoamericana; Adriana Rodríguez Fernández, Universidad Iberoamericana; Luis Fernández Valdez, MBA S.C.*

**36.088-11. State Accountability Policies.** Division L - Educational Policy and Politics; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Shanyce L. Campbell, University of North Carolina - Chapel Hill*

Participants:

- An Analysis of the Effectiveness of Oklahoma's School Accountability System. *Ryan Charles Miskell, University of Oklahoma; Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma*
- Closing the Gaps: A Comparison of Texas and Other Southern Regional Education Board State Policies for Student Retention and Completion. *David Rankin, Texas A&M University - Commerce; Joyce A. Scott, Texas A&M University - Commerce; JoHyun Kim, Texas A&M University - Commerce*
- Innovations in Arizona's Accountability Policies and Frameworks for Alternative Schools. *Amy Schlessman, Rose Management Group*
- The Effect of School Reconstitution on Student Achievement in Texas. *Greg Cumpton, The University of Texas - Austin*

**36.088-12. Teachers and Accountability.** Division L - Educational Policy and Politics; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Erin Atwood, Texas Tech University*

Participants:

- Accountability and the Impact of Teacher Development on Student Outcomes and Progress: Evidence From China. *Sally M. Thomas, Bristol University; Wen-Jung Peng, University of Bristol; Jianzhong Li, National Institute of Education Sciences Beijing; Huisheng Tian, National Center for School Curriculum and Textbook Development, Ministry Of Education, Beijing*
- No Child Left Behind's Effects on Teachers' Perceptions, Satisfaction, and Career Intentions. *Carrie Lynne Scholz, American Institutes for Research*
- Teacher Individualism in the Era of Accountability. *Stephen E. Anderson, University of Toronto; Joelle Rodway Macri, University of Toronto - OISE*
- The Impacts of No Child Left Behind School Accountability on Teacher Turnover. *Min Sun, Virginia Polytechnic Institute and State University; Yincheng Ye, Virginia Polytechnic Institute and State University; Ryan Brock Mucheson, Virginia Polytechnic Institute and State University*

**36.088-13. Teachers, Unions, and School Reform in the News.** Division L - Educational Policy and Politics; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Rebecca A. Goldstein, Montclair State University*

Participants:

- Ex-Gym Teachers and Idiots: Journalists' Views of Data and Experts Affiliated With Teachers' Unions. *R. Holly Yettick, University of Colorado - Boulder*
- "In It for Themselves": The 2012 Chicago Teachers' Strike and Aftermath in the Mass Media. *Bradley J. Porfilio, Lewis University*
- Common Sense? Media Representations of Public Teachers and the Distortion of Common Perception. *Carmen Scalfaro, Miami University - Oxford*
- School Reform and Economic Crisis in Elite News Media: For and by the Elite. *Rebecca A. Goldstein, Montclair State University*

**36.088-14. Partnerships and Capacity Building for Out-of-School Time Programs.** SIG-Out-of-School Time; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Ryan Coughlan, Rutgers University*

Participants:

- Collaboration: Building After-School Programs' Capacity to Provide STEM Opportunities. *Brenda Britsch, EdLab Group*
- Creating a Citywide Network of Out-of-School Time Centers: An Evaluation of Philadelphia's 21st-Century Community Learning Centers. *Tracey Hartmann, Research for Action; Jian Gao, Research for Action; Brittan Leigh Hallar, Research for Action*
- Out-of-School Time University-School-Community Partnerships: Closing Literacy Achievement Gaps in Urban Settings. *Dena Michelle Reams, Olivet Nazarene University*

**36.088-15. Ethics, Justice, and Responsibility.** SIG-Qualitative Research; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Eric Archer, Northern Illinois University*

Participants:

- Ethically Volatile Spaces for Working With Adolescents in Intensive Forms of Research. *Mary F. Rice, The University of Kansas*
- Rethinking "the Field": The Politics of Entering, Leaving, and Doing Justice to Participants Through Fieldwork. *Z Nicolazzo, Miami University - Oxford*
- Truth-Telling, Risk, and Methodological Responsibility. *Aaron M. Kuntz, The University of Alabama*
- Writing the Subjects of Qualitative Research: Considering Ethics in Elite Interviewing. *Jessica Van Cleave, Mars Hill University; Sarah Bridges-Rhoads, Georgia State University*

**36.088-16. Impacts of School Choice.** SIG-School Choice Cosponsored with Division L - Educational Policy and Politics, SIG-Charter School Research and Evaluation; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Lori Ann Delale-O'Connor, Child Trends*

Participants:

- The Golden Ticket: Gentrification, Charter Schools, and a Parallel Public School System in Hoboken, New Jersey. *Molly V. Makris, Rutgers University - Newark*
- Participant and Competitive Effects of the Louisiana Student Scholarships for Educational Excellence Program: First-Year Impacts. *Anna J. Egalite, University of Arkansas; Patrick J. Wolf, University of Arkansas; Jonathan N Mills, University of Arkansas at Fayetteville; Jay Phillip Greene, University of Arkansas at Fayetteville*
- Exploring the Supply Side: Charter School Openings and Parent Satisfaction in New York City. *Andrew Saultz, Michigan State University; Daniel Thomas Fitzpatrick, Excellent Schools Detroit; Rebecca Jane Jacobsen, Michigan State University*

**36.088-17. Roundtable Papers. NAEP From the Student Perspective: Examinations of Test Performance Impacts.** SIG-NAEP Studies; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Dake Zhang, Rutgers University*

Participants:

- Exploratory Analysis of Gender Gaps in STEM Course-Taking, Performance, and Affective Disposition Using Data From the 2009 NAEP High School Transcript Study. *Brittany Carpenter Cunningham, American Institutes for Research; Kathleen Mulvaney Hoyer, University of Maryland - College Park; Dinah Sparks, Activate Research, Inc.*
- Hands-On Activities Affecting Test Performance Among Grade 4, 8, and

12 Students. *Man-Wai Chu, University of Alberta; Julieta Soledad Delos Santos, University of Alberta*

Theory of How Students Progress to Meaning Within NAEF. *Lihua Xu, University of Central Florida; Read M. Diket, William Carey University; Thomas Brewer, University of Central Florida*

**36.088-18. Measurement Invariance in Structural Equation Modeling.**

SIG-Structural Equation Modeling; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Min Liu, University of Hawaii - Manoa*

Participants:

Impact of the Number of Measurement Constraints on the Assessment of Between-Group Factor Mean Differences. *Yuning Xu, Arizona State University; Samuel B. Green, Arizona State University*

Investigating Goodness-of-Fit Indices to Detect Measurement Invariance in a Second-Order Factor Model. *Jam Khojasteh, Oklahoma State University - Tulsa; Wen-Juo Lo, University of Arkansas; Sean W. Mulvenon, University of Arkansas*

The Impact of Partial Factorial Invariance on Between-Group Comparisons of Latent Means for a Second-Order Factor. *Yixing Liu, Arizona State University; Marilyn S. Thompson*

**36.088-19. Cultural Considerations in the Educational Context.**

Division E - Counseling and Human Development; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Cynthia Hudley, University of California - Santa Barbara*

Participants:

Cultural Effects on Exploration Processes Among Israeli Arab and Jewish Emerging Adults. *Rachel Gali Cinamon, Tel Aviv University; Michal Gross Spector, Tel Aviv University; Yisrael Rich, Bar-Ilan University*

Navigating Both/And: Exploring the Complex Needs of Latina/o Adoptees. *Stephanie A. Flores-Koulish, Loyola University Maryland; Susan Branco Alvarado, Virginia Polytechnic Institute and State University*

One Size Does Not Fit All: The Importance of Measuring Individual Group Differences. *Shadi Roshandel, Dominican University of California; Cynthia Hudley, University of California - Santa Barbara*

The Emotional Control of Teachers' Conditional Regard: Comparing Chinese and U.S. College Students. *Myunghye Lee, University of Rochester; Sule Yilmaz, Warner School of Education at University of Rochester; Kenneth Leow; Martin Lynch, University of Rochester - Warner School*

**36.088-20. Current Trends in School Counseling.**

Division E - Counseling and Human Development; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Elizabeth A Mellin, The Pennsylvania State University*

Participants:

College Readiness for All: A Longitudinal Cohort Study of the Impact of a Comprehensive School Counseling Program. *Olcay Yavuz, New York University*

Middle School Counselors' Self-Efficacy Regarding Career Counseling. *Carrie B. Sanders, Winthrop University; Laura E. Welfare, Virginia Polytechnic Institute and State University; Steven M. Culver, Virginia Tech*

On-Site Counseling: Reaching At-Risk Students, "Just in Time". *Meghan Deyoe, University at Albany - SUNY; Dianna L. Newman, University at Albany - SUNY; Jessica M Lamendola, University at Albany - SUNY; Kathy A. Gullie, University at Albany - SUNY*

The Contribution of School Counselors' Level of Altruism to Their Degree of Burnout. *Dodie Limberg, Texas A&M University - Commerce; Edward Hamilton Robinson, University of Central Florida; Glenn Lambie, University of Central Florida; Jonathan Ohrt, University of North Texas; Paulina Flasch, University of Central Florida*

School Counselor Preparation Programs: Innovative Recommendations for Pragmatic Transformations to Serve English Learners. *Joan Lachance, University of North Carolina - Charlotte*

**36.088-21. Innovative Directions in Cultural Diversity.**

Division E - Counseling and Human Development; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Damara Paris, Lamar University*

Participants:

First Item Response Theory Analysis: A New Measure of Perceived Discrimination for Sexual-Minority Latinas. *David Little II, University*

*of Kentucky; Michael Toland, University of Kentucky; Alejandro Morales*

The Relationship Among Sense of Coherence, Coping Strategies, and Interpersonal Patterns: A Cross-Cultural Study. *Ming-Hui Li, Saint John's University*

Leading Practices on Workplace Disability Inclusion: An Analysis of Vocational and Career Development. *Fabio Dovigo, Universita Di Bergamo; Emanuela Zappella*

The Influence of Adolescence Gender Role Ideology on Dismissive Attitudes Toward Sexual Harassment. *Lisa De La Rue, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Daniel Berry, Harvard University*

Gender-Specific Models of Work-Bound Korean Adolescents' Perceived Social Supports and Career Adaptability on Job Satisfaction. *Hyojung Han, University of Georgia - Athens; Jay W. Rojewski, University of Georgia*

**36.088-22. Threats to Student Well-Being: Resources and Resilience.**

Division E - Counseling and Human Development; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Joel Meyers, Georgia State University*

Participants:

Their Words: African American Girls' Descriptions of Life in High-Risk Neighborhoods. *Ann C. Kruger, Georgia State University; Faith Zabeck, Georgia State University; Staeshe Collins, Georgia State University; Erin Harper, Georgia State University; Chela Hamilton, Georgia State University; Miriam Chiescu McGee; Catherine Perkins, Georgia State University; Joel Meyers, Georgia State University*

Psychological Well-Being in Development: Interdisciplinary Analysis of Race, Gender, and Socioeconomic Status. *Francis Patrick Ellis, University of Rochester; Hoang Pham, University of Rochester*

Risks and Resiliencies for Academic Achievement and Well-Being of Transgender Youth in Urban Middle Schools. *Negin Ghavami, University of California - Los Angeles*

How Many Teachers Does It Take to Support a Student? Examining Teacher Support and Student Well-Being. *Denise C. Pope, Stanford University; Jerusha Osberg Conner, Villanova University; Sarah B. Miles, Stanford University*

**36.088-23. Assessing Interprofessional Education and Work in the Health Care Professions.**

Division I - Education in the Professions; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Eunni Park, Johns Hopkins University*

Participants:

Assessing Interprofessional Education and Work: A Systematic Review. *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

Assessment of Common Competencies in Interprofessional Practice: The Assessment and Learning in Practice Settings Case Study. *Trudie Elizabeth Roberts, University of Leeds*

A Validation Study of a Comprehensive Framework for Assessing Interprofessional Education Outcomes. *Eunni Park, Johns Hopkins University; Patricia A. Thomas, Johns Hopkins University; Pamela R. Jeffries, Johns Hopkins University*

**36.088-24. Stress, Coping, and Resilience Roundtable.**

SIG-Stress and Coping in Education; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

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

Participants:

Online Social Interaction: The Influence of Locus of Control, Loneliness, and Subjective Well-Being on Undergraduate Students' Preference for Online Social Interaction in China. *Ying Hua Ye, Zhejiang University; Lin Lin, University of North Texas*

Resilience: Believing in Students and Their Strengths for Success in Schools. *Sara Truebridge, Education Consultant*

Mindfulness as a Path to Renewal. *JoAnne Fabian, Tuwila School District*

**36.088-25. A Is for Adult Social and Emotional Learning: Supporting Educator Practices.**

SIG-Social and Emotional Learning; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *David M. Osher, American Institutes for Research*



## Participants:

- Supporting Teachers' Development of Educational Practices That Attend to Both Students' Cognitive and Social-Emotional Needs. *Lorea Martinez, Universidad Autonoma de Barcelona*
- "Practice What You Preach": Connecting Teachers' Emotional Competence to Their Support of Children's Emotional Development. *Katherine M. Zinsser, University of Illinois at Chicago; Susanne Denham, George Mason University; Timothy W Curby, George Mason University*
- Teaching Role as a Predictor for Teachers' Beliefs About Social and Emotional Learning. *Nancy Norman, The University of British Columbia; Rebecca J. Collie, University of New South Wales*
- Principal and Teacher Collective Efficacy Beliefs and the Leading Together Professional Development Program. *Carol LC Paxton, University of Virginia; Micela Leis, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia*

<b>Division and SIG Posters</b>
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**36.089. Poster Session 5; Poster Session****36.089-1. New Research in Giftedness, Creativity, and Talent. SIG-**

Research on Giftedness, Creativity, and Talent; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

## Posters:

1. Academic Perfectionism: A Study of Korean Gifted Students. *Soohyun Yi, Purdue University; Marcia L. Gentry, Purdue University*
2. Barriers to Achievement Among Gifted Middle School Students From High- and Low-Income Families. *Jennifer Riedl Cross, College of William and Mary; Mihyeon Kim, Center for Gifted Education, College of William and Mary; Andrea Frazier, Columbus State University*
3. Finding Clues to the Stigma of Giftedness Through an Exploration of the Middle School Academic Crowd. *Jennifer Riedl Cross, College of William and Mary; Stephen Bugaj, Lock Haven University*
4. Lived Experiences of Parents of Gifted Students on the Spectrum: The Struggle to Find Appropriate Educational Experiences. *Lisa DeVita Rubenstein, Ball State University; Susan M. Wilczynski, Ball State University; Natalie Schelling, Ball State University; Elizabeth N. Hooks, Ball State University*
5. Patterns of Early Play Behaviors Between Gifted and Typical Children. *Hope Elisabeth Wilson, University of North Florida*

**36.089-2. Motivational Processes Related to Goals, Emotions, Interest, and Self-Regulation. Division C - Learning and Instruction; Poster Session**

Convention Center, 200 Level, Hall E; 12:25-1:55pm

## Posters:

6. The Relationship Between Classroom Goal Structures and Academic Emotions: Analysis of the Mediated Effect of Self-Determined Motivation. *Ying-Chuan Lai; Bing-Lin Cherng, National Cheng Kung University; Po-Han Wu, National Sun Yat-sen University*
7. What Kinds of Math Motivation Add Up to Language Achievement? *Christopher Stillwell, University of California - Irvine*
8. A Linear Mixed-Model Analysis of Adolescents' Math Interest. *Ying-Chuan Lai; Po-Han Wu, National Sun Yat-sen University; Bing-Lin Cherng, National Cheng Kung University*
9. Validation of a Motivational Regulation Scale for Korean Elementary, Middle, and High School Students. *Hye-Sook Park, Honam University*
10. Contributions of School Factors on Students' Engagement and Disengagement in Middle and High School. *Marcia H. Davis, Johns Hopkins University; Julie Ryals, Johns Hopkins University*
11. Effects of Surrogate Embodiment and Age on Learning and Motivation in Multi-User Virtual Environments. *Saadia A. Khan, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*
12. The Impact of Extrinsic Rewards on Intrinsic Motivation During a Competitive Drawing Activity. *Daniell DiFrancesca, North Carolina State University; John L. Nietfeld, North Carolina State University; Margareta Maria Thomson, North Carolina State University*
13. Academic Self-Regulation as a Motivational Mediator to Explain Secondary Students' Achievement. *Woogul Lee, Korea University; Sun Hee Back, Korea University; Sungjun Won, Korea University; Johnmarshall Reeve, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University, Department of Education*
14. Longitudinal Relations Among Students' Gender Role Beliefs, Task

- Values, and Motivations in Running Activities. *Xueying Hu, Texas A&M University - College Station; Ping Xiang, Texas A&M University*
15. Achievement Goals, Intrinsic/Extrinsic Motivation, and Help-Seeking Among Online Students: Comparing the 2 × 2 and 3 × 2 Models. *Yan Yang, The University of West Georgia; Li Cao, The University of West Georgia*
  16. Self-Determined Motivation in Hybrid Graduate Business Programs: Contrasting Online and On-Campus Students. *Nikolaus Theodor Butz, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Erin Sullivan Peterson, University of North Dakota; Melissa Margaret Majerus, University of North Dakota; Frederic Guay, Université Laval*
  17. Predicting Utility Value Beliefs and Cognitive Engagement From Instructor Involvement and Provision of Relevance. *Antonio P. Gutierrez, Georgia Southern University; Gwen C. Marchand, University of Nevada - Las Vegas; Nicholas Nardi, University of Nevada - Las Vegas*
  18. The Relationship Between Interest and Instructional Strategy. *Martina Nieswandt, University of Massachusetts - Amherst; Elizabeth McEaney, University of Massachusetts - Amherst; Renee H Affolter*
  19. Reciprocal Effects Between Self-Efficacy and Performance: Evidence From the Education Longitudinal Study of 2002. *Temi Bidjerano, Furman University*

**36.089-3. New Perspectives on English Language Learning. Division C - Learning and Instruction; Poster Session**

Convention Center, 200 Level, Hall E; 12:25-1:55pm

## Posters:

20. Composing Multilingual, Multimodal E-Books: A Study of the Digital Design Practices of Emerging Bilingual/Biliterate Pre-Kindergarteners. *Deborah Rowe, Vanderbilt University; Mary Ellen Miller, Vanderbilt University - Peabody College; Mark Barba Pacheco, Vanderbilt University*
21. Effects of Structure Strategy Instruction on Chinese Students Reading English Expository Texts. *Mengyi Li, The Pennsylvania State University - University Park; Bonnie J. F. Meyer, The Pennsylvania State University*
22. English Language Learners' Academic Vocabulary Knowledge. *Melissa Gallagher, George Mason University; Ana M. Taboada Barber, George Mason University; Jori S. Beck, George Mason University; Michelle M. Buehl, George Mason University*
23. Situated Phonics: Understanding Beginning to Read With Culturally and Linguistically Diverse First Graders. *Carolyn Strom, New York University*
24. The Role of Orthography in the Oral Vocabulary Learning of Chinese Children. *Hong Li, Beijing Normal University; Jie Zhang, Western Kentucky University; Yu Chen, Beijing Normal University; Xiaotong Ruan, Beijing Normal University; Qiong Dong, Beijing Normal University; Linnea C. Ehri, The Graduate Center - CUNY*
25. Understanding L2 Writing Skills. *Dolores Perin, Teachers College, Columbia University; Susan De La Paz, University of Maryland; Kelly Worland, University of Maryland; Megan Madigan Percy, University of Maryland*
26. Challenges to the Comprehension of Science Texts for English Language Learners and Fluent English-Speaking Students. *Sandy Chang, University of California - Los Angeles*

**36.089-4. Acting on Embodiment(s) Here and Now, Within This Very Poster Session. Division B - Curriculum Studies; Poster Session**

Convention Center, 200 Level, Hall E; 12:25-1:55pm

## Poster:

27. Acting on Embodiment(s) Here and Now, Within This Very Poster Session. *Wade Tillett, University of Wisconsin - Whitewater; Daniel T. Barney, Brigham Young University; Nadine M. Kalin, University of North Texas; TBD Participants*

**36.089-5. By Whose Standard? Phenomenological Case Study of History Teachers Balancing Their Curriculum Priorities With the Texas State Standards. Division B - Curriculum Studies; Poster Session**

Convention Center, 200 Level, Hall E; 12:25-1:55pm

## Poster:

28. By Whose Standard? Phenomenological Case Study of History Teachers Balancing Their Curriculum Priorities With the Texas State Standards. *Heather Scott Johnson, Lago Vista High School*

**36.089-6. Curriculum Approaches in the Soviet Union and the United States in the 1920s-1930s: A Comparative Analysis.** Division B - Curriculum Studies; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Poster:

29. Curriculum Approaches in the Soviet Union and the United States in the 1920s-1930s: A Comparative Analysis. *Serhiy Kovalchuk, OISE/University of Toronto*

**36.089-7. Using Research to Drive Curricula: A Case Study of "Rethinking the Region" and Approaches to Teaching in the Middle East and North Africa.** Division B - Curriculum Studies; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Poster:

30. Using Research to Drive Curricula: A Case Study of "Rethinking the Region" and Approaches to Teaching in the Middle East and North Africa. *Maria Hantzopoulos, Vassar College; Roozbeh Shirazi, University of Minnesota; Zeena Zakaria, University of Massachusetts - Boston; Ameena Ghaffar-Kucher, University of Pennsylvania*

**36.089-8. District Leaders' Framing of Educator Evaluation Policy.** SIG-Districts in Research and Reform; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Poster:

31. District Leaders' Framing of Educator Evaluation Policy. *Sarah L. Woulfin, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Richard Gonzales, University of Connecticut*

**36.089-9. Perceptions of Teacher Candidates From Traditional and Alternative Teacher Preparation Programs About Competencies Supported by Coursework and Clinical Experiences.** SIG-Professional Licensure and Certification; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Poster:

32. Perceptions of Teacher Candidates From Traditional and Alternative Teacher Preparation Programs About Competencies Supported by Coursework and Clinical Experiences. *Kimberly Mackai Hartnett-Edwards, University of Denver; Kathy E. Green, University of Denver; Kent Seidel, University of Denver; Pablo Antonio Olmos-Gallo, University of Denver*

**36.089-10. Second Language Program Development and Implementation.** SIG-Second Language Research; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

33. How Can Learners With German as a Second Language Be Promoted in Vocational Education and Training? *Nicole Kimmelman, University of Erlangen-Nürnberg*  
34. Language Training for Primary School Pupils With a Migration Background: Challenges of Implementation. *Raphaella Schätz, Ludwig-Maximilian-University of Munich; Heinz Mandl, University of Munich; Jan Hense, Ludwig-Maximilians-Universität München*

**36.089-11. Instructional Technology SIG Poster Session: Teacher Beliefs and Technology Integration.** SIG-Instructional Technology; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

35. Digital-Native Preservice Teachers' Technology Skills, Technology Beliefs, and Perceived Technology Barriers. *Ying Wang Shen, University of Northwestern - St. Paul; Thomas Brush, Indiana University*  
36. Technology Integration Practices of Highly Prepared and Equipped Teachers: A Secondary Analysis of Survey Data. *Doug Herrington, Armstrong Atlantic State University*  
37. The Perceived Influence of Principals on School-Wide Interactive Whiteboard Integration. *Shayla A. Guidry, St. Helena Parish Schools; Mindy L. Crain-Dorough, Southeastern Louisiana University; Michael D. Richardson, Southeastern Louisiana University*

**36.089-12. Engaging Technology in Science.** SIG-Science Teaching and Learning; Poster Session  
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

38. Blogs as a Platform for Reflection-Based Instruction: Developing Preservice Science Teachers' Nature of Science (NOS) Views. *Sinan Ozgelen, Mersin University; Hatice Sançar Tokmak, Mersin University; Lutfi Incikabi, Kastamonu Universitesi*  
39. Using Computer Simulation to Make Sense of Abstract Concepts in Scientific Argumentation. *Tugba Keser, Trakya University*

## Friday, 1:00 pm

### Professional Development Courses

**37.010. Advanced Analysis Using International Large Scale Assessment Databases (TIMSS, PIRLS and PISA).** Professional Development and Training Committee; Professional Development Course  
Marriott, Fifth Level, Grand Ballroom C; 1:00-5:00pm

Instructors: *Eugenio Gonzalez, ETS; Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*

**37.011. Improving Generalizations From Experiments: New Methods.** Professional Development and Training Committee; Professional Development Course  
Marriott, Fifth Level, Grand Ballroom E; 1:00-5:00pm

Instructors: *Elizabeth Tipton, Teachers College, Columbia University; Larry V. Hedges, Northwestern University*

**37.012. Using NAEP Data on the Web for Educational Policy Research.** Professional Development and Training Committee; Professional Development Course  
Marriott, Fifth Level, Grand Ballroom F; 1:00-5:00pm

Director: *Edward M. Kulick, ETS*  
Instructors: *Debra Kline, Educational Testing Service; Emmanuel Sikali, U.S. Department of Education*

**37.013. Writing an Application for an IES Grant: A Workshop.** Professional Development and Training Committee; Professional Development Course  
Marriott, Fifth Level, Grand Ballroom B; 1:00-5:00pm

Instructors: *Allen Ruby, Institute of Education Sciences; Meredith J. Larson, National Center for Education Research*

## Friday, 2:15 pm

### Governance Meetings and Events

**38.001. AERA Journal Publications Committee and Journal Editors: Closed Meeting.** AERA Governance; Governance Session  
Marriott, Fourth Level, Franklin 9&10; 2:15-3:45pm

Chair: *Gale M. Sinatra, University of Southern California*

**38.002. AERA SIG Executive Committee: Closed Meeting.** AERA Governance; Governance Session  
Marriott, Third Level, 305; 2:15-3:45pm

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

### Presidential Sessions

**38.010. A Proposed Revision to the Common Rule and the Protection of Human Subjects: Report on an NRC Consensus Panel.** AERA Presidential Session  
Cospponsored with AERA Ethics Committee  
Convention Center, 200 Level, 201C; 2:15-3:45pm

Chair: *Robert M. Hauser, National Research Council*  
NRC Participants: *Susan T. Fiske (Committee Chair), Princeton University; Felice J. Levine, American Educational Research Association; Celia B. Fisher, Fordham University*

**38.011. Beyond Journal Impact Factor: The Sociology of Science and the Evaluation of an Interdisciplinary Education Research Program at the National Science Foundation.** AERA Presidential Session  
Cosponsored with AERA Sessions

Convention Center, 200 Level, 201B; 2:15-3:45pm

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

Participants:

- Who Influences Whom? The Effects of Disciplinary Background and Affiliation on the Diffusion of Knowledge in the Research and Evaluation on Education in Science and Engineering Program. *Alan Porter, Georgia Institute of Technology; David Schoeneck, Search Technologies, Inc.; Gregg Solomon, National Science Foundation*
- Productivity, Impact, and Research Design in the Evaluation of Education Research at the National Science Foundation. *Carolina Milesi, NORC at the University of Chicago; Kevin L. Brown, NORC at the University of Chicago; Barbara Schneider, Michigan State University*
- The Science of Team Science: Project Personnel and the Development of Human and Social Capital in Multidisciplinary Research. *Sarah-Kay McDonald, National Science Foundation; Heena Lakhani, National Science Foundation*

Discussant: *John T. Bruer, James S. McDonnell Foundation*

**38.012. How Housing and Neighborhood Contexts Shape Children's Educational Outcomes.** AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 2:15-3:45pm

Chair: *William F. Tate, Washington University in St. Louis*

Participants:

- How Parents House Kids: The Impact of Residential Decisions on Children's Education. *Stefanie A. Deluca, Johns Hopkins University; Kathryn Edin, Harvard University; Eva Rosen, Harvard University*
- How Violence in the Community Makes Its Way Into the Schools. *Patrick T. Sharkey, New York University*
- The Impact of Neighborhood Disadvantage on Educational Outcomes: A Cohort Study of Chicago. *Robert J. Sampson, Harvard University; Ann Owens, University of Southern California*

Discussant: *Robert Halpern, Erikson Institute*

**38.013. Reframing Immigrants and Immigration: The Promise and Possibility.** AERA Presidential Session

Convention Center, 200 Level, 201A; 2:15-3:45pm

Chair: *Kris D. Gutiérrez, University of Colorado - Boulder*

Participants:

- A "Permanently Unfinished" Society: The Transformation of Immigrant America. *Ruben Rumbaut, University of California - Irvine*
- Mexican Americans and Intergenerational Progress. *Vilma Ortiz, University of California - Los Angeles*
- Learning From Newcomer Youth: Versions of Intelligence. *Lisa (Leigh) Patel, Boston College*
- The Transcultural Competencies of Immigrant Youth: Lessons for a Globalized Future. *Marjorie Faulstich Orellana, University of California - Los Angeles*

Discussant: *Guadalupe Valdés, Stanford University*

**38.014. The Politics and Research Around Principal Effectiveness and Principal Performance Evaluation.** AERA Presidential Session

Convention Center, 100 Level, 119A; 2:15-3:45pm

Chair: *Michelle D. Young, University Council for Educational Administration*

Participants:

- Current Practices and Policies: A Review of the States (and Setting the Stage). *Ellen B. Goldring, Vanderbilt University*
- School-Level Value-Added and Principal Effectiveness. *Jason A. Grissom, Vanderbilt University*
- Measuring Principal Performance Through the Relationship Between Principal Practice and Student Growth. *Andrew C. Porter, University of Pennsylvania*
- The Politics of Principal Evaluation. *Kevin Huffman*
- How Should Principals Be Evaluated? *Carol Johnson, Boston Public Schools*

**AERA Sessions**

**38.015. Communicating Academic Research to Mainstream Audiences.**

AERA Sessions; Invited Session

Convention Center, 200 Level, 202A; 2:15-3:45pm

Chair: *Marybeth Gasman, University of Pennsylvania*

Participant: *Scott Jaschik, Inside Higher Ed*

**Committee Sessions**

**38.016. Division I Fireside Chat. Getting Published: Ensure Your Work Makes an Impact.** Graduate Student Council Cosponsored with

Graduate Student Council, Division I - Education in the Professions; Invited Session

Convention Center, 100 Level, 112B; 2:15-3:45pm

Chair: *Angela Blood, The University of Illinois at Chicago*

Participants: *Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.; Janet Palmer Hafler, Yale University; Marcia Mentkowski, Alverno College; Anne Christine McKee, King's College London; Bridget Colleen O'Brien, University of California - San Francisco*

**38.017. Education Research Schools Respond to New Foundation**

**Activism.** Organization of Institutional Affiliates; Invited Session

Convention Center, 100 Level, 124; 2:15-3:45pm

Chair: *Walter G. Secada, University of Miami*

Speaker: *Sarah Reckhow, Michigan State University*

Discussants: *Kent McGuire, Southern Education Foundation, Inc.; Mary Kalantzis, University of Illinois at Urbana-Champaign; Harold G. Levine, University of California - Davis*

**38.018. Graduate Student Council Past Chair Fireside Chat: Navigating**

**the Academic Job Search.** Graduate Student Council Cosponsored

with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 2:15-3:45pm

Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*

Participants: *Erika C. Bullock, University of Memphis; Christopher Charlie Jett, The University of West Georgia; Jeane F. Copenhaver-Johnson, Ithaca College*

**International Organization Sessions**

**38.019. Barriers and Facilitators of Integrating Research in Higher**

**Education.** Netherlands Educational Research Association; Invited Session

Convention Center, 100 Level, 113B; 2:15-3:45pm

Chairs: *Martin Mulder, Wageningen University; Adrianna Kezar, University of Southern California*

Participants:

Lecturers' Discourse on Research: Stretching Disciplinary Boundaries.

*Didi M.E. Griffioen, VU University Amsterdam*

Asian and Western University Teachers' Beliefs About the Role of

Research in Teaching. *Yanjuan Hu, Leiden University; Roeland M. Van*

*der Rijst, Leiden University; Klaas Van Veen, University of Groningen;*

*Nico Verloop, Leiden University*

Understanding the Up, Back, and Forward Component in Master's Thesis

Supervision. *Renske de Kleijn, Utrecht University; Larika Bronkhorst,*

*Utrecht University; Paulien C. Meijer, Radboud University Nijmegen;*

*Albert Pilot, Utrecht University; Mieke Brekelmans, Utrecht University*

Student Perceptions of Research Activities in Early Medical Education.

*Mayke Vereijken, Leiden University; Roeland M. Van der Rijst, Leiden*

*University; Arnout Jan de Beaufort, Leiden University; Friedo Dekker,*

*Leiden University*

Discussant: *Ann E. Austin, Michigan State University*

**38.020. Moral Teaching and Learning and Cultural and Ethical Diversity.**

European Association for Research on Learning and Instruction; Invited Session

Convention Center, 100 Level, 103C; 2:15-3:45pm

Chair: *Wiel M. Veugelers, University of Amsterdam*

Participants:

Political Thinking and Morality in Different Cultures. *Fritz K. Oser,*

*University of Fribourg; Horst Biedermann, University of Flensburg*

The Interplay Between Individual and Social Aspects in Children's Beliefs About How to Resolve Contradictions. *Dimitris Pnevmatikos, University of Western Macedonia; Eirini Papadopoulou, University of Western Macedonia*

Measuring Finnish Teachers' Attitudes Toward Muslim Students and the Promotion of their Integration to Society. *Kirsi A. Tirri, University of Helsinki; Inkeri Rissanen, University of Helsinki*

Cultural Diversity, Valuing Differences, and Moral Development. *Wiel M. Feugeners, University of Amsterdam; Yvonne A.M. Leeman, Windesheim University*

Discussants: *Gavriel Salomon, University of Haifa; Karin Heinrichs, University Frankfurt am Main*

**38.021. Shaping Australian Teacher Education Research.** Australian Association for Research in Education; Invited Session  
Convention Center, 100 Level, 113C; 2:15-3:45pm

Chair: *Diane E. Mayer, Victoria University*

Participants:

Context and Content: The Impact of Diversity Indicators on Teaching and Teacher Education Across Australia. *Simone Jane White, Monash University; Bernadette Mary Walker-Gibbs, Deakin University; Jodie Kline, Deakin University; Leonie Rowan, Griffith University*

Storying Their Way Into, Through, and out of Teaching: Early-Career Teachers' Transition From Initial Teacher Education Into the Workforce. *Brenton Doecke, Deakin University; Alex Kostogriz, Deakin University; Pauline Ho; Andrea Colleen Allard, Deakin University*

The Graduate Teacher Workforce: Shaping Teaching Quality in Australia. *Diane E. Mayer, Victoria University; Mary Dixon, Deakin University; Jodie Kline, Deakin University; Julianne Moss, Deakin University; Michelle Ludecke, Deakin University*

Discussant: *Jo-Anne Reid, Charles Sturt University*

### Division Sessions

**38.022. Division B Vice Presidential Address.** Division B - Curriculum Studies; Invited Session  
Convention Center, 100 Level, 103B; 2:15-3:45pm

Participant: *Carl A. Grant, University of Wisconsin - Madison*

**38.023. Argumentation in Scientific Meaning-Making.** Division C - Learning and Instruction; Paper Session  
Marriott, Fourth Level, 414; 2:15-3:45pm

Participants:

Argumentation in Different Contexts: Investigating the Relationship Between Socioscientific and General Argumentation. *Patricia Heitmann, Humboldt University - Berlin; Martin Hecht, Humboldt University - Berlin; Stefan Schipolowski, Humboldt University; Julia Schwanewedel, IPN - Leibniz Institute for Science and Mathematics Education*

Effects of Scaffolding on the Quality of Elementary Students' Scientific Argumentation. *Angela Shelton, North Carolina State University; Eric N. Wiebe, North Carolina State University; Courtney Behrle, North Carolina State University; Lindsay Patterson, North Carolina State University; Allison Lamb, North Carolina State University*

Getting to Argumentation With English Learners: The Intersection of Academic Language and Science Inquiry Practices. *Cory A. Buxton, University of Georgia - Athens; Martha A. Alexsaht-Snyder, University of Georgia; Youn-Jeng Choi, University of Georgia; Jeremy Edge, University of Georgia - Athens; Susan Harper, University of Georgia - Athens; Rouhollah Aghasaleh, University of Georgia - Athens; Shakhnoza Kayumova, University of Georgia - Athens*

Organizing a Culture of Argumentation in Science Classrooms. *William A. Sandoval, University of California - Los Angeles; Noel D. Enyedy, University of California - Los Angeles; Elizabeth Horst Redman, University of California - Los Angeles; Sihan Xiao, University of California - Los Angeles; Suna Ryu, University of California - Berkeley*

Discussant: *Muhsin Menekse, University of Pittsburgh*

**38.024. Expanding Pedagogical Understandings of Literary Reasoning and Argumentation in Middle and High Schools: Project READI.** Division C - Learning and Instruction; Symposium  
Marriott, Fourth Level, Franklin 12; 2:15-3:45pm

Chair: *Susan R. Goldman, University of Illinois at Chicago*

Participants:

Literary Reasoning and Argumentation: Reconceptualizing Pedagogical Implications of the Domain. *Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Sarah Levine, Northwestern University; Teresa Sosa, University of Illinois at Chicago; MariAnne George, University of Illinois at Chicago; Joe Magliano, Northern Illinois University; Stephen W Briner, University of Illinois at Chicago; Rick Coppola, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago*

Making Interpretation Visible With an Affect-Based Strategy. *Sarah Levine, Northwestern University*

Classroom Discussions and Influence on Student Literary Reasoning. *Teresa Sosa, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*

A Rubric-Based Approach for Analyzing Dimensions of Literary Reasoning. *Stephen W Briner, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Sarah Levine, Northwestern University; Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Joe Magliano, Northern Illinois University*

Development of the READI Literature Epistemology Scale. *Mariya Yuhymenko, University of Illinois at Chicago; Stephen W Briner, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Sarah Levine, Northwestern University; Joe Magliano, Northern Illinois University; Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago*

Discussant: *Peter Smagorinsky, University of Georgia*

**38.025. Mathematical Cognition: Strategies, Working Memory, and Representations.** Division C - Learning and Instruction; Paper Session  
Marriott, Fourth Level, 413; 2:15-3:45pm

Chair: *Briana L. Chang, Temple University*

Participants:

Mobile Movement Mathematics: Exploring the Gestures Students Make While Explaining FrActions. *Michael I. Swart, Teachers College, Columbia University; Benjamin Paul Friedman, Teachers College, Columbia University; Jonathan Michael Vitale, University of California - Berkeley; Sorachai Kornkaset, Columbia University; Sue Hollenberg, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University; Sandra Sheppard, WNET-Thirteen: Cyberchase; Frances Nankin, WNET-Thirteen: Cyberchase; John B. Black, Teachers College, Columbia University*

Strategic Developmental Levels in Multiplication: Patterns of Students' Strategy Choices. *Dake Zhang, Rutgers University; Yi Ding, Fordham University; Soo Youn Lee, Rutgers University*

Strategies for Coordinating Multiple Mathematical Representations: Integration of Eye-Tracking and Think-Aloud Data. *Briana L. Chang, Temple University; Theodore W. Wills, Temple University; Jennifer G. Cromley, Temple University; Thomas Shipley, Temple University; Julie L. Booth, Temple University; Waldemar Stepnowski, School District of Philadelphia; Nhi Tran, Temple University; Michael Madeja, Temple University*

The Role of Feedback Type and Working Memory Capacity During Problem Solving. *Emily Ruth Fyfe, Vanderbilt University; Marci S. DeCaro, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University*

The Roles of Working Memory and Problem Difficulty in Multiplication in Elementary Students. *Yi Ding, Fordham University; Ru-de Liu, Beijing Normal University; Bing-Cheng Gao; Dake Zhang, Rutgers University*

Discussant: *Melissa C. Gilbert, Santa Clara University*

**38.026. Scaling Up Social Psychological Interventions to Address Achievement Gaps in Education.** Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium  
Convention Center, 100 Level, 113A; 2:15-3:45pm

Chairs: *Judith Harackiewicz, University of Wisconsin; Geoffrey D. Borman, University of Wisconsin - Madison*

Participants:

Challenges for Scaling Up Student Motivation Interventions in Education: Fidelity and Individual Differences. *Chris S. Hulleman, University of Virginia*

Scaling Up a Self-Affirmation Intervention in Saint Paul. *Geoffrey D. Borman, University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison; Dominique Bradley, University of Wisconsin - Madison*

Closing Achievement Gaps in Undergraduate Biology and Chemistry Courses With Value Interventions. *Judith Harackiewicz, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Yoi Tibbetts, University of Wisconsin; Janet S. Hyde, University of Wisconsin - Madison*

Scaling Social-Psychological Interventions: Three Approaches. *Gregory Mariotti Walton, Stanford University; Christine Logel, University of Waterloo; David Paunesku, Stanford University; David Scott Yeager, Stanford University; Carissa Romero, Stanford University; Ezgi Akcinar, Stanford University; Shannon Brady, Stanford University; Peach Jennifer, Stanford University; April House, Stanford University; Steven Spencer, University of Waterloo; Geoffrey L. Cohen, Stanford University; Carol Dweck, Stanford University*

Discussant: *Carol L. O'Donnell, U.S. Department of Education*

### 38.027. The Influences of the Reader, Text, and Task on Learning.

Division C - Learning and Instruction; Paper Session  
Marriott, Fourth Level, Franklin 5; 2:15-3:45pm

Chair: *Joseph Jay Williams, Stanford University*

Participants:

Exploring Computerized Text Analysis to Predict the Validity of Students' Proof Construction. *Elizabeth L. Pier, University of Wisconsin - Madison; Candace A. Walkington, Southern Methodist University; Virginia E. Clinton, University of Wisconsin - Madison; Rebecca Boncoddio, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison*

The Challenge-Skill Balance During a Reading Task: Comparing the Influences of Perceived Versus Actual Skill. *Sara M. Fulmer, SUNY - College at Oneonta; Maria Tulis, University of Augsburg*

Refutational Texts Help Learners to Correct Misconceptions in Which They Had High Confidence. *Mariette H Van Loon, Maastricht University; John Dunlosky, Kent State University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University; Anique De Bruin, Erasmus University*

Do Titles Matter? Effects of Text Titles on Motivation, Text Engagement, and Text Comprehension. *Marie Lippmann, Dresden University of Technology; Neil H. Schwartz, California State University - Chico; Susanne Narciss, Technical University of Dresden; Neil Jacobson, California State University - Chico*

Discussant: *Marc Stadler, University of Münster*

### 38.028. Comparison of 67 Countries in Achievement and Noncognitive Factors: Highlights of PISA (Programme for International Student Assessment) 2012.

Division D - Measurement and Research  
Methodology; Symposium  
Convention Center, 100 Level, 117; 2:15-3:45pm

Chair: *Patrick Charles Kyllonen*

Participants:

Overview of PISA (Programme for International Student Assessment) 2012 Highlights. *Raymond J. Adams, Australian Council for Educational Research*

Socioeconomic Profiles in PISA (Programme for International Student Assessment). *Pablo Zoido, Organisation for Economic Co-operation and Development; Jonas Bertling, Educational Testing Service*

Innovative Assessments of Student Attitudes and Beliefs in PISA (Programme for International Student Assessment) 2012: Validity Evidence for an Alternative Scoring Approach for Likert-Type Items Based on Anchoring Vignettes. *Jonas Bertling, Educational Testing Service; Patrick Charles Kyllonen*

Opportunity to Learn: Measuring Concept and Item-Type Familiarity With Signal Detection Theory. *Patrick Charles Kyllonen; Jonas Bertling, Educational Testing Service*

Mathematics Teaching and Learning: An International Perspective. *Susanne Kuger, German Institute for International Educational Research; Eckhard J. Klieme, German Institute for International Educational Research*

Discussant: *Jack Buckley, College Board*

### 38.029. Handling Methodological Issues in the Analysis of Single-Subject Experimental Design Data.

Division D - Measurement and Research

Methodology; Structured Poster Session  
Convention Center, 100 Level, 121C; 2:15-3:45pm

Chair: *Mariola Moeyaert, Katholieke Universiteit Leuven*

Participants:

1. Comparing Hierarchical Linear Models and Randomization Tests in the Analysis of Multiple Baseline Data. *Mieke Heyvaert, Katholieke Universiteit Leuven; Mariola Moeyaert, Katholieke Universiteit Leuven; Maaik Ugille, K.U. Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*
2. Five Methods of Analyzing Partial Interval Recording Data. *James Eric Pustejovsky, The University of Texas - Austin; Daniel Swan, The University of Texas*
3. Investigation of Application of Nonoverlap of All Pairs, Tau-U, and Tau-U in the Analysis and Synthesis of Single Cases. *Austin Madison Mulloy, The Pennsylvania State University - University Park*
4. A Comparison of Bayesian and Restricted Maximum Likelihood Approaches 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*
5. Handling Count Data Outcome Trajectories in Multiple-Baseline Design Studies. *Susan Natasha Beretvas, The University of Texas - Austin; Yi-Chu, The University of Texas - Austin*
6. The Robustness of Multilevel Models in Single Cases: Nonnormal Errors and Misspecification of Error Covariance Structure. *Merlande Petit-Bois, University of South Florida; Eun Kyeng Baek, University of South Florida; Diep Thi Nguyen, University of South Florida; John M. Ferron, University of South Florida*
7. Residual Distributions at Level 1 and Level 2 in Multilevel Modeling Using Multiple Baseline Data. *Jennie L. Farmer, Clemson University; Corina M. Owens, Professional Testing, Inc.*
8. Bayesian Estimation of the Autocorrelation in Single-Case Designs. *David M. Rindskopf, The Graduate Center - CUNY*
9. Multilevel Meta-Analysis of Alternating Treatment Design Studies: A Monte Carlo Simulation Study. *Mariola Moeyaert, Katholieke Universiteit Leuven; Rommel Lazo Bunuan, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*
10. Combining Several Types of Single-Case Experimental Designs Using a Three-Level Meta-Analysis. *Mariola Moeyaert, Katholieke Universiteit Leuven; Maaik Ugille, K.U. Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven*
11. Characteristics of the Baseline Phase in Single-Case Designs. *Maaik Ugille, K.U. Leuven; Mariola Moeyaert, Katholieke Universiteit Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven*
12. Review of Functional Forms in Intervention Phases of Multiple-Baseline Designs. *Rommel Lazo Bunuan, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*

Discussant: *Daniel Montagne Maggin, Vanderbilt University*

### 38.030. The Robert L. Linn Distinguished Address. Proficiency in Science: Assessment Challenges and Opportunities.

Division D - Measurement and Research  
Methodology; Invited Session  
Marriott, Fifth Level, Grand Ballroom G; 2:15-3:45pm

Chair: *Edward H. Haertel, Stanford University*

Speaker: *James W. Pellegrino, University of Illinois at Chicago*

Discussants: *Richard A. Duschl, The Pennsylvania State University; Finbarr C. Sloane, National Science Foundation*

### 38.031. A New Look at Technology in Counseling and Human Development Research.

Division E - Counseling and Human  
Development; Paper Session  
Convention Center, 100 Level, 105A; 2:15-3:45pm

Chair: *Brendesha M. Tynes, University of Southern California*

Participants:

- An Online Mirror? Facebook Use, Body Image, and Attitudes Toward Appearance in University Women. *Amanda Kay Slattery-Brown, Villanova University*
- Predicting Factors on Internet Addiction Among Korean Adolescents. *Katie Kwon Koo, University of Maryland - College Park*
- Possible Common Correlates Between Bullying and Cyberbullying in Youth. *Nafsika Antoniadou, Democritus University of Thrace; Constantinos M. Kokkinos, Democritus University of Thrace*
- Advancing Awareness With Avatars: Using Virtual Characters to Combat

Bullying in Schools. *Carol A. Dahir, New York Institute of Technology; Youjeong Kim, New York Institute of Technology; Kate E. O'Hara, New York Institute of Technology*

The Effects of Playing Digital Games on the Physical and Cognitive Health of Older Adults: A Meta-Analytic Review. *Fan Zhang, Simon Fraser University; David M. Kaufman, Simon Fraser University*

### 38.032. Student Identity: Relations to Educational Persistence and STEM.

Division E - Counseling and Human Development; Paper Session  
Convention Center, 100 Level, 109A; 2:15-3:45pm

Chair: *Michael J. Nakkula, University of Pennsylvania*

Participants:

Developing Conceptions of Self as a Student: Toward a Relational Model. *Gina M. Arnone, University of Pennsylvania; Laura Carolyn Murray, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania*

Gender Differences in STEM Occupational Intent of Entering High School Students: The Role of Self-Efficacy. *Laura Burns Fritch, Research Triangle Institute; Randolph Adrian Ottem, Research Triangle Institute; Jill Dever, Research Triangle Institute*

Keeping Urban Latino Youth in School: Factors Related to School Persistence in Students at Risk for School Dropout. *Elizabeth Vera, Loyola University Chicago; Megan Polanin, Loyola University Chicago; Joshua R. Polanin, Vanderbilt University - Peabody College*

Understanding Latina Adolescents' Science Identity Development: A Qualitative Study of Socialization Practices. *Karen Moran Jackson, The University of Texas - Austin; Marie-Anne Suizzo, The University of Texas - Austin*

Should I Stay or Should I Go Now? Where Latino Students Attend College and Who Helps Them Get There. *Chenoa S. Woods, University of California - Irvine*

### 38.033. Complicating the Status Quo: Histories of Educational Activism.

Division F - History and Historiography; Paper Session  
Convention Center, 100 Level, 108B; 2:15-3:45pm

Chair: *Christopher M. Span, University of Illinois at Urbana-Champaign*

Participants:

"The Project Is Socially Desirable": Expanding the Discourse on Mexican Schools Beyond the American Southwest, 1929-1946. *Gonzalo Guzman, University of Washington*

On Parallel Paths: The Mexican American and African American Campaigns Against School Segregation. *Jeanne M. Powers, Arizona State University*

Prudence and Intransigence: Archbishop Joseph Rummel and the Prelude to Catholic Education Integration in Louisiana. *R. Eric Platt, University of Southern Mississippi*

The History and Contribution of the New North Florida Cooperative Association to School Food Policy. *Natalie Marie Khoury Ridgewell, University of Florida*

Discussant: *Mario Rios Perez, Syracuse University*

### 38.034. Critical Perspectives in Curriculum Development. Division F -

History and Historiography; Paper Session  
Marriott, Fourth Level, 409; 2:15-3:45pm

Chair: *Blythe F. Hinitz, The College of New Jersey*

Participants:

Belligerent Citizenship and World War II: An Analysis of the Providence Public Schools' Preinduction Course in Social Studies. *Whitney G. Blankenship, Rhode Island College*

Cooperative Educational Experimentation in the Jim Crow South: A Comparative Historical Analysis. *William G. Wraga, University of Georgia*

The Mathematics Education of African Americans, 1866-1954. *Nicole Michelle Russell, University of Denver; Donna Jordan-Taylor, University of Washington*

Negotiating the Identity of Place: Language Policy and Internal Colonization in Cajun French Louisiana. *Jenna Michelle LaChenaye, Louisiana State University - Baton Rouge*

Discussant: *Donald Warren, Indiana University*

### 38.035. Reporting the Results of Reading Interventions. Division H -

Research, Evaluation and Assessment in Schools; Paper Session  
Convention Center, 100 Level, 116; 2:15-3:45pm

Chair: *E. Gail Flanagan, Ph.D., Norfolk Public Schools*

Participants:

Longitudinal Analysis of the Effect of Summer Reading on Mitigating Learning Loss. *Tammiee S. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Mihaela Ene, University of South Carolina; Elizabeth Leighton, University of South Carolina; Heather B. Grohn, University of South Carolina; Sally Huguley; Genine Lorraine Blue, University of South Carolina - Columbia; Becca Doswell, South Carolina Department of Education; Briana Crotwell Timmerman, University of South Carolina*

Supporting the Summer Reading of Urban Youth: An Evaluation of the Baltimore SummerREADS Program. *Marc L. Stein, Johns Hopkins University; Bonnie Legro*

The Impact of Collaborative Strategic Reading Over Time. *Pamela R. Buckley, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder*

What Does It Take to Curb Summer Learning Loss Among Elementary School Children? *Barbara Condliffe, John Hopkins University*

Discussant: *E. Gail Flanagan, Ph.D., Norfolk Public Schools*

### 38.036. Disrupting Dominant Narratives: Elevating the Voices and Stories of Marginalized Students. Division J - Postsecondary Education;

Paper Session

Marriott, Fourth Level, Franklin 7; 2:15-3:45pm

Chair: *Lynette L. Danley, Governors State University*

Participants:

Turning Up the Volume: Amplifying Contrapuntal Voices of Diversity on a University Campus Using Storytelling and iPods. *Martha J. Strickland, The Pennsylvania State University - Harrisburg; Raeshell L. Foster, The Pennsylvania State University - Harrisburg; Shivaani Aruna Selvaraj, The Pennsylvania State University - Harrisburg*

Black/Lat Fems, Robes, and Tams: A Critical Narrative of Black and Latina Women in Academe. *Tamara Bertrand Jones, Florida State University; Shawna M. Patterson, University of Pennsylvania; Estee Hernandez, The Florida State University*

Who Can Talk? Risky Conversations and Self-Disclosure in the Classroom Among Non-White and LGBT Graduate Students. *Rick C. Jakeman, The George Washington University; Susan Swayze, The George Washington University; Wendy Hockersmith, The George Washington University*

Culture Counts: Black Doctoral Student Perspectives on Their Persistence in a Research-Intensive College of Education. *Melanie M. Acosta, University of Florida; Shaunté Duggins, University of Florida; Thomas E Moore*

Discussant: *Dorian L. McCoy, Louisiana State University*

### 38.037. Economic and Financial Factors in College Access and Persistence: The Good, Bad, and Terrible? Division J -

Postsecondary Education; Paper Session

Marriott, Fourth Level, 407; 2:15-3:45pm

Chair: *Matthew Newman Gaertner, Pearson*

Participants:

Arizona Uncertainty: How One Need-Based Aid Program's Restrictive Entry Requirements Undermine Diversity and College Access. *Dee Hill Zaganelli, The University of Arizona; Nolan L. Cabrera, The University of Arizona; Jeffrey F. Milem, The University of Arizona*

Bad for the Gander: Effects of Local Economics on College Access and Choice. *Andrew Koricich, Texas Tech University*

Do Parents Know What They Don't Know? Racial and Ethnic Differences in Tuition Cost Estimates. *Debbie M Warnock, University of Louisville*

Making Sense of Loan Aversion: Evidence From Wisconsin. *Sara Goldrick-Rab, University of Wisconsin - Madison; Robert Kelchen, Seton Hall University*

Discussant: *Rong Chen, Seton Hall University*

### 38.038. Equity Research and Policy Implications in Athletics and Higher Education: A Joint Session Hosted by Division J and the Research Focus on Education and Sport SIG. Division J - Postsecondary

Education Cosponsored with SIG-Research Focus on Education and Sport; Invited Session

Marriott, Fifth Level, Grand Ballroom J; 2:15-3:45pm

Chair: *Derek M. Van Rhee, University of California - Berkeley*

Presenters: *Estela M. Bensimon, University of Southern California; Deborah Brake; Ellen Staurowsky, Drexel University; Tina Sloan Green, Black*

*Women in Sport Foundation*

Discussant: *Jennifer L. Hoffman, University of Washington*

**38.039. Factors Influencing Female Participation in STEM Fields: New Insights From Longitudinal Data.** Division J - Postsecondary Education; Symposium  
Convention Center, 100 Level, 108A; 2:15-3:45pm

Chair: *Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign*

Participants:

Gender Segregation Across the Sciences. *Jacquelynne Eccles, University of California - Irvine; Ming-Te Wang, University of Pittsburgh; Yi-Miau Tsai, University of Michigan - Ann Arbor; Meeta Banerjee, Michigan State University*

Gender Equity in College Majors: Looking Beyond the STEM/non-STEM Dichotomy for Answers Regarding Female Participation. *Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign; Colleen M. Ganley, Florida State University; Casey E. George-Jackson, University of Illinois at Urbana-Champaign; Martha Makowski, University of Illinois at Urbana-Champaign*

Staying the Course in STEM: How Academic Achievement and Social Inclusion Shape Persistence by Gender and Race/Ethnicity. *Catherine C. Riegle-Crumb, The University of Texas; Barbara Anne King, Florida International University; Karisma Morton, The University of Texas*

Discussant: *Sarah Theule Lubienski, University of Illinois at Urbana-Champaign*

**38.040. International Perspectives on Critical Race Theory in Higher Education.** Division J - Postsecondary Education Cosponsored with SIG-International Studies, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Invited Session  
Marriott, Fifth Level, Grand Ballroom K; 2:15-3:45pm

Chair: *Sharon Stein, University of British Columbia*

Presenters: *Nolan L. Cabrera, The University of Arizona; Shaun R. Harper, University of Pennsylvania; Jenny J. Lee, The University of Arizona; Nicola Rollock, University of Birmingham*

**38.041. Rethinking the Relationship Between Institutional Strategy and Quality.** Division J - Postsecondary Education; Paper Session  
Marriott, Fourth Level, 408; 2:15-3:45pm

Chair: *Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway*

Participants:

Building Commitment to and Capacity for Evidence-Based Program Improvement in Higher Education: Teacher Education as an "Instrumental" Case. *Charles A. Peck, University of Washington; Morva McDonald, University of Washington; Susannah Davis, University of Washington - Seattle*

Organizational Structures Associated With Community College Student Success: Results From a National Survey. *Mary Ziskin, Indiana University; Eunkyong Park, Indiana University; Don Hossler, Indiana University; Vasti Torres, University of South Florida; Desiree Danielle Zerquera, Indiana University - Bloomington*

Quality Assurance and Quality Enhancement in Higher Education: The "Standard Model" in Comparative Perspective. *Ji Zhou, University of Southern California*

What Do Rankings Measure? The U.S. News Rankings and Student Experience at Liberal Arts Colleges. *Jeongeun Kim, University of Michigan; Woo-jeong Shim, University of Michigan - Ann Arbor*

Discussant: *Christopher C. Morpew, University of Iowa*

**38.042. Complicating Content: Moving Beyond Traditional Approaches to Teaching Children.** Division K - Teaching and Teacher Education; Paper Session  
Marriott, Fourth Level, 404; 2:15-3:45pm

Chair: *Yeping Li, Texas A&M University*

Participants:

A Tug-of-War of Teaching Tensions: Making Sense of Alignment Issues in the Influences on Teaching Mathematics. *Jennifer L. Ruef, Stanford University*

Innovating Language and Vocabulary Instruction for Science Classrooms: The Power of Pedagogical Content Knowledge. *H. Emily Hayden, University at Buffalo - SUNY; Michelle Eades Baird, University at Buffalo - SUNY*

Investigating High School Chemistry Teachers' Assessment Literacy in

Theory and Practice. *Kemal Izci, University of Missouri; Marcelle Siegel, University of Missouri*

Science Teacher or Elementary Teacher? A Journey Toward Identity Growth. *Martina Nieswandt, University of Massachusetts - Amherst; Joy Kubarek-Sandor, Shedd Aquarium*

Studying the Influence of an Innovative Credential Program on the Preparation of Secondary STEM Teachers. *Elizabeth A. van Es, University of California - Irvine; Judith H. Sandholtz, University of California - Irvine; Lauren M. Shea, University of California - Irvine*

Discussant: *David E. Long, George Mason University*

**38.043. Counterhegemonic Activism in an Age of Hyperaccountability and Neoliberalism.** Division K - Teaching and Teacher Education; Invited Session  
Marriott, Fourth Level, Franklin 3; 2:15-3:45pm

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

Presenters: *Emily Greytak, GLSEN:Gay, Lesbian & Straight Education Network; Celia J. Oyler, Teachers College, Columbia University; Ellen Somekawa, Asian Americans United*

**38.044. Helping Teachers to Help English Learners: Initial Findings From Three Studies of Sustained Professional Development for Teachers.** Division K - Teaching and Teacher Education; Symposium  
Convention Center, 100 Level, 120C; 2:15-3:45pm

Chair: *Karen M. Douglas, No affiliation*

Participants:

From Professional Development to Responsive Teaching for English Language Learners. *Pedro R. Portes, University of Georgia*

Who Has Time? Challenges to Implementing a Multicomponent Instructional Model for English Language Learners. *Theresa Deussen, Education Northwest; Kari Nelsestuen, Education Northwest; Elizabeth Autio, Education Northwest*

Developing Effective Genre-Based Literacy Practices With English Language Learner Teachers Through Sustained Professional Development. *Eric Haas, WestEd*

Discussant: *Annemarie S. Palincsar, University of Michigan*

**38.045. Research on Teacher Preparation: Charting the Landscape of a Sprawling Field.** Division K - Teaching and Teacher Education; Invited Session  
Convention Center, 100 Level, 103A; 2:15-3:45pm

Chair: *A. Lin Goodwin, Teachers College, Columbia University*

Presenters: *Marilyn Cochran-Smith, Boston College; Ana Maria Villegas, Montclair State University; Laura Carolina Chavez-Moreno, University of Wisconsin - Madison; Tammy Mills, Montclair State University; Rebecca H. Stern, Boston College; Linda Whalen Abrams, Montclair State University*

Discussant: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

**38.046. Teacher Quality, Teaching Quality, and Student Outcomes in Mathematics: Putting the Puzzle Together.** Division K - Teaching and Teacher Education; Symposium  
Convention Center, 200 Level, 203B; 2:15-3:45pm

Chair: *Heather C. Hill, Harvard University*

Participants:

Teacher Knowledge and Student Learning: Bringing Together Two Different Conceptualizations of Teacher Knowledge. *Charalambos Y. Charalambous, University of Cyprus; Heather C. Hill, Harvard University; Daniel McGinn, Harvard University*

Explaining Teacher Effects: Results From the National Center on Teacher Effectiveness Main Study. *Heather C. Hill, Harvard University; Douglas Staiger, Dartmouth College; Mark Chin, Harvard University; Andrew Bacher-Hicks, Harvard University*

Predictors of Teachers' Instructional Practices. *David Blazar, Harvard University; Claire Gogolen, Harvard University; Heather C. Hill, Harvard University; Andrea Humez, Boston College; Kathleen Lynch, Harvard University*

The Meaning of "High" and "Low" Value-Added Teaching: Observing Differences in Instructional Quality Across Districts. *David Blazar, Harvard University; Erica Litke, Harvard University; Johanna Barmore, Harvard University*

Discussants: *Bridget Kathleen Hamre, University of Virginia; John Papay, Brown University*

**38.047. Understanding Variation in Teacher Education Programs:**

**Features That Impact Teacher Learning.** Division K - Teaching and Teacher Education; Symposium  
Convention Center, 100 Level, 114; 2:15-3:45pm

Chair: *Jennie A. Whitcomb, University of Colorado - Boulder*

Participants:

Examining Opportunities to Learn in Practice: A Study of Teacher Education in Eight Countries. *Karen M. Hammerness, Bard College; Kirsti Klette, University of Oslo*

An Exploration of Novice Teachers' Core Competencies: Impacts on Student Achievement and Effectiveness of Preparation. *Kent Seidel, University of Denver; Jennie A. Whitcomb, University of Colorado - Boulder*

Variation in Teacher Education Opportunities to Learn and Mathematics Knowledge for Teaching. *Maria Teresa Tatto, Michigan State University*

Discussants: *Pamela L. Grossman, Stanford University; Gerald K. LeTendre, The Pennsylvania State University*

**38.048. Varying Perspectives on the Development of Preservice Teachers Through Field Experience.**

Division K - Teaching and Teacher Education; Paper Session  
Convention Center, 100 Level, 120B; 2:15-3:45pm

Chair: *Joy Marie Bechtold-Moss, University of Houston - Clear Lake*

Participants:

Learning to Collaborate: Preservice Teachers' Perspectives on Partnered Field Experiences. *Louise S. Ammentorp, The College of New Jersey; Lauren P. Madden, The College of New Jersey*

Learning to Notice Practice: Valuing Partner Teacher Knowledge in a Mediated Field Experience. *Sara Sunshine Campbell, The Evergreen State College*

Teacher Candidates' Engaging With Families During an Early Field Experience. *Julie Lee Rosenthal, William Paterson University; Mary Lebron, P.S. 11, Passaic Public Schools; Maika Bonafe, P.S. 11, Passaic Public Schools*

"They Were Speaking a Different Language": The Field Experience Influence on Preservice Teachers' Assessment Literacy. *J. Spencer Clark, Utah State University*

Discussant: *Joan L. Whipp, Marquette University*

**38.049. Developing a Profile of Teachers of Marginalized Children in Developing Countries: Results of a Cross-National Mixed-Methods Study.**

Division L - Educational Policy and Politics; Symposium  
Convention Center, 100 Level, 102B; 2:15-3:45pm

Chair: *Thomas F. Luschei, Claremont Graduate University*

Participants:

Conceptual Framework and Review of the Literature. *Amita Chudgar, Michigan State University; Thomas F. Luschei, Claremont Graduate University; Rebecca Devereaux*

Building a Profile of the Teachers of Marginalized Children Through a Quantitative Analysis of Asia, Latin America, and Sub-Saharan Africa. *Madhur Chandra, Michigan State University; Benjamin Creed, Michigan State University; Loris Fagioli, Claremont Graduate University*

Understanding Context Through Country Case Studies. *Thomas F. Luschei, Claremont Graduate University; Amita Chudgar, Michigan State University; Giselle Emilia Navarro, Claremont University - Claremont Graduate University; James Pippin, Michigan State University*

Discussant: *Motoko Akiba, Florida State University*

**38.050. Educational Policy Makers and Researchers Schooling Each Other: Building Research Partnerships Between Researchers and School Districts.**

Division L - Educational Policy and Politics; Invited Session  
Convention Center, 100 Level, 115A; 2:15-3:45pm

Participants: *Scott Thompson, District of Columbia Public Schools; Thomas Dee, Stanford University; James H. Wyckoff, University of Virginia*

Discussant: *John Q. Easton, Institute of Education Sciences*

Marriott, Fourth Level, 405; 2:15-3:45pm

Chair: *Nancy H. Hornberger, University of Pennsylvania*

Participants:

Emergent Bilingual Youth in the United States. *Kate Menken, City University of New York*

Latecomers in the ESL Classroom. *Elaine Cristina Allard, Swarthmore College*

Immigrant Youths' Repertoires of Practice in the Transcultural Mainstream. *Christine Brigid Malsbary, University of Hawaii*

Challenging Deficit Perspectives of "Long-Term English Language Learners". *Nelson Flores, University of Pennsylvania; Tatyana Kleyn, City College of New York - CUNY*

**38.052. What Shall We Name the Baby? Identifying the Art in Research and Research in the Arts.**

SIG-Arts-Based Educational Research; Symposium  
Marriott, Fourth Level, 410; 2:15-3:45pm

Chair: *Joe Norris, Brock University*

Participants:

Fiction as a Research Practice and Pedagogical Tool. *Patricia Leavy, Self-employed*

Identity Crisis? Employing Applied Theater Examples to Discern the Research in Art and/or the Art in Research. *Joe Norris, Brock University*

Considering the Bonds Between Narrative Art and Narrative Inquiry. *Candace Jesse Stout, The Ohio State University*

Mixed Medium of Transnational Shuttling and De/colonizing Research. *Kakali Bhattacharya, Kansas State University*

**38.053. Do Charter Schools Make a Difference? Methods, Comparisons, and Evaluation.**

SIG-Charter School Research and Evaluation; Paper Session  
Convention Center, 100 Level, 118C; 2:15-3:45pm

Chair: *Mahnaz R. Charania, Rozhar Center for School-Based Research*

Participants:

Do Charter Schools Make a Difference in Student Achievement and Growth? *Yun Xiang, Northwest Evaluation Association; Shudong Wang, NWEA; Beth Tarasawa, NWEA*

Charter School System Performance: How Does Student Achievement Compare? *Alpaslan Sahin, Texas A&M University - College Station; Victor L. Willson, Texas A&M University; Namik Top, Texas A&M University; Robert M. Capraro, Texas A&M University*

Delta Banks to Upper Ranks? An Evaluation of a Rural Knowledge Is Power Program Charter School. *Robert A. Maranto, University of Arkansas; Gary W. Ritter, University of Arkansas*

**38.054. Developing and Establishing Validity Evidence: In Theory and Practice.**

SIG-Cognition and Assessment; Paper Session  
Marriott, Fourth Level, Franklin 6; 2:15-3:45pm

Chair: *Donna L. Sundre, James Madison University*

Participants:

The Partnership for Assessment of Readiness for College and Careers Item and Task Cognitive Complexity Code Frameworks: Development, Application, and Validation Evidence. *Steve Ferrara, Pearson Assessment & Information; Enis Dogan, Achieve, Inc.; Nancy Glazer, ETS; Jeff Haberstroh, Educational Testing Service; Bonnie Hain, Achieve, Inc.; Kristen L. Huff, Regents Research Fund; Jay Larkin, Pearson; Paul D. Nichols, Pearson; Carrie Piper, Achieve, Inc.*

Establishing the Content Validity of the LOCUS Assessments Through Evidence-Centered Design. *Tim Jacobbe, University of Florida; Jeff Haberstroh, Educational Testing Service; Robert C. Delmas, University of Minnesota; Brad Hartlaub, Kenyon College; Douglas Whitaker, University of Florida; Catherine Case, University of Florida; Steve Foti, University of Florida*

A Diagnostic Cognitive Modeling Approach to Evaluating the Multidimensionality of Knowledge About Linear Functions. *Tammy D. Tolar, University of Houston; J Young, University of Houston; David J. Francis, University of Houston; Jeffrey J Morgan, University of Houston*

Assessing Students' Sourcing Skills in the Service of Research-Based Writing. *Jesse R. Sparks, Educational Testing Service; Paul Deane, Educational Testing Service; Mary E. Fowles, ETS*

Principles of Developing and Validating Cognitive Diagnostic Assessments in a Computer Interface. *Maryam Wagner, OISE/University of Toronto;*

<b>SIG Sessions</b>
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**38.051. Unraveling the Positioning, Problematising, and Pathologizing of Emergent Bilingual Youth in Schools.**

SIG-Adolescence and Youth Development; Symposium



*Maggie Dunlop, University of Toronto - OISE; Eunice Eunhee Jang, University of Toronto; Francoise Mougeon, York University*  
 Discussant: *Paul D. Nichols, Pearson*

**38.055. New Developments in Conflict Resolution.** SIG-Conflict Resolution and Violence Prevention; Paper Session  
 Marriott, Fifth Level, Grand Ballroom I; 2:15-3:45pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

The Role of Teacher Intervention, Demographic Characteristics, Homophily, and Friendship in Preschool Prosocial Behaviors After Conflict Events. *Barbara Thelamour, The College of Wooster; Cary J. Roseth, Michigan State University*

Monitoring School Climate and School Violence in Chile: Preliminary Findings and Lessons Learned. *Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; M. Angeles Bilbao, Pontificia Universidad Catolica de Valparaiso; Paula Ascorra, Pontificia Universidad Catolica de Valparaiso; Claudia Carrasco, Pontificia Universidad Catolica de Valparaiso*

Peer Mediation and Its Effects on Elementary Student Perceptions of Self-Esteem and Social Competence. *Deanna Cardoza, Tulare County Office of Education; Susan M. Tracz, California State University - Fresno*

Rethinking Communication Strategies: Parents and Educators' Views of Their Communication About Somali Students. *Wangari Gichiru, Central Connecticut State University*

The Impact of Dialogical Inquiry on Students' Attitudes and Beliefs About Prosocial Behavior. *Monica B. Glina, University of Oslo*

Discussant: *Roger T. Johnson, University of Minnesota*

**38.056. Trends in Constructivist Pedagogy.** SIG-Constructivist Theory, Research, and Practice; Paper Session  
 Convention Center, 100 Level, 102A; 2:15-3:45pm

Chair: *Linda R. Kroll, Mills College*

Participants:

Conceptual, Pedagogical, Cultural, and Political Dilemmas of Implementing a Constructivist Workshop Approach to Teaching Literacy. *Suzanne Porath, Edgewood College*

Elementary School Computer Use in the Piney Woods: Social Construction of Technology in East Texas. *Erik Jon Byker, Stephen F. Austin State University*

Students' Experiences of Flow in Inquiry-Based Learning Versus Traditional Settings: An Exploration of Motivation Through the Eyes of Vygotsky and Csikszentmihalyi. *Lindsay A. Borovay, McGill University; Olivia Hua; Ethan Yang, McGill University; Bruce M. Shore, McGill University*

Teaching Science and Inquiry From a Dewey and Vygotsky Perspective. *Mary Elizabeth Hobbs, The University of Texas; Celeste Alexander, The University of Texas - Austin; James P. Barufaldi, The University of Texas - Austin*

Discussant: *Kathy L. Schuh, University of Iowa*

**38.057. Critical Race Visual Methodologies: Extending Antiracist Tools for Social Justice Educators.** SIG-Critical Educators for Social Justice; Symposium  
 Convention Center, 100 Level, 104A; 2:15-3:45pm

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

Participants:

Visualizing Everyday Racism: Critical Race Theory and Visual Microaggressions. *Lindsay Perez Huber, California State University - Long Beach; Daniel Gilbert Solorzano, University of California - Los Angeles*

(Re)Imagining Maps as Critical Race "Portraits": Geographic Information Systems, Critical Race Spatial Analysis, and the Pursuit of Spatial Justice. *Veronica Nelly Velez, University of California - Los Angeles*

Interactive Digital *Fotonovelas*: Drawing on Visual Critical Race Frames for Social Justice. *LeighAnna Hidalgo, University of California - Los Angeles*

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

**38.058. Education for Human Possibility or Human Capital?** SIG-Critical Issues in Curriculum and Cultural Studies; Symposium  
 Convention Center, 200 Level, 202B; 2:15-3:45pm

Chair: *Frances Pate Deviney, Southwest Educational Development Laboratory*

Participants:

The Human Capital Calculus: A Threat to Democratic Schooling. *Linda McSpadden McNeil, Rice University*

Knowledge, Power, and a K-16 Continuum: Who Benefits? Who Is Harmed? *Catherine L. Horn, University of Houston*

Poverty Matters: Using Culturally Relevant Pedagogy Rather Than Deficit Thinking to Move Students Into Interstitial Spaces of Power and Knowledge. *Judy A. Radigan, University of Houston*

Discussant: *Geneva Gay, University of Washington*

**38.059. Play, Learning, and Development Across Activity Settings.** SIG-Cultural Historical Research; Paper Session  
 Marriott, Fourth Level, Franklin 13; 2:15-3:45pm

Chair: *Carrie L. Lobman, Rutgers University*

Participants:

A Case Study on the Mobilization of Knowledge Across Activity Systems in an After-School Program. *Carmen M. Martinez-Roldan, Teachers College, Columbia University; Cati V. de los Rios, Teachers College, Columbia University*

Listening to Learners: Mexican American Adults' Suggestions for Imaginative Play in Formal Learning Environments. *Tony Perone, The University of Memphis; Artin Goncu, University of Illinois at Chicago*

So We've "Met the Standard": Considering Community in an After-School Program Through an Activity-Theoretical Lens. *Elizabeth W. Hughes, Binghamton University - SUNY*

Summer Program: Fostering Youth Development Through Performance and Creative Imitation. *Armando Justo, The George Washington University*

Discussant: *Ami Kantawala, Teachers College, Columbia University*

**38.060. The Significance of How Educators Experience Democracy, and the Potential for Democratic Education.** SIG-Democratic Citizenship in Education; Symposium  
 Convention Center, 100 Level, 104B; 2:15-3:45pm

Chair: *Paul R. Carr, Lakehead University*

Participants:

Can We Teach What We Preach? Examining Teachers and Their Experiences With Democracy. *Paul R. Carr, Lakehead University*

Critical Pedagogy and the Understanding of Democracy Among Teacher-Education Students in Quebec. *Gina Thesee, University of Quebec - Montreal*

U.S. Preservice Teachers' Views and Experiences of Democracy: Promoting Passive Citizenry in Teacher Education. *Bradley J. Porfilio, Lewis University*

Moving Beyond "Thin" Democracy in Education: A Study of the Australian Context. *David Zyngier, Monash University*

Discussant: *E. Wayne Ross, The University of British Columbia*

**38.061. Preschool Science: Emerging Best Practices in Increasing Young Children's Access to Science.** SIG-Early Education and Child Development; Symposium  
 Marriott, Fourth Level, Franklin 2; 2:15-3:45pm

Chair: *Barbara Wasik, Temple University*

Participants:

Carnegie Science Center and Grow Up Great Science. *Wendy Brenneman, Carnegie Science Center*

Delaware Museum of Natural History and Grow Up Great Science. *Mariah Romaninsky, Delaware Museum of Natural History*

The Franklin Institute and Grow Up Great Science. *Susan Holmes, Franklin Institute*

Kentucky Science Center and Grow Up Great. *Joanna Haas, Kentucky Science Center; Felicia Alfred, Kentucky Science Center*

Smithsonian National Air and Space Museum and Grow Up Great Science in Pre-K. *Ann Caspari, Smithsonian National Air and Space Museum*

Discussant: *Susan Chase, Open Minds*

**38.062. Supporting Young Children's Literacy and Language Development.** SIG-Early Education and Child Development; Paper Session  
 Convention Center, 100 Level, 121A; 2:15-3:45pm

Chair: *Kathleen I. Harris, Seton Hill University*

Participants:

Dosage Effects on Language, Literacy, and General Development for Children Enrolled in Multiple Intervention Programs. *Jisu Han,*

*University of Michigan - Dearborn; Stacey M. Neuharth-Pritchett, University of Georgia*

Maternal and Paternal Reading Quality and Children's Vocabulary Skills: Mediation Through Children's Interest in Reading. *Jenessa Malin, University of Maryland; Natasha Cabrera, University of Maryland; Meredith Rowe, University of Maryland*

Supporting Children's Early Literacy Skills in a Meaningful Context: The Effects of a Comprehensive Curriculum. *Alina Mihai, Indiana University; Gretchen D. Butera, Indiana University; Jill Clay, Indiana University; Potheini Vaiouli, Indiana University - Bloomington; Amber M. Friesen, San Francisco State University*

Supporting Emergent Literacy Through the Use of the Read-Aloud Feature of Storybook Apps. *Donna Copey Haydey, University of Winnipeg*  
The Effects of Explicit Instruction on Head Start Students' Vocabulary Knowledge. *Katrin Blamey, DeSales University; Priti Haria, The Richard Stockton College of NJ; Heidi M. Sweetman, University of Delaware; Katherine Beauchat*

**38.063. The Impact of Multimedia on Early Literacy Development and Essential Skills.** SIG-Early Education and Child Development; Symposium

Marriott, Fifth Level, Grand Ballroom L; 2:15-3:45pm

Chair: *Susan B. Neuman, New York University*

Participants:

Can Babies Learn to Read? A Randomized Controlled Trial of Baby Media. *Susan B. Neuman, New York University; Ashley Pinkham, University of Michigan; Gabrielle Strouse; Tanya Kaefer, Lakehead University*

E-Books in the Preschool Literacy Environment: Is There Value-Added for Word Learning? *Kathleen A. Roskos, John Carroll University; Danielle Simpson*

The Promise of Computer Programs in Narrowing Gaps in Early Literacy Skills. *Adriana G. Bus, Leiden University; Rachel Plak, Leiden University; Cornelia Kegel, Leiden University*

Investigating Video as a Means to Promote Vocabulary for At-Risk Children. *Rebecca Deffes Silverman, University of Maryland - College Park*

Discussant: *Michael L. Kamil, Stanford University*

**38.064. Learning Our Way Forward: Research and Evaluation Informing System Change and Innovation.** SIG-Educational Change; Symposium

Convention Center, 100 Level, 115B; 2:15-3:45pm

Chair: *Doris McWhorter, Ministry of Education*

Participants:

The Evolving Role of Education Research and Evaluative Thinking in Shaping System Reform. *Doris McWhorter, Ministry of Education; Richard Franz, Ontario Ministry of Education; Janine Griffore, Ontario Ministry of Education; Mary Jean Gallagher, Ontario Ministry of Education*

Collaborative Inquiry: Responsive, Reflexive, Reciprocal Learning for Students and Educators. *Hana Saab, Ontario Ministry of Education; Ben Shannon, Ministry of Education, Ontario; David Cameron, Ontario Ministry of Education; Megan Borner, York Region District School Board/Association of Educational Researchers of Ontario; Judi Kokis, Ontario Ministry of Education*

Fostering a Culture of Evidence-Based Leadership Development Planning. *Laurie Pedwell, Ontario Ministry of Education; Marg Warren, Ontario Ministry of Education; Margaret Correia, Ontario Ministry of Education*

Engaging School Districts in Evaluative Thinking and Research-Based Inquiry to Advance 21st-Century Teaching and Learning. *Grant Clarke, Ontario Ministry of Education; Karen Gill, Ontario Ministry of Education; Catherine Sim, Ontario Ministry of Education; Lillian Patry, Ontario Ministry of Education; Yael Ginsler, Ontario Ministry of Education*

Discussant: *Michael Fullan, OISE/University of Toronto*

**38.065. Bridging the Engagement Gap: Lessons for Equitable School-Community-Family Collaboration Within a Collective Impact Initiative.** SIG-Family, School, Community Partnerships; Symposium

Convention Center, 100 Level, 125; 2:15-3:45pm

Chair: *Karen L. Mapp, Harvard Graduate School of Education*

Participants:

Moving Toward Collaboration: Theory and Practice of Parent Engagement in a Collective Impact Initiative. *Ann Ishimaru, University of Washington; Joe L. Lott, University of Washington*

Communicating Results: How Do We Measure the Effectiveness of School-Community-Family Collaborations? *Ismael Fajardo, University of Washington - Seattle; Jessica E. Salvador, University of Washington*

Building Parent Capacity and Participation: Two District Parent Engagement Initiatives. *Kathryn Elizabeth Torres, University of Washington; Ismael Fajardo, University of Washington - Seattle*

Cultural Brokers as Leaders: District and Community-Based Initiatives and Equitable Parent-School Collaboration. *Dawn M Williams, University of Washington; Christine Tran, University of Washington*

Discussant: *Camille M. Wilson, Wayne State University*

**38.066. Multisensory and Social-Emotional Learning as Key On-Ramps to Academic and Life Success: New Lessons From Holistic Research.** SIG-Holistic Education; Paper Session  
Marriott, Fourth Level, 412; 2:15-3:45pm

Chair: *Bruce Uhrmacher, University of Denver*

Participants:

Awakening Presence. *Thomas Allen Peterson, The University of West Georgia*

Toward a Holistic Approach to the Moral Development of Educational Leaders. *Anthony H. Normore, California State University - Dominguez Hills; Pauline E. Leonard, Louisiana Tech University; Tammy Schilling, Louisiana Tech University*

Multiple Empowering Dialogues: A Conceptual Framework for Holistic Education. *Nimrod Aloni, Hakibbutzim College of Education*

Presence of Body: The Foundation for Listening. *Jennifer Brady Finn, Prescott College*

Discussant: *Anthony H. Normore, California State University - Dominguez Hills*

**38.067. Harnessing Agency: Children and Youth Translanguaging and Playing With Multimodal Literacies.** SIG-Language and Social Processes; Symposium  
Marriott, Fourth Level, Franklin 1; 2:15-3:45pm

Chair: *Lorraine Theresa Falchi, Teachers College, Columbia University*

Participants:

Authoring Selves: Children's Multimodal Composing Practices. *Lorraine Theresa Falchi, Teachers College, Columbia University*

Curating Selves: A Multimodal, Cosmopolitan Inquiry Into Identity and Belonging. *Tiffany A. DeJaynes, Teachers College, Columbia University*

Multimodality as Social Interaction: Emergent Bilingual Adolescents Collaborating in and Around an Online Space. *Briana Ronan, Teachers College, Columbia University*

"Estoy haciendo una sopa con mi letters": Young Emergent Bilinguals Play With Symbols and Language. *Ysaaca Axelrod, Clemson University*

Multimodal Power Play: Signs of Young Children's Emerging Critical Agency. *Marjorie Siegel, Teachers College, Columbia University*

Discussant: *Jennifer Rowsell, Brock University*

**38.068. Change Leadership Across Multiple Contexts.** SIG-Leadership for School Improvement; Paper Session  
Convention Center, 100 Level, 115C; 2:15-3:45pm

Chair: *Jennifer K. Clayton, The George Washington University*

Participants:

Developing Leadership in Others: An Examination of How Principals Learn to Foster Leadership Capacity. *Hans W. Klar, Clemson University; Kristin Shawn Huggins, Washington State University; Hattie Lee Hammonds, Clemson University; Frederick Chaim Buskey, Clemson University*

Assessing the Needs of Training on Special Education Knowledge and Skills for Public School Administrators. *Haiyan Bai, University of Central Florida; Suzanne Martin, University of Central Florida*

Leading Across Islands: Decision-Making Factors Found in Leader Networks Spanning a Newfoundland School District. *Wilson Douglas Warren, Newfoundland Labrador English School Board; Eugene Gary Kowch, University of Calgary*

The Impacts of No Child Left Behind Sanctions on an Elementary School Principal: A Case Study. *Amy Orange, University of Houston - Clear Lake*

Differences in What Public and Private School Principals Emphasize

in Their Schools. *Brittney Lee Henkel, Conroe Independent School District; John R. Slate, Sam Houston State University*

**38.069. Methodological and Conceptual Issues in Longitudinal Analyses.**

SIG-Longitudinal Studies; Paper Session

Convention Center, 100 Level, 111A; 2:15-3:45pm

Chair: *Jerry West, Mathematica Policy Research, Inc.*

Participants:

The Futility of Propensity Score Methods in a Statewide Study of the International Baccalaureate. *Henry May, University of Delaware; Awilda Rodriguez, University of Pennsylvania; Philip M. Sirinides, University of Pennsylvania; Laura W. Perna, University of Pennsylvania; April Yee, University of Pennsylvania; Tafaya Ransom, University of Pennsylvania*

The Relationship Between Math Achievement and Internalizing Problem Behavior: A Latent Growth Model. *Feiyi Xiao, Texas Tech University; Eugene Wang, Texas Tech University; Lei Peng*

Utilizing Developmental Period Within Longitudinal Analyses. *Sara E. Tomek, The University of Alabama; Cecil D. Robinson, The University of Alabama*

Discussant: *Suzanne E. Graham, University of New Hampshire*

**38.070. Game Design and Assessment in the Classroom.** SIG-Media,

Culture, and Curriculum; Paper Session

Convention Center, 100 Level, 119B; 2:15-3:45pm

Chair: *Eric Meyers, The University of British Columbia*

Participants:

Capturing Learner Trajectories in Educational Games Through the Assessment Data Aggregator for Game Environments: A Click-Stream Data Framework for the Assessment of Learning in Play. *V. Elizabeth Owen, University of Wisconsin - Madison; Dennis Ramirez, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin - Madison*

Didactic Dissonance: Teacher Roles in Computer Gaming Situations in Kindergartens. *Vigdis Vangnes, Stord/Haugesund University College*

Game and App Design in School: Process and Perspectives From the Field. *Danielle Christine Herro, Clemson University*

Game-Infused Science Curriculum: From Transformational Play to Real-World Impact. *Sasha A. Barab, Arizona State University; Anna Arici, Arizona State University*

Discussant: *Sinem Siyahhan, Arizona State University - Phoenix*

**38.071. Interest and Value: Motivating Students in Math, Science, and Reading.** SIG-Motivation in Education; Paper Session

Convention Center, 200 Level, 204A; 2:15-3:45pm

Chair: *Penelope Maria Day Vargas, Clemson University*

Participants:

Achievement Value in All Its Facets: A Close Look at Gender Differences in Math Values. *Hanna Gaspard, University of Tübingen; Anna-Lena Dicke, University of Tübingen; Barbara Flunger, University of Koblenz-Landau; Brigitte Maria Schreier, Tuebingen University; Isabelle Häfner, University of Tübingen; Ulrich Trautwein, University of Tuebingen; Benjamin Nagengast, Tuebingen University*

Comparing Middle School Students' Responses to Narrative Versus Expository Texts on Situational and Individual Interest. *Amanda Marie Durik, Northern Illinois University; Steven McGee, Northwestern University; Edward Hansen, Northern Illinois University; Jennifer L. Winters, Learning Partnership*

Relationship Between Teachers' Use of Value Statements During Instruction and Students' Perceived Utility for Science. *Hayal Zeynep Kackar-Cam, Northern Illinois University; Stephen S. Kafkas, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University*

The Relevance of Math Lessons: Does the Classroom Context Help Students to Value Mathematics? *Brigitte Maria Schreier, Tuebingen University; Anna-Lena Dicke, University of Tübingen; Hanna Gaspard, University of Tübingen; Isabelle Häfner, University of Tübingen; Barbara Flunger, University of Koblenz-Landau; Benjamin Nagengast, Tuebingen University; Ulrich Trautwein, University of Tuebingen*

Intelligent Tutoring Systems Promote Achievement in Middle School Mathematics, Especially for Students With Low Interest. *Matthew L. Bernacki, University of Nevada - Las Vegas; Timothy James Nokes-Malach, University of Pittsburgh; Vincent Alvein, Carnegie Mellon University; Julia Glick, University of Pittsburgh*

Discussant: *David A. Bergin, University of Missouri*

**38.072. Learning as Being/Learning as Identity Making.** SIG-Narrative

Research; Paper Session

Convention Center, 100 Level, 111B; 2:15-3:45pm

Chair: *Mary F. Rice, The University of Kansas*

Participants:

When the Lines Become Blurred: Examining Immigrant Students' Curricular Experiences Through the Lens of Minority Teacher Researcher. *Elaine Chan, University of Nebraska - Lincoln*

Pedagogy Through the Pearl Metaphor: Teaching as a Process of Ongoing Refinement. *Cheryl J. Craig, University of Houston; JeongAe You, Chung-Ang University; Suhak Oh, Inha University*

Interrogating Learning Over Time: Inquiring Into How We Know What Students Learn and Know. *Nona M. Lyons, University College Cork*

Stories of Transformation: Using Personal Narrative to Explore Transformative Experience Among Undergraduate Peer Mentors. *Bryce Douglas Bunting, Brigham Young University; Stefinee E. Pinnegar, Brigham Young University; Brice Anders Peterson, Brigham Young University; Emily Rawlins, Brigham Young University*

Discussant: *M. Shaun Murphy, University of Saskatchewan*

**38.073. Reflective Practice.** SIG-Portfolios and Reflection in Teaching and

Teacher Education; Paper Session

Marriott, Fourth Level, 406; 2:15-3:45pm

Chair: *Rachel G. Ragland, Lake Forest College*

Participants:

Examining the Characteristics of Obstacles, Hurdles, and Adaptability Through the Portfolio Reflections of Experienced Teachers. *Rebecca K. Fox, George Mason University; Charles Stephen White, George Mason University; Holly Klee, George Mason University; Sydney A. Merz, George Mason University; Jie Tian, George Mason University*

Teachers' Reflections of Instructional Improvement When Engaging in Self-Assessment Through a Standards-Based Appraisal Process. *Denise M. McDonald, University of Houston - Clear Lake; Amanda Lynn Davis, Brazosport ISD*

Understanding Resistance to Protocol-Based Reflective Practice. *Donna J. Reid, University of Houston*

Teaching Portfolios and Preservice Teacher Education: A Review of the Literature (1975-2012). *Natalie B. Milman, The George Washington University; Susan Wray, Montclair State University*

**38.074. Everyday Scenes and Affective Intensities.** SIG-Queer Studies;

Symposium

Convention Center, 100 Level, 105B; 2:15-3:45pm

Chair: *Nancy L. Lesko, Columbia University, Teachers College*

Participants:

Terror(ism) in the Classroom: The Queer Pedagogy of Affect. *Alyssa D. Niccolini, Teachers College, Columbia University*

Unhappiness, Teaching, Queers. *Nancy L. Lesko, Columbia University, Teachers College; Stephanie Dawn McCall, Teachers College, Columbia University*

Ambient Affects: Narrativizing Global Gay Youth. *Susan Talburt, Georgia State University*

Feeling Historical: Homosexual Feelings and Historical Gay Politics. *Daniel Marshall, Deakin University*

**38.075. Deepening the Discourse on Black Educators' Experiences and Pedagogy: Historical and Contemporary Perspectives.** SIG-

Research Focus on Black Education; Symposium

Convention Center, 200 Level, 203A; 2:15-3:45pm

Chair: *Saundra Murray Nettles, University of Illinois at Urbana-Champaign*

Participants:

Education for the Next Generation: Nellie Rathbone Bright. *Erika Kitzmiller, Harvard University*

Dialogical Spaces: Innovative Practices and the Development of the Alternative Black Curriculum in Social Studies, 1890-1940. *Alana D. Murray, University of Maryland*

Positional Frustration: **Brown's** Unintended Impact on the Racial Uplift Component of Black Teachers' Pedagogy. *Summer Carrol, Lenoir-Rhyne University*

A Self-Study of a 21st-Century Black Woman Science Educator. *Vanessa Diane Dodo Seriki, University of Houston - Clear Lake*

Discussant: *Adrienne D. Dixon, University of Illinois - Urbana-Champaign*

**38.076. Collaborative Research Partnerships in Education.** SIG-Research

Use; Paper Session

Convention Center, 100 Level, 112A; 2:15-3:45pm

Chair: *Elizabeth N. Farley-Ripple, University of Delaware*

Participants:

Collaboration Between Researchers and Practitioners for Mutual Benefit.

*Cate Samuelson, University of Washington; Elizabeth Litzler, University**of Washington - Seattle; Julie Ann Lorah, University of Washington*Collaborative Research Partnerships for Knowledge Mobilization. *Hilary**Edelstein, Holland Bloorview Kids Rehab*Exploring Variations in Research Alliance Formation. *Julie Riordan,**Education Development Center, Inc.; Andrew J. Seager, Education**Development Center, Inc.; Julie R. Kochanek, Education Development**Center, Inc.*

Exploring a Research Brokering Network in School Mental Health: A

Social Network Approach. *Joelle Rodway Macri, University of Toronto**- OISE*Discussant: *Kimy Liu, California State University - Stanislaus***38.077. Race, Masculinity, and the Pursuit of Academic Excellence:****Educating Gifted Black Males.** SIG-Research on Giftedness,

Creativity, and Talent; Symposium

Convention Center, 100 Level, 107B; 2:15-3:45pm

Chair: *Malik S. Henfield, University of Iowa*

Participants:

Being Black, Male, and Gifted in Miami: Prevalence and Predictors of

Placement in Elementary School Gifted Education Programs. *Adam**Winsler, George Mason University; Jerome L. Levitt, Advanced**Research Consulting; Deepti Karkhanis, Bellevue College*

The Meaning High-Achieving African American Males Ascribe to

Mathematics in an Urban High School. *Julius Davis, Bowie State**University; Latasha Renee Thompson, Morgan State University*

Threatened and Placed at Risk: High-Achieving African American Males

in Urban High Schools. *Ebony Omotola McGee, Vanderbilt Peabody**College*

School Context, Precollege Educational Opportunities, and College Degree

Attainment Among High-Achieving Black Males. *Valija C. Rose,**Virginia Polytechnic Institute and State University*Discussant: *Donna Y. Ford, Vanderbilt University***38.078. Contemporary Issues and Transformations in Rural Resource****Communities.** SIG-Rural Education; Paper Session

Convention Center, 100 Level, 118B; 2:15-3:45pm

Chair: *John Curtin Bedward, Buena Vista University*

Participants:

Millionaires, Couch Hoppers, and Gas Babies: Institutional and

Community Change in Marcellus Communities. *Erin McHenry-Sorber,**Wilkes University; Kathleen Provinzano, Drexel University*

Opportunity, Ambivalence, and the Purpose of Schooling in Pennsylvania's

Marcellus Shale Region. *Kai A. Schafft, The Pennsylvania State**University; Catharine Biddle, The Pennsylvania State University*Rural/Nonrural Differences in College Attendance Patterns. *Soo-yong**Byun, The Pennsylvania State University; Judith L. Meece, University**of North Carolina - Chapel Hill; Matthew J. Irvin, University of South**Carolina*

The Ivory Tower and the Golden Silo: A Century of Land-Grant Extension

and Rural (Dis)Engagement. *Nathan Masters Sorber, West Virginia**University***38.079. Critical Components of Inclusive STEM-Focused High Schools:****A Cross-Case Analysis.** SIG-Science Teaching and Learning;

Symposium

Marriott, Fifth Level, Grand Ballroom H; 2:15-3:45pm

Chair: *Erin E. Peters Burton, George Mason University*

Participants:

Administrative Structure. *Tara Behrend, The George Washington**University; Michael Robert Ford, The George Washington University*Supports for Students. *Sharon J. Lynch, The George Washington**University; Kathleen Ross, The George Washington University*Teachers. *Nancy Spillane, George Washington University*STEM-Focused Curriculum. *Ann House, SRI International; Erin E. Peters**Burton, George Mason University*Instruction. *Edmund M. Han, The George Washington University*Discussant: *James Hamos, National Science Foundation***38.080. Preservice English-as-a-Foreign-Language Teacher Education****in Asia: Issues and Perspectives.** SIG-Second Language Research;

Symposium

Convention Center, 100 Level, 121B; 2:15-3:45pm

Chair: *Guofang Li, Michigan State University*

Participants:

What Knowledge and Competence Do English-as-a-Foreign-Language

Teachers Need in the Era of Globalization? A Review. *Guofang Li,**Michigan State University*

Vietnam's Preservice English-as-a-Foreign-Language Teacher Education

Programs: Strengths and Challenges. *Cuong Huy Nguyen, Michigan**State University*

English-as-a-Foreign-Language Teacher Preparation in China: Issues in

Curriculum and Design. *Yanjiang Teng, Michigan State University*

Preservice English-as-a-Foreign-Language Teachers' Education in Korea:

Issues in Policies and Programs. *Youngeun Jee, Michigan State**University*Discussant: *Paul Chamness Miller, Akita International University***38.081. Advanced Placement Government in Poverty-Impacted Urban****Settings: Multidisciplinary Research on Access, Learning, Literacy,****and Engagement.** SIG-Social Studies Research; Symposium

Convention Center, 200 Level, 204B; 2:15-3:45pm

Chair: *John D. Bransford, University of Washington*

Participants:

Key Curriculum Developments in Later Iterations. *Walter Parker,**University of Washington - Seattle; Jane Lo, University of Washington**- Seattle*

Disciplinary Literacy in the Advanced Placement Government Course

in Poverty-Impacted Urban Schools. *Sheila Valencia, University of**Washington; Sara Nachtigal, University of Washington - Seattle; Carol**Margaret Adams, University of Washington*

Classroom Engagement in a Project-Based Learning, Advanced Placement

Government Course: When Triggered Interest Fails to Thrive. *Jane**Lo, University of Washington - Seattle; Gavin Tierney, University of**Washington; Susan E. Cooper, University of Washington; Susan B.**Nolen, University of Washington - Seattle*

Contexts Matter: Implementing a Project-Based Advanced Placement

Government Course Across Urban School Systems. *Diem T. Nguyen,**University of Washington*Discussants: *William R. Penuel, University of Colorado - Boulder; Carole L.**Hahn, Emory University***38.082. Mindfulness-Based Approaches for Supporting Teachers' Social****and Emotional Skills and Dispositions.** SIG-Social and Emotional

Learning; Symposium

Marriott, Fourth Level, 415; 2:15-3:45pm

Chair: *Alexis Harris, The Pennsylvania State University*

Participants:

Promoting Teachers' Social and Emotional Competence: The Cultivating

Awareness and Resilience in Education Program. *Patricia A. Jennings,**University of Virginia; Joshua L. Brown, Fordham University; Jennifer**L. Frank, The Pennsylvania State University; Sebrina Doyle, The**Pennsylvania State University; Regin Tanler, Fordham University;**Damira S Rasheed, Fordham University; Anna DeWeese, Garrison**Institute; Mark T. Greenberg, The Pennsylvania State University*

A Daily Intervention to Support Educator Stress Management, Efficacy,

and Well-Being: The Comprehensive Approach to Learning

Mindfulness Program. *Alexis Harris, The Pennsylvania State**University; Patricia A. Jennings, University of Virginia; Rachel M**Abenavoli, The Pennsylvania State University; Deirdre A Katz, The**Pennsylvania State University; Deborah L. Schussler, The Pennsylvania**State University - University Park; Mark T. Greenberg, The**Pennsylvania State University*

A Qualitative Study of the Effects of Mindfulness Training on Teachers'

Professional Dispositions and Classroom Instruction. *Cynthia Taylor,**Portland State University; Tim Urdan, Santa Clara University; Robert**William Roeser, Portland State University*Discussant: *Mark T. Greenberg, The Pennsylvania State University***38.083. Teacher Supervision and Evaluation: Perceptions From the Field.**

SIG-Supervision and Instructional Leadership; Paper Session

Convention Center, 100 Level, 118A; 2:15-3:45pm

Chair: *Rose A. Rudnitski, Felician College*

Participants:

An Examination of the Teacher Evaluation Process for Special Education Teachers: Perceptions of Illinois Elementary Principals. *Heather Glowacki, Wilmette Public Schools; Donald G. Hackmann, University of Illinois*

Implementing Teacher Evaluation: Principals' Responses to Change. *Mary Lynne Derrington, The University of Tennessee; John Wilson Campbell, Alcoa City Schools*

Predicting Teacher Job Satisfaction Based on Principals' Instructional Supervision Behaviors: A Study of Turkish Teachers. *Abdurrahman Igan, Düzce University, Turkey; Oksana Parylo, Katholieke Universiteit Leuven; Hilmi Süngü, Bozok University; Hasan Basri Memduhoglu, Yuzuncu Yil University*

Teachers' and Principals' Perceptions About Differentiated Supervision and Evaluation: A Lesson in Supervisory Reflective Practice. *Ian Mette, University of Wyoming; Bret Range, University of Wyoming*

Cultural Competency in the Field of Instructional Leadership: School Supervisor Experiences and Beliefs. *Lauren Moret, University of Georgia - Athens; Kathleen P. deMarrais, University of Georgia*

Discussant: *Rebecca West Burns, University of South Florida*

### 38.084. Placing Students "At-Promise" for Academic Success. SIG-Talent

Development of Students Placed at Risk; Paper Session  
Convention Center, 100 Level, 109B; 2:15-3:45pm

Chair: *Darla M. Scott, Howard University*

Participants:

A New Foray: The Effects of Learning Context and the Racial Makeup of Study Groups on Academic Performance and Group Processes. *Richard D. Dixon, Howard University*

Utilizing the Talent Quest Model to Investigate the Reciprocal Principles of an Incremental Mind-Set and Self-Efficacy Intervention, While Examining Its Effect on Minority Academic Mathematics Performance. *Afiya C. Fredericks, Howard University*

From "At-Risk" to "At-Promise": Critical Pedagogy at Work With Urban Latino Youth. *Mario Gerardo Galicia, University of California - Santa Barbara*

*Sankofa*: Mentoring Young Men of Color in and out of School Contexts. *Twila Ainsworth, University of Pennsylvania*

Discussant: *Kenneth Maurice Tyler, University of Kentucky*

### 38.085. Technology, Instruction, Cognition, and Learning Research in K-12 and Higher Education. SIG-Technology, Instruction, Cognition & Learning; Paper Session

Marriott, Fourth Level, Franklin 11; 2:15-3:45pm

Chair: *Joseph Jay Williams, Stanford University*

Participants:

A Virtual Manipulative Environment for Young Children: Watch, Listen, and Touch! *Seungoh Paek, University of Hawaii - Manoa; Daniel L. Hoffman, University of Illinois at Urbana-Champaign; John B. Black, Teachers College, Columbia University*

The Impact of a Preinstructional Digital Game on Middle-Grade Students' Scientific Misconceptions. *Katherine E. Culp, Education Development Center, Inc.; Wendy B. Martin, Education Development Center, Inc.; Peggy Clements, Education Development Center, Inc.; Ashley E. Lewis Presser, Education Development Center, Inc.*

Supporting Learners' Construction of Understandings of Animal Behaviors From Large Image Sets. *Tia Renee Shelley, University of Illinois at Chicago; Chandan Dasgupta, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago*

Flipped Classroom Versus Traditional Textbook Instruction: Considering Mathematical Complexity When Assessing Accuracy and Mental Effort. *Kristina V. Mattis, Notre Dame San Jose*

Structural Understanding From Note-Taking Within Video Lectures. *Pablo Nicolai Pirnay-Dummer, University of Passau, Germany; Dirk Ifenthaler, Deakin University*

Discussant: *Edward Dieterle, The Bill & Melinda Gates Foundation*

### 38.086. Critical Issues in Urban Education. SIG-Urban Learning, Teaching, and Research; Paper Session

Convention Center, 100 Level, 120A; 2:15-3:45pm

Chair: *Jennifer H. Waddell, University of Missouri - Kansas City*

Participants:

Care in Urban Schools: Exposing the Layers of Care. *Blanca R Martinez-Navarro, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles; DeMarcus Antonio Jenkins, University of California - Los Angeles; Michelle Renee Smith, University of California - Los Angeles*

Pathways of Urban Immigrant Young Adults Into STEM Fields. *Christopher Emdin, Teachers College, Columbia University; Jeremy Benjamin Heyman, Teachers College, Columbia University*

Performing an Equity Audit to Identify Inequities Within Urban Schools. *Robert Cooper, University of California - Los Angeles; DeMarcus Antonio Jenkins, University of California - Los Angeles; Michelle Renee Smith, University of California - Los Angeles; Blanca R Martinez-Navarro, University of California - Los Angeles*

Positive Relational Coaching: Developing and Retaining Effective and Equitable Urban Middle School Teachers. *Lanette R. Waddell, Vanderbilt University; Heather Johnson, Vanderbilt University; Emily Pendergrass, Vanderbilt University*

"Betting the House": Teacher Investment and Teacher Attrition. *C. Aiden Downey, Emory University; Alyssa Hadley Dunn, Georgia State University*

Discussant: *Djanna A. Hill, William Paterson University*

### 38.087. Examining Vocabulary Practices Through the Lenses of Linguistic Frameworks and Analytic Tools. SIG-Vocabulary; Symposium

Convention Center, 200 Level, 204C; 2:15-3:45pm

Chair: *Catherine E. Snow, Harvard University*

Participants:

How Unique Is the Target Vocabulary of Narrative and Expository Texts in Core Reading Programs? *Elfrieda H. Hiebert, University of California - Santa Cruz*

Identifying What Makes Science Vocabulary Easy or Hard to Learn. *Gina Cervetti, University of Michigan; Elfrieda H. Hiebert, University of California - Santa Cruz; P. David Pearson, University of California - Berkeley*

Exploring Bilingual Students' Performance on Cognates in a Large-Scale Multidimensional Vocabulary Test. *Judith A. Scott, University of California - Santa Cruz; Susan Leigh Flinspach, University of California - Santa Cruz; Jack L Vevea, University of California - Merced*

How Early Literacy Methods Textbooks Support Vocabulary Instruction: A Content Analysis. *Tanya S. Wright, Michigan State University; Marliese Peltier, Michigan State University*

## Division and SIG Roundtables

### 38.088. Roundtable Session 10; Roundtable Session

#### 38.088-1. Teachers and Teaching: Why the Distinction Is Important and What It Might Mean for Mathematics Education Research. SIG-Research in Mathematics Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Andrea McCloskey, The Pennsylvania State University*

Participants:

Ritual as Lens: The Cultural Nature of Teaching Fraction Operations in a Fifth-Grade Classroom. *Andrea McCloskey, The Pennsylvania State University; Gwendolyn Lloyd, The Pennsylvania State University; Courtney Lynch, The Pennsylvania State University*

Exploring the Relationship Between Professional Obligations and Personal Goals: A Case Study. *Corey M. Webel, University of Missouri - Columbia*

Creating Preservice Knowledge by Collaborating to Improve Teaching. *Robert Morgan Wieman, Rowan University*

#### 38.088-2. Designing Case Study Research to Inform School-University Collaborations. SIG-School/University Collaborative Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Lucinda Rae Morgan, University of Illinois at Urbana-Champaign*

Participants:

Comparative Case Study of the Context for Public School Entrepreneurism. *Jack Leonard, University of Massachusetts - Boston*  
Fostering Science Education Innovation Through a School/University Collaboration: A Case Study. *Teresa M. Woods, Kansas State*

University; Margaret Gail Shroyer, Kansas State University

Growing Into the International Baccalaureate: Using Q Methodology to Research. 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

**38.088-3. Participatory Action Research and the Multicultural Classroom.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Mary Anne Drinkwater, Ontario Institute for Studies in Education

Participants:

Multicultural Teaching in the Early Childhood Classroom: Culture Circles as Generative Curriculum in the Early Years. Mariana Souto-Manning, Teachers College, Columbia University

Practice, Praxis: Critical Aesthetic Pedagogy and Alternative Approaches to Rehearsal in Music Education. Loribeth T. Gregory, Denver World Music Studio, LLC; Michael B. MacDonald, Grant MacEwan University

The Use of Participatory Action Research to Excavate the Hidden Curriculum of Schools: Toward a Critically Hopeful Approach to More Equitable Education. Sharon M. Ravitch, University of Pennsylvania; Nicole Mittenfelner Carl, University of Pennsylvania

**38.088-4. Consideration of Text Structure and Ability in Literacy**

**Competencies.** SIG-Research in Reading and Literacy; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Ted Nicholas Ingram, Bronx Community College - CUNY

Participants:

Do Different Text Structures Lend Themselves to Different Instructional Strategies for At-Risk Second-Grade Students? James Grant Atkins, Teachers College, Columbia University; Joanna P. Williams, Teachers College, Columbia University; Rong Cheng, Teachers College, Columbia University; Jenny C. Kao, Teachers College, Columbia University; Jill Ordynans, Scholastic Inc.; Lisa S. Pao

Embodied Literacy: Using Engaging and Enabling Texts to Reform Reading Assessments. Ann M. Bennett, The University of Tennessee - Knoxville; Natalia Ward, The University of Tennessee - Knoxville

The Nature of and Factors Impacting Four Exemplary Upper-Elementary Teachers' Differentiated Reading Instruction. Andrea Thoermer, University of Florida

**38.088-5. The Teacher-Student Relationship: Beliefs, Values, and**

**Practices.** SIG-Sociology of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Lori Ann Delale-O'Connor, Child Trends

Participants:

Caring About High School Teachers' Work. Sarah A. Robert, University at Buffalo - SUNY

Teachers' Relational Orientation and Change in Classroom Practice During Reform. David Diehl, Duke University

The Role of the Teacher: A Bernsteinian Analysis of Classroom Interactions and Pedagogic Practice. Stephanie C. Smith, University of Florida

**38.088-6. Evaluating School Leadership Development Efforts.** Division A -

Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Charles F. Vanover, University of South Florida

Participants:

A Study of Development Practices in Site-Based Leadership Development Programs. Marc D Barrie, California State University - Fresno; Sharon Brown-Welty, California State University - Fresno

At the Crossroads of Theory and Practice: Evaluating a Yearlong University/District Collaborative Professional Development Effort. Scott Bailey, Stephen F. Austin State University

Effectiveness of Graduate Programs in Administrative and Instructional Leadership. Barbara Cozza, St. John's University; Patrick Blessinger, HETL Association; Marcella Mandracchia, St. John's University

Leading for Learning Through an Adaptive Leadership Network. Wendy M. Burke, Eastern Michigan University; Gary E. Marx, Eastern Michigan University; Ethan A. Lowenstein, Eastern Michigan University; Basia Kiehler, Washtenaw Intermediate School District; Rose-Marie

Callahan, Ann Arbor Public Schools

**38.088-7. Exploring the Implications of Varying Interpretations of Large-Scale Reform Strategies.** Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Margarita Pivovarova, Arizona State University - Tempe

Participants:

Food Services in Schools Under Accountability Reform. Yas Nakib, The George Washington University

Framing the Common Core: Strategies for Implementation in New York City. Heather D Goldsworthy, University of Pennsylvania

Is It a "Race" Toward (In)Equity? How Race to the Top Frames the Discourse on Equity for Evaluation Systems in Two States. Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Christopher Thomas, University of San Francisco; Montrisha Money Williams, University of Illinois at Urbana-Champaign

Support Services and School Effectiveness: A National Study Using Schools and Staffing Survey (SASS) 2007-2008 Data. Jiangang Xia, Western Michigan University; Diane J. Gibbs, Catholic Charities West Michigan; Jianping Shen, Western Michigan University

Understanding the Ecology of Student Performance in Large-Scale Assessment. Yue (Michelle) Chen, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia

**38.088-8. Exploring the Influences of Politics, Public Perceptions, and Accountability Measures on School Practices.** Division A -

Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Nathan Hutto, The New Teacher Project

Participants:

Limited Voice, Limited Impact: How Mayoral Control of New York City Schools Impacts Principals' Voice. Tiffanie Celeste Lewis, University of Louisville

Middle School Leaders' Perspectives of Using Value-Added Data to Improve Student Outcomes. Brian Michael Bradley, Fordham Graduate School of Education; Carolyn A. Brown, Fordham University

My Kids, Our Kids, Your Kids: Experimental Evidence on Americans' Desires for Schools. Jon Valant, Stanford University; Daniel Newark, Stanford University

School Principals and the State: Results From Studies in France. Pierre Tulowitzki, University of Teacher Education in Zug (PH Zug)

**38.088-9. Families First: Involvement, Identity, and Influence.** Division A -

Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Nira Cinea Taru, Morgan State University

Participants:

Collaborating at the Frontier: Multisector, Community-Based Wraparound Services for Youth and the Role of School Leadership and Personnel. Kate L. Phillippo, Loyola University Chicago; Martin Scanlan, Marquette University; Laura Harringa, University of Wisconsin - Madison

Family Involvement? ... Oh Yeah, That! Raising Awareness of Family and Community Engagement Among Teacher Education Faculty. Jason Stegemoller, National Louis University; Kristin Lems

Latino Fathers' Involvement in Their Children's Education: Counternarratives Fostering Strengths-Based Thinking. Anne Marie FitzGerald, Duquesne University; George White, Lehigh University

Latino Students' Perspectives on Home and School Factors and Their Influence on Academic Goal Orientation. LaShonda Toston, Paramount Unified School District; Ruth Gim Chung, University of Southern California

Families Like Us: Gentrifying Parents' Values, Motivations, and Actions in a Neighborhood School. Alexandra Freidus, New York University

**38.088-10. Improving Our Understanding of School Leadership: Using the Urban Excellence Framework for Research and Practice.**

Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: Brenda E. Neuman-Sheldon, New Leaders

Participants:

Principals' Reports of Leadership Practices: Using the Urban Excellence

Framework as a Guide for School Improvement. *Darcy Hutchins, Colorado Department of Education; Joyce L. Epstein, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University*

Matching Leadership Practices to School Needs: Identifying Distinct Stages of Development to Improve Student Achievement. *Lori Taliaferro, New Leaders*

Learning Leadership: It's Not a Cult of Personality. *Brenda E. Neuman-Sheldon, New Leaders*

Transforming School Culture: Creating a Powerful Learning Environment Where All Students Thrive With the Urban Excellence Framework. *Leroy Gaines*

**38.088-11. Innovations for School Improvement.** Division A -

Administration, Organization and Leadership; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Lynne G. Perez, National Center for Urban School Transformation*

Participants:

A Longitudinal Study of the Impact of a Community-Based Pre-Kindergarten Initiative on Children's Literacy Development. *Katherine Kasten, University of North Florida; Stephanie Wehry, University of North Florida; Cheryl A. Fountain, University of North Florida*

A Study on the Application of the Diffusion of Innovations Model to Elementary School Administration. *Chiau-Wen Jang, The Pennsylvania State University - University Park*

Virtual Support for Instructional Improvement: Exploring Web-Based Technology as a Vehicle for Ongoing External Assistance. *Bradley A. Ermeling, Pearson Research and Innovation Network; Tim Tatsui, Pearson Education*

**38.088-12. Support and Development of Teacher Leaders.** Division A -

Administration, Organization and Leadership; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Nicole A. Spencer, University of Missouri*

Participants:

Examining Ideas About Impact: Perspectives on the Teach Plus Teaching Policy Fellowship. *Elizabeth Marshall Carroll, Yale University*

Teacher Leaders Constructing Identities as Facilitators of Teacher Peer Groups. *David Allen, College of Staten Island - CUNY*

Transforming Identities: From Teacher to Teacher Leader. *Cynthia L. Carver, Oakland University; Debi Hogatt, Oakland University*

**38.088-13. Teacher Development for Urban Schools: From Preservice to Induction to Teacher Leadership.** Division A - Administration,

Organization and Leadership; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Christopher B. Bjork, Yassar College*

Participants:

New Teachers as Emerging Adults. *Sam Intrator, Smith College*

Who Persists? How Context, Care, and Community Contribute to the Development of Teacher Leaders. *Lisa Smulyan, Swarthmore College*

Pedagogic Dialogue With Dialogic Pedagogues: The Importance of Networks and Supports in Teacher-Leader Development. *Scott Storm, Harvest Collegiate High School*

Observation and Response: Transferring Skills From Classroom to School. *Caitlin Moore, Harvard Graduate School of Education*

Caught at the Copier: Intentional and Informal Mentoring for New Teachers. *Stacey Carlough, Freire Charter School*

**38.088-14. "Leadership for Learning" in Practice and Scholarship:**

**What Exactly Are We Talking About?** Division A - Administration, Organization and Leadership; Roundtable Session  
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Michael S. Knapp, University of Washington*

Participants:

Learning-Focused Leadership in Action in Urban Schools and School Systems. *Michael S. Knapp, University of Washington*

Linking Leadership in Schools, Districts, and State Systems to Student Learning. *Karen Seashore Louis, University of Minnesota*

Commentary 1: Leading for—and Through—the Professional Learning of Adult Educators. *Angela Breidenstein, Trinity University*

Commentary 2: Leading as Mutual Influence on Change in Schools' Improvement Capacity. *Philip Hallinger, The Hong Kong Institute of Education*

**38.088-15. Money, Aid, and Education.** SIG-International Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Forrest W. Parkay, Washington State University*

Participants:

Effect of Foreign Aid on School Enrollment: An Application of the Latent Growth Curve Model. *Bommi Lee, Vanderbilt University*

Findings From a Multiple-Case Study of the Education for All Program in India. *Mary Chandy Vayaliparampil, Pennsylvania State University*

National Youth Policies and U.S. Agency for International Development Youth in Development Policy: Critical Exploration of Opportunities for Girls. *Sandra L. Stacki, Hofstra University*

Social Spending and Educational Inequality in Organisation for Economic Co-Operation and Development Nations. *Corey Bunje Bower, Niagara University; Kerri Tobin, Marywood University*

**38.088-16. Confucianism and Taoism: Learning to Read and Learning to Be.** SIG-Confucianism, Taoism, and Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Liqing Tao, College of Staten Island - CUNY*

Participants:

Language and Meaning: Pre-Qin Chinese Scholars' Concerns and Implications for Literacy Education Then and Now. *Liqing Tao, College of Staten Island - CUNY; Gaoyin Qian, Lehman College - CUNY*

Hammering at the Clouds of Universal Nature: Education Paradox and the Possibilities of Sea Mind. *David Lee Keiser, Montclair State University*

Stay or Go Back? An Exploratory Study on the Educational Decision Making of Chinese Visitant Parents. *Haiping Hao, Texas A&M University; Patricia J. Larke, Texas A&M University; Song An, The University of Texas - El Paso*

**38.088-17. Culturally Related Issues.** SIG-Hispanic Research Issues; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Elsa M. Gonzalez Y Gonzalez, Texas A&M University*

Participants:

George I. Sánchez Legacy of Chicana/o Student and Policy Advocacy: Framing Chicana/o Policy Advocacy. *Cristobal Rodriguez, New Mexico State University*

Latina Daughters' Childbearing Attitudes: The Role of Maternal Expectations and Education Communication. *Rebeca Mireles-Rios, University of California - Santa Barbara; Laura F. Romo, University of California - Santa Barbara*

The Influence of Older Siblings on Language Use Among Second-Generation Latino Preschoolers. *Amanda Kibler, University of Virginia; Natalia Palacios, University of Virginia; Ashley Elizabeth Simpson Baird, University of Virginia*

Professional Learning Communities and Student Academic Performance. *Miguel Serrano, Socorro High School; Arturo Olivarez, The University of Texas - El Paso; Elena Izquierdo, The University of Texas - El Paso Initiative in Helping as a Cultural Practice. Angelica Lopez, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*

**38.088-18. Leadership for Social Justice Roundtable on Leadership**

**Discourse and Inclusion.** SIG-Leadership for Social Justice; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Lavetta B. Henderson, Florida Agricultural & Mechanical University*

Participants:

K-Prison: The Analogous Institutions of Schools and Prisons. *Christen E. Clemson, The Pennsylvania State University - University Park*

Principals' Conceptions of Diversity. *Patricia L. Briscoe, Brock University; Katina E. Pollock, University of Western Ontario; Asma Ahmed, University of Western Ontario; David Cameron Hauseman, University of Toronto - OISE; Michael Mindzak, Western University; Donna Hazel-Swapp, University of Western Ontario*

Toward a Framework for an Inclusive Model of Social Justice Leadership Preparation. *Heather Cole, The University of Texas - Austin; Barbara L. Pazey, The University of Texas - Austin*

"If You've Seen the Tool, It Seems Like Everything Is 'At-Risk'": Leadership Discourses of Medicalization and Control for Inclusion. *Joshua Bornstein, Syracuse City School District*

**38.088-19. Instructional Technology SIG Roundtable Session: Computer****Training in the Classrooms.** SIG-Instructional Technology;

Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Albert Dieter Ritzhaupt, University of Florida*

Participants:

First Steps: Training on the Computer and in the Classroom for

Phonological Awareness. *Gunizi Kartal, Bogazici University; Nalan Babur, Bogazici University; Gulcan Ercetin, The University of Arizona*Can a Computer-Based Story Be Helpful for Students' Mathematics Word-Problem-Solving Achievement? *Nilgun Gunbas*

Beating Commercial Publishers at Their Own Game: Improving Outcomes and Lowering Costs Using Open High School Science Textbooks.

*Jared Robinson, Brigham Young University; Lane Fischer, Brigham Young University; David A. Wiley, Brigham Young University; John Hilton, Brigham Young University*Spatial Ability, Sex Differences, and Pictorial Training Among Children Using 3-D Environments to Recall Landmark Locations. *Beryl Ann Otumfuor, University of Georgia; Theodore J. Kopcha, University of Georgia; Lu Wang, University of Georgia***38.088-20. Collaborative Tools for Teaching and Learning.** SIG-

Technology as an Agent of Change in Teaching and Learning;

Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Nikleia Eteokleous, Frederick University*

Participants:

Technology: A Critical Enabler for Teacher Collaborative Design (T\_CODE). *Therese Laferriere, Laval University; Alain Breuleux, McGill University*To Friend or Not to Friend? An Exploration of Facebook for Higher Education Teaching and Learning. *Mary Leigh Morbey, York University; Farhad Mordechai Sabeti, Bnei Akiva Schools of Toronto*Academic Facebook? Using Social Media to Support Academic Motivation, Productivity, and Accountability. *Chyllis Elayne Scott, University of Nevada - Las Vegas; Nicola L. Ritter, Texas A&M University - College Station; Katherine Landau Wright, Texas A&M University; Amanda D. Franks, Texas A&M University; Rhonda Michelle Fowler, Texas A&M University*Social Networking Site as a Tool for Collaborative Learning. *Kamal Ahmed Soomro, West Virginia University; Ugur Kale, West Virginia University; Sajid Ali Yousaf Zai, University of Arkansas***38.088-21. Community Education for Children and Parents.** SIG-Research

Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

Educating White Teacher Educators Using Black Parent Online Narratives. *Susan M. Baker, California State University - Sacramento*Moving Beyond the Walls: A Community-Based Model of Theory Production. *Brian Lozenski, University of Minnesota - Twin Cities; Gevonee Eugene Ford, Network for the Development of Children of African Descent*The Grassroots Takeover: A Qualitative Study of the Formative Processes of a Black Parent Council in an Urban District. *Rema Ella Reynolds, University of California - Los Angeles; Yvette Latunde, Azusa Pacific University*Toward a Portable Family Pedagogy. *Tamyka Morant, University of Maryland*Plessy's Tracks: How African Americans Make Meaning of Tracking in a Racially Diverse School. *Richard Lofton, Teachers College, Columbia University***38.088-22. Indigenous Research Best Practices.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Kelly Sassi, North Dakota State University*

Participants:

"It's Gonna Be MY History": Advancing Sovereignty With Participatory Digital Histories in Indian Country. *Christine Rogers Stanton, Montana State University; Brad R Hall, Blackfeet Community College*Examining the Nexus: Deconstructing Western Research and Its Implications for Indigenous Educators. *Gretchen F. McAllister,**Northern Arizona University; Giovanna Boyd, Northern Arizona University; Damien Jones, Northern Arizona University; Winile Mkhonta, Northern Arizona University; Rhonda Thompson, Northern Arizona University; Eleanor Williams, Northern Arizona University*  
Innovations to Increase Native American Graduation Rates: A Case Study. *Kristen C. Wilcox, University at Albany - SUNY***38.088-23. Pathways to College From Urban High Schools.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Mandy Savitz-Romer, HGSE*

Participants:

A Case Study Exploring an Urban African-Centered Charter School's Personnel's Transmission and Support of a College Preparatory Ethos. *Christina Wright Fields, Indiana University - Bloomington; Ellen Broido, Bowling Green State University*Establishing a Presence and Extending Possibility: Examining How College Outreach Programs Infuse Hope and Transform College Culture in Urban High Schools. *Tanya Chirapuntu, University of California - Los Angeles; Rican Vue, University of California - Los Angeles; Avriel Epps, University of California - Los Angeles; Nancy Acevedo-Gil, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*Impact of School Reform Policies on College Linking Strategies, Social Capital, and Access to College. *Sarah Ohle, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder*  
Narratives of First-Generation, College-Bound Students' Academic Identity Development in a Low-Performing, Urban High School. *Julia Cassman Duncheon, University of Southern California***38.088-24. Gender, Class, Activism, Parental Involvement, and Academic Achievement in International Contexts.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder*

Participants:

Investigating the Relationship Between Parental Involvement and Student Academic Achievement in Barbados. *Ian Alwyn Marshall, The University of the West Indies - Cave Hill; David Browne, Queens College - CUNY; Claudette Fong-Kong Mungal, University of the West Indies*Oppression and Education: A Qualitative Study on Gypsies. *Gökhan Kılıçoğlu, Eskisehir Osmangazi University; Derya Yılmaz, Eskisehir Osmangazi University*Students' Uses of Actor Network Theory to Contextualize Socioscientific Actions. *John Lawrence Benceze, OISE/University of Toronto; Mirjan Krstovic, Peel Region*The Neoliberal Rhetoric: White Working-Class Boys' "Underachievement" in the United Kingdom—A Nexus of Aspiration, Masculinity, and Class Within the Habitus. *Garth Stahl, University of South Australia***38.089. Roundtable Session 9;** Roundtable Session**38.089-1. Critical Perspectives on Computing: Exploring Digital Literacies Through Cultural Responsiveness.** Division G - Social

Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Myra Luna-Lucero, Teachers College, Columbia University*

Participants:

Computational Thinking in an After-School Program: How Critical Pedagogy Can Facilitate Engagement for Urban Youth. *Sepehr Vakil, University of California - Berkeley*Challenging Occupational Exclusion and Stereotypes of Computing Education via Culturally Responsive Computing Curricula. *Elizabeth Eger, Catherine S. Ashcraft, University of Colorado - Boulder; Kimberly A. Scott, Arizona State University; Shelley Zion, University of Colorado - Denver*Activists at the Intersections: Latinas Overcoming Barriers in Computing. *Sarah Taylor Hug, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder***38.089-2. Culturally and Linguistically Diverse Students and Special Education: Perceptions of Inclusion and Parental Involvement Policy.** Division G - Social Context of Education; Roundtable Session



Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Ayesha Khurshid, Florida State University*

Participants:

Beyond the Home-School Dyad: Illuminating the Promises and Limitations of Parental Involvement Policy Through the Case of Educational Advocacy by Latina Mothers of Children With Disabilities. *Irenka Dominguez-Pareto, University of California*

Educator Perceptions of Culturally and Linguistically Diverse Students and Special Education. *Norma A. Guzman, Texas A&M University - Kingsville*

Perceptions of Inclusion: Relationships Between Stakeholders in Special Education. *Adrienne D. Woods, University of Michigan; Frederick J. Morrison, University of Michigan*

**38.089-3. Deconstructing College Readiness: Examining Stories and Ideologies in Higher Education.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Angela Rose Hines, Arizona State University*

Participants:

Shaping School Lives Within Story Lines of College-Bound Success. *Karla Scornavacco, University of Colorado - Boulder*

Deconstructing College Readiness: Ideologies, Discourses, and Academic Socialization. *Sana Ansari, University of Illinois at Chicago*

Reference-Group Effects of Class-Average Cognitive Ability on Teacher Recommendations for Higher Education. *Rachel Wollschlaeger, University of Trier; Christoph Niepel, University of Trier*

Parental Expectations of Postsecondary Outcomes for Students With Learning Disabilities: A Funds of Knowledge and Social Capital Approach to Transition Planning. *Sara B. Werner, Claremont Graduate University; Gabriel E. Chaparro, Claremont Graduate University*

**38.089-4. Disrupting Notions of "Normal": Addressing the Needs of Students With Perceived Disabilities.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Ajay Singh, Western State Colorado University*

Participants:

Attention-Inattention on a Continuum: Responses to Daily Routine by Preschoolers Considered to Have Attention-Deficit/Hyperactivity Disorder. *Kyunghwa Lee, University of Georgia; Rebecca Ann Smith, University of Georgia - Athens; Su Yun Choi, University of Georgia - Athens*

"I'd Rather Be Normal": Living "With" Attention Deficit/Hyperactivity Disorder Stigma in the Context of Compulsory Schooling. *Juho Honkasilta, University of Jyväskylä; Tanja Vehkakoski, University of Jyväskylä*

The Power of Collaboration: Meeting the Needs of Learners With Differing Abilities and Interests. *Katharine Lynette Chamberlain, The University of Texas - Austin*

Disproportionality Fills in the Gaps: Special Education and the School-to-Prison Pipeline. *Subini Ancy Annamma, Indiana University - Indianapolis; Deb Morrison, University of Colorado - Boulder; Darrell Jackson, University of Wyoming; Graham Garlick*

**38.089-5. Ethnographic, Mixed-Methods, and Community-Based Participatory Research: Equity and Vulnerable Populations.**

Division G - Social Context of Education; Roundtable Session  
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Taucia Gonzalez, Arizona State University*

Participants:

Immigrant Youth and Activism: Developing a Critical Social Consciousness and Immigrant Identity. *Roseanne Macias, University of California - Santa Barbara*

Reframing, Reimagining, and Retooling Curriculum From the Grassroots. *Gabriel Alejandro Cortez, Northeastern Illinois University; Isaura Betzabe Pulido, Northeastern Illinois University; Ann M. Aviles de Bradley, Northeastern Illinois University; Anton Miglietta, Kay Fujiyoshi, Chicago Grassroots Curriculum Task Force; David O. Stovall, University of Illinois at Chicago*

The Social and Academic Experiences and Needs of Street-Involved, K-12 Students. *Tara Marie Brown, University of Maryland - College Park; Jesus Santos, Brandeis University; Edwin Alamo; Newlyn De La Rosa*

Using Community-Based Participatory Research and Spatial Cartography

to Build Community Relationships and Improve Equity in Early Childhood Education. *Meriah Heredia-Griego, University of New Mexico; Adrian Pedroza, Partnership for Community Action; Adai Abebe Tefera, Arizona State University*

**38.089-6. Language and Discourse.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Yoonhee Naseef Lee, Arizona State University*

Participants:

When Language Ideologies Meet Political Ideologies: An English-Only Immersion Program's Issues With Standardized Test Accountability. *Rolf Straubhaar, University of California - Los Angeles*

Immigrant Youth's Frames of Reference: A Resource for Navigating School and Beyond. *Jie Yie Park, Clark University*

What's a "Good" Writer? From Language and Nationhood to Superheroes: Writing in a French-English Curriculum. *Elizabeth A. Morphis, Teachers College, Columbia University*

New York State Bilingual Common Core Initiative: Language and Content Scaffolds for Emergent Bilinguals. *Patricia Velasco, Queens College - CUNY; Helen L. Johnson, City University of New York - CUNY; Estrella L. Olivares-Orellana, Teachers College, Columbia University*

**38.089-7. LGBT Perspectives and Experiences in Education.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chairs: *Howard L. Smith, The University of Texas - San Antonio; Samara Wolf Fetner, American Educational Research Association*

Participants:

#donttagyourhate: Sexual Subjectivities, Writing as Reparation, and the On-/Off-Line Queer Politics of Everyday Life. *Jon Michael Wargo, Michigan State University*

Beyond Queer Blindness: Sexual Identity, Social Studies, and Sexual Civic Empowerment in Urban Communities. *Ashley Nicole Woodson, University of Pittsburgh*

English/Language Arts Teachers' Comfort and Awareness Levels Related to LGBT-Inclusive Literature and Curriculum. *Michelle L. Page, University of Minnesota - Morris*

Heteronormativity and Hidden Curriculum in Higher Education. *Dana Bible, Sam Houston State University; Stacey L. Edmonson, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Daphne D. Johnson, Sam Houston State University*

**38.089-8. Making Bias Visible: Deconstructing Discriminatory Thinking and Practice in Education.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Kevin C. Roxas, University of Wyoming*

Participants:

Managing Symbolic and Social Boundaries: Student Strategies for Maintaining Academic Identities in the Context of Discriminatory Schooling Practices. *Stacy I. Olitsky, Saint Joseph's University; Markita Billups, Temple University*

"We Are All the Same Inside": Resistance to Critical Pedagogy in Teacher Education. *Beatrice S. Fennimore, Indiana University of Pennsylvania*

Unmasking the Invisibility of Bias: Exploring Interpersonal Classroom Microaggressions in Community College Settings. *Saskias Casanova, New York University; Margary Martin, Brown University; Carola Suarez-Orozco, UCLA; Veronica Cuellar; Naila Smith, Fordham University; Sandra Dias, NYU; Dalal Katsiaficas, New York University; Alicia Ana Ayala, New York University*

**38.089-9. Research on Cultural and Linguistic Capital.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jennifer Keys Adair, The University of Texas - Austin*

Participants:

Cultural Capital in English as a Lingua Franca: A Poststructuralist Perspective. *Yi Ping Huang, National Chengchi University*

Facilitating Internally Persuasive Discourse to Enhance Multiculturalism in a Diverse Society. *Sarah Pollack, Hebrew University of Jerusalem; Yifat Ben-David Kolikant, The Hebrew University of Jerusalem*

Reconceptualizing Linguistic Repertoires in an Australian Context: "Learning About Language and Learning About My Friends".

*Jacqueline A. D'warte, University of Western Sydney*

The Influence of Home and School Cultural Capital on the Student Engagement of Hispanic Students. *Margarita Vance, University of Redlands; Jose Worrell Lalas, University of Redlands*  
 "You Can Start Thinking About Making Something out of Your Life": Deferred Action for Childhood Arrivals as a Form of Basic Capital. *Jose Garcia, University of Texas - Austin*

**38.089-10. Teacher Education, Teachers, and Rearticulating Learning in High-Stakes Accountability Policy Environments.** Division G - Social Context of Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Shanyce L. Campbell, University of North Carolina - Chapel Hill*  
 Participants:

"There's Just Some Things That Aren't Working": Teachers and Language Policy. *Christian Ellen Zuniga, The University of Texas - Austin; Deborah K. Palmer, The University of Texas - Austin*

Developing a "Guerrilla Pedagogy": Student Teachers Navigate the Policy Environments of Placement Schools. *Anne Marie Garth, Clemson University*

Finding and Creating Space for Hope in Teacher Education. *Melissa B. Rivers, South Ridge High School; Gustavo E. Fischman, Arizona State University*

From Another Perspective: Understanding Preservice Teachers' Conceptions of Poverty. *Jennifer Tatebe, University of Auckland*

**38.089-11. Teacher Explorations of Identity.** Division G - Social Context of Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Participants:

How Teacher Identity Shapes Intercultural Learning: A Case Study. *Chiu-Hui Wu, Wenzao Ursuline University of Languages; Cathrine L. Beaunae, Georgian Court University*

White Women, Racial Others, and the Complex Social Production of Identity. *Timothy J. Lensmire, University of Minnesota - Twin Cities*

Whiteness and Teacher Education: The Problems and Possibilities of White Ambivalence. *Ryan M. Crowley, The University of Texas - Austin*

"Is He Just Saying That Because I'm Black?" Race, Silence, and Becoming an Art Teacher. *Amelia M. Kraehe, University of North Texas*

**38.089-12. Critical Race Theory Autoethnography: Narratives Related to Race and Qualitative Research.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Valerie Hill-Jackson, Texas A&M University*

Participants:

Race C.A.R.: Examining Race as a Driving Force in Critical Autoethnographic Research. *Stephen D. Hancock, University of North Carolina - Charlotte; Ayana Allen, University of North Carolina - Charlotte*

Stories of Immigrants' Past: Examining the Role of Life Narratives in the Socialization Practices of Afro-Caribbean Immigrant Parents. *Chonika Coleman King, The University of Tennessee*

Researching the "Other": Power and Positionality in the Research Process. *Alexandra Allweiss, University of Wisconsin - Madison; Kalwant Bhopal, University of Southampton*

A Critical Race Analysis of Highly Engaged and Influential Parents in a Mixed-Race Elementary School. *Jennifer Leigh Foubert, University of Wisconsin - Madison*

**38.089-13. Multicultural/Multiethnic Education: Emerging Lines of Inquiry on Asian and Asian American Populations.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Donna Marie Johnson, Tulane University*  
 Participants:

The Development and Implementation of Multicultural Education Policy, Pedagogy, and Philosophy in South Korea. *John D. Palmer, Colgate University; Hyein Amber Kim, University of Washington - Seattle*

Thailand's Education Policies on Multiculturalism. *Thithimadee Arphattananon, Prince of Songkla University*

Asian Americans, FOBs (Fresh Off the Boat), and ... Me? An Examination of a Third Culture Kid: Experience, Perception, and Coping Strategies

for Stereotype Threats. *Kyoungwan Cathy Shin, Indiana University*

**38.089-14. Exploring Action Research Approaches in the Professional Development of Educators.** SIG-Action Research; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Lonnie L. Rowell, University of San Diego*

Participants:

Action Research as Empowering Professional Development: Examining a District-Based Teacher Research Course. *Christopher C. Martell, Boston University*

Scaling Up Action Research: Professional Development for In-Service School Librarians. *Jenny Robins, University of Central Missouri*  
 Faculty Development in Online Communities of Practice. *Michelle P. Collay, University of New England*

"Without Hermeneutics I'm Stuck in My Own Thinking": Preservice Teachers Adopt a Hermeneutical Stance Toward Action Research. *Colette Rabin, San José State University; Grinell Smith, San José State University*

**38.089-15. Accessibility for English Learners: Improving Assessment Quality and Broadening the Evidence Base.** SIG-Inclusion & Accommodation in Educational Assessment; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Elizabeth J. Grace, National-Louis University*

Participants:

Cross-Cultural Differences in the Features of Illustrations in Science Test Items in Three Assessment Systems: China, the United States, and TIMSS (Trends in International Mathematics and Science Study). *Chao Wang, University of Colorado*

Improving Illustration-Based Accommodations for English Language Learners in Science Assessment: Report on an Analytical Strategy. *Ashley M. Chrzanowski, University of Colorado - Boulder; Chao Wang, University of Colorado; Guillermo Solano-Flores, University of Colorado - Boulder*

The Impact of Discourse Features of Science Test Items on English Language Learner Performance. *Rachel R. Kachchaf, TERC; Tracy E. Noble, TERC; Ann Rosebery, TERC; Yang Wang; Beth M. Warren, Cheche Konnen Center, TERC; Catherine O'Connor, Boston University*

Using Teacher Ratings to Evaluate the Validity of an Alternate Assessment for English Language Learners. *Deepak Ebenezzer, Center for Applied Linguistics; Jennifer Renn, Center for Applied Linguistics; Shu Jing S. Yen, Center for Applied Linguistics; Carsten Wilmes, University of Wisconsin - Madison*

**38.089-16. Exploring Outcomes and Strategies in Environmental Education.** SIG-Informal Learning Environments Research; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Heather Toomey Zimmerman, The Pennsylvania State University*

Participants:

Comparing Informal Outreach Methods for Their Effect on Student Learning and Interest in Entomology. *Faith J. Weeks, Purdue University*

Impact of an Out-of-School Education Program on Students' Development of Ecological Mental Models. *Michael William Dentzau, Columbus State University*

Teaching Science in an Informal Learning Setting: Assessing a Garden-Based Approach to Teaching the Life Cycle of Insects. *Carley Fisher-Maltese, University of Maryland - College Park; Timothy D. Zimmerman*

**38.089-17. Urban Secondary Student Cultural Capital, Socioeconomic Status, Preparedness, and Career Goals.** Division G - Social Context of Education; Roundtable Session  
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Hua-Yu Sebastian Cherng, University of Pennsylvania*

Participants:

Assessing the College-Going Cultural Capital of Urban High School Seniors in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). *Christine Knaggs, Lourdes University; Toni A. Sondergeld, Bowling Green State University; John M. Fischer, Bowling Green State University; Jeffrey Griffith, Waite High School*

High School Student Preparedness for College and Career Goals. *Cheryl Carrico, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University;*

Marie Christine Paretti, Virginia Polytechnic Institute and State University

How Does High School Poverty Matter? High School Economic Composition and Postsecondary Outcomes. *Zitsi Mirakhur, Princeton University*

How Do I Get In? Teacher Decision Making and the Course Recommendation Process. *Philip Evan Bernhardt, Metropolitan State University of Denver*

### Division and SIG Posters

#### 38.090. Poster Session 6; Poster Session

##### 38.090-1. Social Justice and Multiculturalism in Teacher Education.

Division K - Teaching and Teacher Education; Poster Session  
Convention Center, 200 Level, Hall E; 2:15-3:45pm

###### Posters:

1. Allowing Children to Play With Language Through Hybrid Language Practices to Foster Their Language Development. *Nan Li, Clafin University*
2. Innovative Research Practice to Engage Preservice Teachers With Religious Diversity. *Yan Guo, University of Calgary*
3. Investigating the Hegemonic Language of the "American Dream". *Cheryl A. Kreutter, SUNY - College at Geneseo*
4. Just How Just Is This Service-Learning Project? Assessing English Teacher Candidates' Urban SAT Course. *Deborah A. Bieler, University of Delaware*
5. Teachers' Understandings of Multicultural and Intercultural Bilingual Education in Chilean Schools: A Case Study. *Cesar Pena-Sandoval, University of Washington - Seattle; Rukmini Dasi Becerra, University of Washington*
6. "I Struggle With How Much to Bring Into Classroom Spaces": Exploring Literacy Teacher Educators' Negotiations of a Critical Stance in Preservice Teacher Education. *Pooja Dharamshi, University of Toronto - OISE; Clare Kosnik, University of Toronto; Cathy Marie Miyata, University of Toronto*

##### 38.090-2. STEM Teaching and Learning, Division K - Teaching and Teacher Education; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

###### Posters:

7. An Analysis of Career Changers' Need in a Clinical Immersed STEM Teacher Preparation Program. *Xin Liang, The University of Akron; Lynne Pachnowski, The University of Akron; Karen Plaster, University of Akron; Gary M. Holliday, The University of Akron*
8. Exploring the Teacher-Curriculum Partnership in Beginning Elementary Mathematics Teaching. *Susanna Farmer, University of Michigan*
9. Implementing Garden-Based Learning: What Do Teachers Experience as Factors That Support or Challenge Their Efforts? *Sarah Selmer, West Virginia University; Melissa J. Luna, West Virginia University; Jim Rye, West Virginia University*
10. Measuring Science Teachers' Pedagogical Content Knowledge for Student Ideas About Natural Selection Using a Concept Inventory. *Margaret M. Lucero, Santa Clara University; Cesar Delgado, The University of Texas - Austin; Anthony Petrosino, The University of Texas - Austin*
11. Promoting Student Understanding Through Teacher Questioning: A Discourse Analysis of Inquiry-Based Fifth-Grade Science Classrooms. *Christopher D. Van Booven, New York University*
12. Teaching Science Through Inquiry in the Classroom: Experience From Pakistan. *Nelofer Halai, The Aga Khan University*
13. The 21st-Century Physics Classroom: What Students, Teachers, and Classroom Observers Report. *Dennis Sunal, The University of Alabama; John A. Dantzler, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Donna Patrice Turner, The University of Alabama - Tuscaloosa; Marsha Emelene Simon, The University of Alabama; James Wl Harrell*
14. The Use of Learning Aids in Online Learning Environments: An Examination of Developmental Mathematics. *Nicole Forsgren Velasquez, Utah State University; Taylor Martin, Utah State University; Jason Maughan; Sarah Jane Harris-Brasiel, Utah State University*
15. Using Cogenerative Dialogues to Illuminate Shifting Student-Teacher Alignments. *Joanna Higgins, Victoria University of Wellington; Linda Bonne, Victoria University of Wellington*

16. "Something Wicked This Way Comes": Curriculum Integration With Multimedia Simulations in Chemistry Learning. *Catherine E. Milne, New York University; Ruth N. Schwartz, Quinnipiac University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Steve Yavner, New York University; Tzuchi Tsai, New York University; Anna Gustava Brady, New York University; Ethlyn Saltzman, CUNY - Graduate Center*

17. Mathematics Knowledge for Teaching and Its Influential Factors: An Analysis of Chinese Elementary Mathematics Teachers. *Jian Wang, Texas Tech University*

#### 38.090-3. Learning and Motivation in Social and Cultural Contexts Poster Session 1. Division C - Learning and Instruction; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm

###### Posters:

18. Connecting Cultural Sponsorship and a Motivated Sense of Self to Understand the Language Learning Project. *Anke Julia Zwietasch Sanders, The University of Texas; Jeong-bin Hannah Park, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin*
19. Culturally Responsive Teaching and Latino Ethnic Identity. *Francesca Lopez, The University of Arizona*
20. Effects of Implicit Stereotypes, Stereotype Threat, and Performance Motivation Goals on Women's Math Performance. *Leia Ann Charnin, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City*
21. English Language Learners and the Shame of Being a Struggling Reader. *Rhonda D. Goolsby, University of Oklahoma*
22. Exploring the Relationship Between Achievement Goal Theory and Disruptive Classroom Behavior. *Danyelle Tauryce Brown-Willis, Howard University; Kimberley Edelin Freeman, Howard University*
23. Fostering Eighth-Grade Lumbee Students' Reading Motivation. *Heather H. Lynn, University of North Carolina - Chapel Hill; Angela M. Rogers, Clemson University; Laura Staal, University of North Carolina - Pembroke*
24. High- and Low-Achieving Students and Their Engagement 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*
25. Impact of Teachers' Immediacy and Instructional Conversations on English Language Learner Language Acquisition and Science Achievement. *Brady Kocher, North Carolina State University; Heather A. Davis, North Carolina State University*
26. Korean Teachers' Praising Typology. *Hyeyoung Bang, Bowling Green State University; Jungsub Kim, Pusan National University*
27. Learning From the Learners: Research for Rescripting Educational Failure. *Limor Pinhasi-Vittorio, Lehman College - CUNY; Elite Ben-Yosef, Nassau Community College*
28. Measuring Changes in College-Going Efficacy: A Case Study of an Innovative Digital Game Intervention. *Zoe Corwin, University of Southern California; Kevin Eagan, University of California - Los Angeles; Gisele Ragusa, University of Southern California*
29. Measuring Cultural Dimensions of Classroom Interactions: Initial Psychometric Findings. *Bryant Jensen, Brigham Young University; Sara Bernice Chapman, Brigham Young University*
30. Motivational Profiles in High School: A Person-Centered Approach and Examination of Contextual Predictors of Change. *Angela D. Miller, George Mason University; Tamera B. Murdock, University of Missouri - Kansas City*
31. Parent Autonomy Support and Academic Achievement: A Meta-Analysis of Research. *Ariana Christine Crowther, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin; Carlton Jing Fong, The University of Texas - Austin; Andrew Corrigan, The University of Texas - Austin; Lisa E Pine, The University of Texas - Austin*
32. Parental Beliefs About Math and Verbal Ability Predict Self-Reported Behavior: The Role of Child Competence. *Katherine Marie Muenks, University of Maryland; David Miele, University of Maryland - College Park*

#### 38.090-4. Current Research on Cooperative Learning Poster Session. SIG-Cooperative Learning: Theory, Research and Practice; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

33. Cooperative Learning for Youth on the Margins: Community Research Empowering Social Transformation. *Laurie Stevahn, Seattle University; Charisse Cowan Pitre, Seattle University*
34. Cooperative Learning in Physical Education: Pedagogical Approaches for Positively Interdependent Learning. *Victoria Anne Goodyear, University of Bedfordshire; Ashley Casey, University of Bedfordshire; David Kirk, University of Bedfordshire*
35. Positioning Practices Across Pairs of Students Working on Computers in High School Mathematics. *Anna Fricano DeJarnette, University of Illinois at Urbana-Champaign*
36. Uncovering Hidden Patterns: Temporal Analysis of Productive and Improvable Knowledge-Building Discourse. *Bodong Chen, University of Toronto - OISE; Monica Resendes, University of Toronto*

**38.090-5. Studies of Assessment Comparability, Teacher Perceptions and Use of Data, and Student Preparation for Testing.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

37. Inspiring Assessment That Promotes Learning: Preparing Teacher Candidates for New Teacher Evaluation Procedures. *Whitney Elaine Wall Bortz, Queen's University - Belfast; Patricia B. Shoemaker, Radford University; Boyoung Park, Radford University*
38. Comparability of Computerized and Paper-Administered Achievement Assessments in the Primary Grades. *Catherine Welch, University of Iowa; Keyu Chen, University of Iowa; Ye Lin, University of Iowa; Heather Rickels, Iowa Testing Programs; Stephen B. Dunbar, University of Iowa*
39. Contextual Factors That Affect Teachers' Conceptions of Assessment: Findings From a Survey of Singaporean Teachers. *Gavin W. Fulmer, National Institute of Education - Nanyang Technological University; Iris C. H. Lee, National Institute of Education - Nanyang Technological University; Kelvin Tan, National Institute of Education - Nanyang Technological University*
40. Data-Based Decision Making, Assessment for Learning, and Diagnostic Testing in Formative Assessment. *Fabienne Van der Kleij, Cito; Jorine Adinda Vermeulen, Universiteit Twente; Kim Schildkamp, Universiteit Twente; Theo Eggen*
41. Do Interim Assessments Influence Teachers' Grouping Methods? Evidence From a Randomized Controlled Trial. *Feng Liu, American Institutes for Research; Jared Eno, American Institutes for Research; Gregory Chojnacki, American Institutes for Research; Arie J. van der Ploeg, American Institutes for Research; Coby Meyers, American Institutes for Research; Shazia R. Miller, American Institutes for Research; Spyros Konstantopoulos, Michigan State University*
42. Massachusetts School Classroom Environment Survey: Development and Validation of a Qualitatively Enriched Rasch-Based Instrument to Measure Teacher Practices Within Massachusetts Schools. *Shelagh M. Peoples, Massachusetts Department of Elementary and Secondary Education; Claire Abbott; Elizabeth Davis; Robert Lee, Massachusetts Department of Elementary and Secondary Education; Kathleen Marie Flanagan, Massachusetts Department of Elementary and Secondary Education; Jennifer Malonson*
43. Modeling Assessment Literacy of Beginning Teachers: The Contribution of Training and Conceptions. *Adi Levy-Vered, Beit Berl College; Fadia M Nasser-Abu Alhija, Tel Aviv University*
44. Teacher Stress, School Climate, and Teaching Practices in the Age of High-Stakes Testing. *Nathaniel Paul von der Embse, East Carolina University; Stephen Kilgus, East Carolina University*
45. Teachers' Perceptions of Their Response-to-Intervention Skills as They Relate to Assessment, Instruction, and Intervention. *Jarrett M. Landor-Ngemi, Southern University and A&M College*
46. The Development of an Online Tool to Support Teacher Judgments Against National Standards. *Charles William Darr, New Zealand Council for Educational Research*
47. The Effect of Data Collection Schedules on Curriculum-Based Measurement Growth Estimates. *Ethan Van Norman, University of Minnesota - Twin Cities; Theodore Christ, University of Minnesota; Scott Ardoin, University of Georgia; Tanya Eckert, Syracuse University; Mary Jane White, University of Minnesota*
48. The Impact of an Interim Assessment Program on Educator Practice

and Student Achievement: Uncovering the Processes at Work. *Beth Morton, Center for Education Policy Research - Harvard University; Martin West, Harvard Graduate School of Education; Corinne M. Herlihy, Harvard University*

49. Classroom Experiences of Students Preparing for a High-Stakes National Public Examination in Trinidad and Tobago. *Jerome De Lisle, University of the West Indies; Sabrina McMillan-Solomon; Hazel Edwards, University of the West Indies; Rhoda Misty Mohammed, Ministry of Education, Trinidad and Tobago*

**38.090-6. E-Learning Research.** SIG-Online Teaching and Learning; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

50. Does Expectation Affect Behavior? The Effect of Credit Hour Notification on Retention Rates. *Jacqueline S Ryan-Rojas, Independent Scholar; Iris Lafferty, Ashford University; Christine Makris, Ashford University; Mark Ryan, Ashford University*
51. Exploring Online Teachers' Pedagogical Beliefs. *Fethi A. Inan, Texas Tech University; Doris U. Bolliger, University of Wyoming*
52. Paradigm for Online Mathematics Performance, Policy, and Practice: Learning in a Synchronous Environment. *Guadalupe VanderPloeg, K12 Inc.; Cherie Ichinose, California State University - Fullerton*
53. Power Distance in Online Learning: Experience of Chinese Learners in U.S. Higher Education. *Yi (Leaf) Zhang, University of Texas at Arlington*
54. Probing Innovative and Effective Online Pedagogical Practices: Faculty Perceptions on the Future of Cybereducation. *Katherine L. Hayden, California State University - San Marcos; Nahid Nariman, University of California - San Diego*
55. Using Online Contexts to Specify Boundary Conditions in Educational and Social Psychology Theories. *Andy Saltarelli, Stanford University*
56. Examining Student Note Revising as a Component of Knowledge Construction in Discussion-Centered Online Courses. *Kim Mackinnon, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto*
57. Promoting Self-Regulation Through the Online Learning Community. *Jackie HeeYoung Kim, Armstrong Atlantic State University*
58. What Concerns Faculty: The Effect of Organization Restructuration on Online Learning. *Daniel Gutmore, Seton Hall University; Al Galloway, Seton Hall University*

**38.090-7. Pedagogies and Strategies for Designing Meaningful Learning Experiences.** SIG-Design and Technology; Poster Session  
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

59. A Design Case: The Community of Inquiry Model as a Design Framework for Massive Open Online Courses. *Heng Patrick Luo, John A. Dutton e-Education Institute; Erin C. Long, John A. Dutton e-Education Institute*
60. Exploring Health Education Strategies and Theoretical Foundations of E-Health and M-Health Education Interventions. *Suha Rahif Tamim, The University of Memphis; Michael M. Grant, The University of Memphis*
61. Integration of Social Media in Teaching: What Pedagogies Do Preservice Teachers Adopt in Practice? *Elson S.Y. Szeto, The Hong Kong Institute of Education; Annie Y.N. Cheng, The Hong Kong Institute of Education*
62. Leveling the Playing Field: Using Development Research to Create an E-Portfolio Implementation Framework for Educators. *Samantha J. Blevins, Radford University; Jennifer M. Brill, Virginia Polytechnic Institute and State University*
63. Understanding of Instructional Design Students' Design Judgment. *Muruvvet Demiral Uzan, Indiana University - Bloomington*

**38.090-8. Learning Sciences SIG Poster Session.** SIG-Learning Sciences; Poster Session  
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

64. An Approach for Combining Qualitative Analysis With Learning Analytics to Study Learning Processes in Project-Based Learning. *Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University*

65. Analogy From the Realm of Digital Games to the Realm of Formal Discipline. *Shulamit Kapon, University of Haifa*
66. Combining Computational Modeling, Theory, and Data: Steps Toward a Metamodel Framework for the Study of Learning. *James A. Levin, University of California - San Diego; Michael J. Jacobson, The University of Sydney; Lina Markauskaite, The University of Sydney*
67. Defining Computational Thinking for STEM. *David Weintrop, Northwestern University; Elham Beheshti, Northwestern University; Michael S. Horn, Northwestern University; Kai Orton, Northwestern University; Kemi Jona, Northwestern University; Laura Trouille, Northwestern University; Uri J. Wilensky, Northwestern University*
68. Entering the Dialogic: Disengaged Students and Multivoicedness in Computer-Supported Collaborative Learning Environments. *Benzi Slakmon, The Hebrew University of Jerusalem; Baruch C. Schwarz, Hebrew University of Jerusalem*
69. EvoBuild: Building Models of Evolutionary Change Using Individual-Level Behaviors. *Aditi Wagh, Northwestern University; Uri J. Wilensky, Northwestern University*
70. Examining the Relationship Between Educational Goals, Self-Efficacy, and Science Academic Achievement in High School Students: A Latent Moderated Structural Model. *Yueming Jia, Education Development Center, Inc.; Youn Joo Oh, Education Development Center, Inc.; Bernadette Sibuma, Education Development Center, Inc.; Helen Chung, Education Development Center, Inc.; Frank LaBanca, EDUCATION CONNECTION; Mhora Lorentson, EDUCATION CONNECTION*
71. Is Collaboration a Necessary Component of Problem-Based Learning? *Christopher Manente, Rutgers University; Suzanne Wichtel, Rutgers University; Angela M. O'Donnell, Rutgers University*
72. Microgenetic Learning Analytics. *Florence R. Sullivan, University of Massachusetts - Amherst*
73. Religious Participation and Mathematical Problem-Solving Strategies. *Edd V. Taylor, University of Colorado - Boulder; Tracy Dobie, Northwestern University*
74. Tangible Agent-Based Computation for Learning Physics. *Gokul Krishnan, Vanderbilt University; Pratim Sengupta, Vanderbilt University*
75. What More in Lectures for Learning Science? Body Positioning as a Pedagogical Resource for Communication. *SungWon Hwang, University of Calgary; Wolff-Michael Roth, University of Victoria*

## Friday, 4:00 pm

### SIG Sessions

- 39.010. Together in Struggle: Supporting Youth and Community Organizing Through Engaged Scholarship.** SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit South Philadelphia High School, 2101 S. Broad Street, Philadelphia, PA; 4:00-6:00pm  
Visit Leader: *Sonia M Rosen, University of Pennsylvania*  
Participant:  
Together in Struggle: Supporting Youth and Community Organizing Through Engaged Scholarship. *Sonia M Rosen, University of Pennsylvania*  
Discussants: *Sonia M Rosen, University of Pennsylvania; Jerusha Osberg Conner, Villanova University*

## Friday, 4:05 pm

### Governance Meetings and Events

- 40.001. AERA Affirmative Action Council: Open Meeting.** AERA Governance; Governance Session  
Convention Center, 100 Level, 104A; 4:05-5:35pm  
Chair: *April Z. Taylor, California State University - Northridge*
- 40.002. AERA Journal Publications Committee: Closed Meeting.** AERA Governance; Governance Session  
Marriott, Third Level, 306; 4:05-6:05pm  
Chair: *Gale M. Sinatra, University of Southern California*

### Presidential Sessions

#### 40.010. Building the STEM Workforce Begins Early: A Focus on STEM Learning Ages 3-8. AERA Presidential Session Cosponsored with AERA Sessions

Convention Center, 200 Level, 201A; 4:05-5:35pm  
Chair: *Janice M. Earle, National Science Foundation*  
Participants: *Marina U. Bers, Tufts University; Kimberly Brenneman, Rutgers University; Susan Carey, Harvard University; Richard Lehrer, Vanderbilt University*

#### 40.011. Choosing Homes, Choosing Schools: Mechanisms in the Reproduction of Educational Inequality. AERA Presidential Session

Convention Center, 200 Level, 201B; 4:05-5:35pm  
Chair: *Kimberly A. Goyette, Temple University*  
Participants:  
Changes in Segregation by Race and Class: The Implications for Schools. *Paul A. Jargowsky, Rutgers University - Camden*  
High-Stakes Choosing: How Parents Navigate Chicago Public Schools. *Mary Pattillo, Northwestern University; Lori Ann Delale-O'Connor, Child Trends; Felicia Butts, Little Angels Family Learning Center*  
Schools, Housing, and the Reproduction of Inequality. *Annette Lareau, University of Pennsylvania*  
School Choice in an Urban Setting: Sources of Information. *Elliot B. Weininger, College at Brockport - SUNY*  
Discussant: *Sean F. Reardon, Stanford University*

#### 40.012. Rewriting the Antiapartheid Struggle for Human Freedom From the Bottom Up: A Global Epistemology for Transformative Citizenship Education, Curriculum, and Research Praxis. AERA Presidential Session

Convention Center, 200 Level, 201C; 4:05-6:05pm  
Chair: *Joyce E. King, Georgia State University*  
Participants: *Gail Christopher, W.K. Kellogg Foundation; Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos; Sylvia I.B. Hill, University of District of Columbia; Molefi K. Asante, Temple University, University of Hangzhou, China and University of South Africa, Tshwane*  
Discussant: *Beverly M. Gordon, The Ohio State University*

#### 40.013. The 18th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. AERA Presidential Session; Invited Roundtable

Marriott, Third Level, Liberty AB; 4:05-6:05pm  
Chair: *Henry T. Frierson, University of Florida*  
Participants:  
Women of Color in Academe: The Difference Makers and Continuing That Role. *Arnetha F. Ball, Stanford University; Olga M. Welch, Duquesne University*  
Let's Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. *Jomills H. Braddock, University of Miami; Vinita C. Jones; Fayneese Miller, The University of Vermont*  
The Critical Importance of Addressing Culture in Educational Research. *Geneva Gay, University of Washington; Carol D. Lee, Northwestern University*  
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, Western Carolina University*  
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*  
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*
- 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, Independent Consultant*
- 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*
- Effective and Efficient Methods for Publishing. *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Margaret Beale Spencer, University of Chicago*
- Academic and Professional Expectations for Graduate Students as Well as Current and Prospective Postdoctoral Fellows: Establishing Foundations for Productive Careers—The Edgar G. Epps Table. *Tabbye Maria Chavous, University of Michigan; James Earl Davis, Temple University; Carol Camp Yeakey, Washington University in St. Louis*
- 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*
- Strategic Means for Developing Meaningful University-Public School Partnerships. *Charles I. Rankin, Kansas State University; Bernard Oliver, University of Florida*
- 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, George Mason University; Toks S. Fashola, Johns Hopkins University*
- The Politics of Knowledge and Educational Research. *Linda Darling-Hammond, Stanford University; William F. Tate, Washington University in St. Louis*
- The Importance of and Approaches for Conducting Community-Based Research. *Jerome E. Morris, University of Georgia; Vanessa Siddle Walker, Emory University*
- Developing Effective Educational Intervention Programs. *Lamont A. Flowers, Clemson University; James L. Moore, The Ohio State University*
- Developing Funded Educational Research Centers. *Jerlando F.L. Jackson, University of Wisconsin - Madison; Chance W. Lewis, University of North Carolina - Charlotte*

#### **40.014. The Contributions of Research and Evaluation to the Educational Innovation Ecosystem: Lessons From Around the World. AERA Presidential Session**

Convention Center, Terrace Level, Terrace I; 4:05-5:35pm

Chair: *Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development*

Participants: *Paul Collard, Creativity, Culture and Education; Thomas R. Bailey, Teachers College, Columbia University; Rukmini Banerji, Pratham; Shawn Powers, Massachusetts Institute of Technology*

Discussant: *John Q. Easton, Institute of Education Sciences*

#### **AERA Sessions**

**40.015. Standards for Educational and Psychological Testing: Major Changes and Implications to Users.** Cosponsored with the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. AERA Sessions; Invited Session  
Convention Center, 200 Level, 204A; 4:05-6:05pm

Chairs: *Wayne J. Camara, ACT, Inc.; Suzanne Lane, University of Pittsburgh*

Participants:  
Rationale for the Revision of the Standards and Charge to the Joint Committee. *Wayne J. Camara, ACT, Inc.; Suzanne Lane, University of Pittsburgh*

Major Changes in Response to the Charge. *Lauress L. Wise, Human Resources Research Organization; Barbara S. Plake, University of Nebraska - Lincoln*

Validity and Fairness. *Linda L. Cook, Educational Testing Service; Frank C. Worrell, University of California - Berkeley*

Reliability and Scaling. *Michael T. Kane, ETS; Michael J. Kolen, University of Iowa*

Workplace Testing. *Lauress L. Wise, Human Resources Research Organization*

Educational Testing. *Walter D. Way, Pearson; Barbara S. Plake, University of Nebraska - Lincoln*

Program Evaluation and Policy. *Brian Gong, National Center for the Improvement of Educational Assessment, Inc.*

#### **40.015a. Dealing with Bullying—Moving the Needle in Light of the AERA Report on Prevention of Bullying among Schools, Universities, and Colleges** AERA Sessions; Invited Session

Convention Center, 200 Level, 202B; 4:05-6:05 pm

Chairs: *Dorothy L. Espelage, University of Illinois-Champaign*

Participants:

Research Evidence for Bullying Prevention and Intervention Programs.

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

Preventing Bullying through School Climate Reform Efforts. *Jonathan Cohen, National School Climate Center*

Using Annual Indicator Systems to Address Bullying and School Climate. *Ron Avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University*

On School Climate Characteristics that Are Associated with Lower Levels of Bullying. *Dewey G. Cornell, University of Virginia*

#### **40.016. Excellence in Education Research: Early Career Scholars and Their Work.** AERA Sessions; Invited Poster Session

Convention Center, Terrace Level, Terrace II; 4:05-6:05pm

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

Participants:

1. "Do I Really Need My Mother?" A Black Female Adolescent's Autoethnographic Perspective on Motherhood and Othermothering. *Erica Nicole Womack, The Ohio State University*

2. Examining the Relationship Among Self-Reported Assertiveness, Perceived Discrimination, and College Environment in a National Sample of Black Women Law Students. *Rachel Upton, American Institutes for Research (AIR)*

3. Evaluating Quantitative Indices of Ethnic Composition in School Districts. *Johnny Lin, Educational Testing Service*

4. Capturing Effects of Knowledge and Metacognition in Scenario-Based Assessments. *Jesse R. Sparks, Educational Testing Service*

5. Successful STEM Outcomes for Underrepresented Students: A Role Strain and Adaptation Framework for Understanding Intervention Efficacy. *Krystal L. Williams, Educational Testing Service*

6. The Relationship Between Self-Regulation, Classroom Behaviors, and Literacy in Kindergarten. *Jaime Dice, University of Rhode Island; Minsuk Kim Shim, University of Rhode Island*

7. Are Student Absences Worth The Worry In U.S. Primary Schools? *Seth Gershenson, American University*

8. Algebra I, Take Two! Race and Advanced Math Course Taking Patterns during the Middle to High School Transition. *Yasmiyn Irizarry, Mississippi State University*

9. Studying the Effects of Early Absences on Later Absences. *Wladimir Zaroni, Chapin Hill at the University of Chicago*

10. Maybe Math? High School Students' Confidence of Their Intended College Major. *Casey E. George-Jackson, University of Illinois at Urbana-Champaign*

11. The Effect of Timing of Second-Gate Administration on Correlations Between First- and Second-Gate Measures of Behavioral and Emotional Risk in K-12 Students. *Leigh M. Harrell-Williams, Georgia State University*

12. Understanding Parental Adaptation and Participation During the Transition Into Kindergarten Among Parents of Children With Disabilities. *Helena Mawdsley, University of Florida*

13. Preschool Teacher-Child Relationships: Constructs and Measures Used in Empirical Research. *Tiffany McMonigle, University of Florida*

14. Developmental Progression of Fraction Magnitude Representations. *Vinaya Rajan, University of Delaware*

15. How Students Approach Visualizations From Large Professionally Collected Data Sets: An Eye-Tracking Study. *Ilyse Resnick, University of Delaware*

16. Factor Structures in Child Behaviors Observed During a Parent-Child Interaction Task. *Feihong Wang, University of Florida*

17. Differential Effects of Instruction on Achievement: Mathematical

Quality of Instruction. *Elizabeth Covay Minor, Michigan State University*

18. Contrasting Tools for the Evaluation of Literacy Instruction. *Rachael Gabriel, University of Connecticut*
19. A New Approach to Analyzing Classroom Observation Data With an Application to Adolescent Literacy Instruction. *Peter F Halpin, New York University*
20. Noninvariant Measurement in Rater-Mediated Assessments of Teaching Quality. *Benjamin Kelcey, University of Cincinnati*
21. The Impact of Achievement Measures on Estimates of Teacher Effects. *Ning Rui, Westat*
22. Understanding Student Sorting and the Reallocation of Teacher Human Capital When Teachers Are Randomly Assigned to Classes: Evidence From the Measures of Effective Teaching (MET) Study. *Matthew Philip Steinberg, University of Pennsylvania; Rachel Garrett, University of Chicago*
23. Theories of Effective Teaching: What Do Adolescent Perceptions of a Classroom Experience Tell Us? *Tanner LeBaron Wallace, University of Pittsburgh*
24. Developing Integer Understanding Through Board Games. *Laura Bofferding, Purdue University*
25. Sometimes You Have to Pop Them: Conflicting Views of Violence in a Parenting Education Class. *Maia B. Cucchiara, Temple University*
26. Making a Difference: Examining the Impact of Focusing on Core Instructional Practices in Teacher Education. *Hala N. Ghouseini, University of Wisconsin - Madison*
27. Discourses of Opportunity: Undocumented Students and Higher Education Policy. *Ryan Evelyn Gildersleeve, University of Denver*
28. Learning to Make Environmental Decisions in the Bhutan Himalayas. *Sameer Honwad, New York University*
29. Black Students and Black Studies: A Founding History, 1966-1970. *Ibram X. Kendi, University at Albany - SUNY*
30. Addressing the Need for Explicit Evidence on the Role of Culturally Responsive Teaching and Achievement Among Latino Youth. *Francesca Lopez, The University of Arizona*
31. Initial Reflections on Fieldwork in a Mixed-Status Community. *Ariana Mangual Figueroa, Rutgers University*
32. Politically Relevant Teaching and the Holistic Development of "Our" Children. *Maxine Ramona McKinney de Royston, University of California - Berkeley*
33. "Membership Has Its Privileges": Student Incentives and Stigmatized Identities in the Accountability Era. *Andrew Penner, University of California - Irvine*
34. The Effects of Changing a Threshold-Based Policy for Reclassifying English Learners: A Difference-in-Regression-Discontinuities Approach. *Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign*
35. School-to-Work Program Participation and the Early Labor Market Success of Young Adults. *Carrie Shandra, Stony Brook University - SUNY*
36. The Unequal Collateral Consequences of Mass Incarceration for Children's Educational Outcomes. *Kristin Turney, University of California - Irvine*
37. Rethinking Public and Private: Parents and Distinctive Schools of Choice. *Terri S. Wilson, Southern Illinois University - Carbondale*
38. Morphological Awareness and Incidental Word Learning in First and Second Language. *Jie Zhang, Western Kentucky University*

Discussant: *Michael J. Feuer, The George Washington University*

### Committee Sessions

**40.017. Division A Fireside Chat. Challenging Perceptions of Youth: How Research Can Guide Educational Leaders in Their Work With Young People.** Graduate Student Council Cosponsored with Graduate Student Council, Division A - Administration, Organization and Leadership; Invited Session  
Convention Center, 100 Level, 112B; 4:05-5:35pm

Chairs: *Alexandra E. Pavlakis, University of Wisconsin - Madison; Kate Rollert, Michigan State University*

Participants: *Bianca J. Baldrige, University of Wisconsin - Madison; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Lee Anne Bell, Barnard College; John S. Rogers, University of California - Los Angeles*

**40.018. Meet, Greet, and Eat With the Graduate Student Council and Campus Liaisons/Campus Liaison Information and Tip Share.** Graduate Student Council Cosponsored with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 4:05-5:35pm

Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*

**40.019. Welcome to the Dream: Revolutionizing Education Amid Egypt's Ongoing Arab Spring.** International Relations Committee; Symposium  
Convention Center, 100 Level, 121B; 4:05-6:05pm

Chair: *F. Joseph Merlino, The 21st Century Partnership for STEM Education*  
Participants:

A Revolution Inside a Revolution: Tales of Radical Educational Transformation Inside a New Egypt. *Reda Abouserie, World Learning Cairo; F. Joseph Merlino, The 21st Century Partnership for STEM Education*

"Grand Challenges" as the Design Principle for a Transdisciplinary Curriculum. *Deborah Pomeroy, 21st Century Partnership for STEM Education; F. Joseph Merlino, The 21st Century Partnership for STEM Education; Janice S. Morrison, TIES Teaching Institute for Excellence In STEM*

Role of Assessment in the Development of a STEM School Curriculum. *John Baker, 21st Century Partnership for STEM Education; John Weathers, 21st Century Partnership for STEM Education; Bates Mandel, 21st Century Partnership for STEM Education*

Changing the DNA of STEM Education: Professional Development for an Inquiry-Based Pedagogical Model for Egyptian High Schools. *Frederic M N Bertley, The Franklin Institute Science Museum; Matthew VanKouwenberg, Science Leadership Academy High School*

### Division Sessions

**40.020. Assessing the Influences of District and School-Level Factors on Teaching and Learning.** Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102B; 4:05-6:05pm

Chair: *Larry Bernstein, Northeastern University*

Participants:

Measuring Schools as Learning Organizations. *Bridget Zhaohui Sheng, Western Illinois University; Sandra Watkins; Seung Won Yoon, Western Illinois University*

Relationship Among Pay Satisfaction, Perceived Organizational Support, and Teacher Performance. *Yonghong Cai, Beijing Normal University; Yan Bi, Tianjin Polytechnic University*

The Development of an Instrument to Measure Organizational Communication in Primary Schools. *John De Nobile, Macquarie University*

The Effects of Transformational Leadership of Principals on Teacher Commitment: Mediating Effects of School Mindfulness. *Jae-Bum Han, Michigan State University*

The Validity of the Comprehensive Assessment of Leadership for Learning as a Predictive Instrument for School Performance on State Accountability Measures. *Marsha E. Modeste, University of Wisconsin - Madison; Jason Salisbury, University of Wisconsin - Madison*

U.S. School District Dropout Prevention and Recovery Practices Linked to Graduation Rate Performance. *Daniel Princiotta, Johns Hopkins University; Renee Ryberg, Child Trends*

Discussant: *Alex J. Bowers, Teachers College, Columbia University*

**40.021. Initiating and Delivering Virtual Programs for Student Learning.** Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115A; 4:05-5:35pm

Chair: *Elizabeth C. Reilly, Loyola Marymount University*

Participants:

Innovative, Virtual Public Schools Managed by For-Profit Companies: A Cautionary Tale About Public-Private Partnerships. *Cathleen K. Kim, University of Washington - Seattle; Michael S. Knapp, University of Washington*

Organizational Identity Formation in a Virtual Education Organization. *Eric Nippard, University of Calgary; Jim Brandon, University of Calgary*

Proficiency-Based Pathways in Three Pilot Programs: Examining Implementation and Outcomes. *Jennifer L. Steele, RAND Corporation;*

*Matthew W. Lewis, RAND Corporation; Lucrecia Santibanez, RAND Corporation; Brian Stecher, RAND Corporation; Laura S. Hamilton, RAND Corporation; Susannah Faxon-Mills, RAND Corporation; Mollie Rudnick, RAND Corporation*

Voices of Virtual School Leaders: Challenges and Advice. *Dennis Beck, University of Arkansas at Fayetteville; Jason LaFrance, Georgia Southern University; Jayson W. Richardson, University of Kentucky*

Discussant: *Angela Urick, The University of Oklahoma*

**40.022. Using Data to Guide Leadership Work.** Division A - Administration, Organization and Leadership; Paper Session  
Convention Center, 100 Level, 115B; 4:05-5:35pm

Chair: *Lavetta B. Henderson, Florida Agricultural & Mechanical University*  
Participants:

Administrators' Perceptions of Themselves as Evaluators: Insights From the Excellent Educators for New Jersey (EE4NJ) Pilot. *Timothy Lyle Nordin, Rutgers University; William A. Firestone, Rutgers University*

Data-Driven or Instructionally Focused Leadership? High School Math and Science Instruction as an Illustrative Case. *Chad Lochmiller, Indiana University*

Measuring Principal Time-Use: A Methodological Investigation. *Paul Mathews, Auckland University; Deidre Le Fevre, University of Auckland; Claire Sinnema, The University of Auckland*

Multisource Principal Evaluation Data: Consequences for Principal Development and School Improvement. *Xiu Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Joseph F. Murphy, Vanderbilt University; Andrew C. Porter, University of Pennsylvania; Jade Caines, University of New Hampshire*

Discussant: *Thomas Edward Davis, University of Maryland*

**40.023. Coconstructing Methodology and Curriculum: Blurring Boundaries Within the Classroom.** Division B - Curriculum Studies; Paper Session

Marriott, Fourth Level, Franklin 12; 4:05-5:35pm

Chair: *Rita Cihlar Hermann, University of Nebraska - Lincoln*

Participants:

Complicated Boundary Crossings: A Collaborative Self-Study of Coteaching With School-Based Faculty. *Nichole A. Guillory, Kennesaw State University; Wendy B. Sanchez, Kennesaw State University; Jennifer Glendenning, Verlynda Slaughter-Thompson*

Ethnodrama and Multimodality: Teaching and Research Methodology for Writing Pedagogies With Preservice Teachers. *Sarah Reed Hobson, SUNY - College at Cortland*

Mapping Creativity in Teaching and Learning: A Rubric for Creative Work. *Punya Mishra, Michigan State University; Danah A. Henriksen, Michigan State University; Laura J. Terry, Michigan State University*

Teaching Against Hope Through a Curriculum of Positive Deviance. *Jim Burns, South Dakota State University; Jaime Nolan-Andrino, South Dakota State University*

Discussant: *Beth Powers-Costello, University of South Carolina*

**40.024. Narrative Methods? Beyond Methods "Experts" in Relocating Narrativizing Philosophies in the Curriculum.** Division B - Curriculum Studies; Symposium

Convention Center, 100 Level, 119A; 4:05-5:35pm

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

Participants:

Life History 2.0: Returning Life History to Hermeneutic Theory. *James C. Jupp, Georgia Southern University*

Just Another Word for Nothing Left to Lose. *Laura M. Jewett, The University of Texas - Brownsville*

Testimonio as Curriculum and Pedagogy: Expressing Struggle, Regaining "Self," and Finding Place and Home. *Edith Espinosa Trevino, The University of Texas - Brownsville*

Saving Grace: Race, Place, and Autobiography in Curriculum Studies. *Reta Ugena Whitlock, Kennesaw State University*

"The Right for Narrative" in Autobiographical Curriculum Theory. *Brian Casemore, The George Washington University; Danielle N. Bierzynski, The George Washington University*

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

**40.025. Current Approaches to Interest Measurement.** Division C - Learning and Instruction; Structured Poster Session  
Convention Center, 100 Level, 121C; 4:05-6:05pm

Chair: *Suzanne E. Hidi, University of Toronto*

Participants:

1. Interest Measurement Using Self- and Parent-Report Data in Three- to Eight-Year-Olds. *Joyce M. Alexander, Indiana University; Kathy E. Johnson, Indiana University - Purdue University at Indianapolis; Mary E. Leibham, University of Wisconsin - Eau Claire; Jessica Marie Chamberlain, Indiana University - Bloomington; Thea Ilene Freygang, Indiana University*

2. Interest Development via "Grand Challenges" in College Engineering Students. *Michael M. Barger, Duke University; Tony Perez, Old Dominion University; Michael Gustafson, Duke University; Joseph Nadeau, Duke University; David Schaad, Duke University; Lisa Huettel, Duke University; Lisa Linnenbrink-Garcia, Michigan State University*

3. The Four-Phase Model of Interest Development: Elaboration of a Measurement Instrument. *Isabelle Cabot, Cégep Saint-Jean-sur-Richelieu*

4. Using Interest as an Additional Precondition for Achieving Flow. *Walter Cook, Michigan State University; Barbara Schneider, Michigan State University*

5. Measuring Children's STEM Interest Development Longitudinally. *Lynn Diane Dierking, Oregon State University; John Falk, Oregon State University; Nancy Staus, Oregon State University; William R. Penuel, University of Colorado - Boulder; Jennifer Nicole Wyld, Oregon State University; Deborah Bailey, Oregon State University*

6. What Might Students Be Interested In? Exploring and Measuring Triggered Interest. *Robert B.W. Ely, The University of Melbourne; Mary D. Ainley, University of Melbourne; Jon M. Pearce, University of Melbourne*

7. The Construct of Interest Within the Expectancy-Value Framework. *Alanna Epstein, University of Michigan - Ann Arbor; Yi-Miau Tsai, University of Michigan - Ann Arbor; Jacquelynne Eccles, University of California - Irvine*

8. A Questionnaire to Assess Situational Interest: Theoretical Considerations and Findings. *Doris Lewalter, Technical University Munich; Maximilian Knogler, Technische Universität München*

9. Using Multiple Measures to Identify the Experiences That Initiate and Maintain Interest in STEM. *Adam V. Maltese, Indiana University*

10. Assessing STEM Interest as a Developmental Motivational Variable. *K. Ann Renninger, Swarthmore College; Lynne Steuerle Schofield, Swarthmore College*

11. Distinguishing Interest, Engagement, and Achievement: An Online Learning Approach. *Carol Sansone, University of Utah; Sungchoon Sinclair, University of Utah; Tamra Birch Fraughton, University of Utah; Jonathan Butner, University of Utah; Joseph Zachary, University of Utah*

12. Measuring Topic-Specific Interests in a Single Course: Advantages and Challenges. *Yoi Tibbetts, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin*

Discussants: *Reinhard Pekrun, University of Munich; Kou Murayama, University of Reading*

**40.026. Differentiation, Diversity, and Technology.** Division C - Learning and Instruction; Paper Session

Marriott, Fifth Level, Grand Ballroom J; 4:05-5:35pm

Chair: *Janeula M. Burt, Bowie State University*

Participants:

Designing Automated Guidance to Improve Diverse Students' Understanding of Energy Flow. *Kihyun (Kelly) Ryoo, University of North Carolina - Chapel Hill; Marcia Linn, Berkeley University of California*

Differentiating Science Instruction: Teacher and Student Findings From the Accessing Science Ideas Project. *Karen Much-Jones, TERC; Gillian M. Puttick, TERC; Lindsay Demers, TERC*

Diverse Learners Playing Science Video Games: Interactions Between Gaming Features, Reading Proficiency, Gender, and Disability. *Maya Israel, University of Illinois at Urbana-Champaign; Shuai Wang, University of Illinois at Urbana-Champaign; Matthew Marino, University of Central Florida; James D. Basham, The University of Kansas*

Adapting Interactive Technology to Younger Science Learners With a New Framework for Differentiating Classroom Interventions. *Bryan Henderson, Stanford University*

Discussant: *Tara O'Neill, University of Hawaii - Manoa*



**40.027. Innovations in Teaching History: Promoting Historical Learning, Historical Understanding, and the Common Core Standards.**

Division C - Learning and Instruction; Symposium  
Convention Center, 100 Level, 113A; 4:05-5:35pm

Chair: *Christopher C. Martell, Boston University*

Participants:

Historical Reading and Writing Apprenticeships for Adolescent Readers: Framing Instruction Within a Disciplinary Cognitive Apprenticeship. *Susan De La Paz, University of Maryland; Chauncey Monte-Sano, University of Michigan - Ann Arbor; Mark K. Felton, San José State University*

Writing Like a Historian: An Analysis of the Writing of Heterogeneous Middle School Learners. *Cynthia M. Okolo, Michigan State University; Carol Sue Englert, Michigan State University*

Defending the Public Good With Texts: Urban Middle School Students' Classroom Debates About Ancient Civilizations. *Leslie Duhaylongsod, Harvard University*

Evaluating Eighth-Grade Social Studies Teachers' Implementation of a Common Core-Aligned Literacy Intervention. *Abby Reisman, Teachers College, Columbia University*

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

**40.028. Literacy, Reading, and New Media.** Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 4:05-5:35pm

Chair: *Robert L. Bangert-Drowns, University at Albany - SUNY*

Participants:

"Distractions": How Adolescents Direct Themselves, Others, and Their Literacy Learning in Digitally Rich Schools. *Molly Buckley, Cleveland State University*

Promoting Reading Comprehension With the Use of Technology. *Larysa V. Lysenko, Concordia University - Montreal; Philip C. Abrami, Concordia University*

Technology Use and Self-Perceptions of English Language Skills Among Urban Adolescents. *Jia Li, University of Ontario Institute of Technology; Catherine E. Snow, Harvard University*

The Role of Audience in Developing Global Literacy Through Videoconferencing. *J. Spencer Clark, Utah State University; James Scott Brown, Indiana University*

Preschoolers Explore Interactive Storybook Apps: Which Apps, and With Whom? *Marcy Zipke, Providence College*

Exploring Sketching as a Window on Student Understanding. *Jooyoung Jang, University of California - Los Angeles; Benny Cooper, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles*

**40.029. Self-Directed and External Supports for Student Learning.**

Division C - Learning and Instruction; Paper Session  
Marriott, Fourth Level, Franklin 6; 4:05-5:35pm

Chair: *Denis Dumas, University of Maryland - College Park*

Participants:

Examining the Role of Critical Thinking in Advancing Inquiry. *Jing Leng, East China Normal University; Nancy Law, The University of Hong Kong*

Compensating for Perceived Competence by Learning From Errors. *Christina Barbieri, Temple University; Julie L. Booth, Temple University*

Predicative Effects of Being a Feedback Provider and Receiver on Student Question-Generation Performance. *Chun-Ping Wu, TamKang University; Fu-Yun Yu, National Cheng Kung University*

Autonomy Support and Chinese Adolescents' Engagement in Learning: The Mediating Role of Basic Psychological Need Satisfaction. *Meilin Yao, Beijing Normal University; Yongjie Chen; Wenfan Yan, University of Massachusetts - Boston*

Discussant: *Penelope Maria Day Vargas, Clemson University*

**40.030. Situating the "Who" in Multiple Source Use: What Do Learners' Characteristics Reveal About Online Processing?** Division C -

Learning and Instruction; Symposium  
Convention Center, 100 Level, 113B; 4:05-5:35pm

Chair: *Matthew T. McCrudden, Victoria University of Wellington*

Participants:

Incremental Theories of Intelligence Predict Multiple Document

Comprehension. *Jason Lawrence Braasch, The University of Memphis; Ivar Braten, University of Oslo; Helge I. Stromso, University of Oslo; Oistein Anmarkrud, University of Oslo*

Learner Characteristics, Web Source Evaluation, and Inquiry Learning: Evidence From Multiple Studies. *Lucia Mason, University of Padova; Patrik Pluchino, University of Padova; Caterina Tornatora, University of Padova*

Impact of Interest and Prior Knowledge on Multiple Source Use. *Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland*

Multiple Source Comprehension: Sources of Complexity and What Students Need to Know and Be Able to Do. *Susan R. Goldman, University of Illinois at Chicago*

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

**40.031. Technology Learning for All: Equity, Access, and Diversity Research.** Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113C; 4:05-5:35pm

Chair: *Ken-Zen Chen, Boise State University*

Participants:

Computer-Assisted English Language Learning Environments in Costa Rican Elementary Schools: An Experimental Study. *Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Yanan Fan, Texas A&M University*

Cultural Diversity in Online Collaborative Learning Environments: Chinese Students' Emotion Management in Online Group Work. *Xitao Fan, University of Macau; Jianzhong Xu, Mississippi State University; Jianxia Du, University of Macau; Ruiping Yuan, Mississippi State University; Huashan Zhu, Admission and Examination Authority*

Innovating "Blend" for Equity: Testing Online Learning With Low-Income Youth and Teachers in California. *Mica Pollock, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego; Hilary I Gay, University of California - San Diego; Thomas Gilkison, University of California - San Diego; Lilia Rodriguez; Alan Garcia, University of California - San Diego; Mohammad Qassimyar, University of California - San Diego*

"Seeing English": Creating Equitable and Interactive Learning Opportunities for Deaf Students Through Online Classroom Chat. *Carrie Lou Garberoglio, The University of Texas*

Engaging Young Women in Computer Science Through a Novel Programming Experience. *Xavier Velasquez, Utah State University; Taylor Martin, Utah State University; Nicole Forsgren Velasquez, Utah State University; Carmen Patrick Smith, University of Vermont; Matthew W. Berland, University of Wisconsin - Madison; Tom Benton, The University of Texas - Austin; Philip Janisiewicz, The University of Texas - Austin*

Science With Audemes: How a New Assistive Technology Impacts Blind and Visually Impaired Learners. *Suzanne Branon, Indiana University*

**40.032. Detecting and Explaining Differential Item Functioning.** Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 111B; 4:05-5:35pm

Chair: *Anita Rawls, The College Board*

Participants:

CDMSIB: Differential Item Functioning Detection Procedure in Cognitive Diagnostic Assessment. *Likun Hou, American Institute of Certified Public Accountants; Ratna Nandakumar, University of Delaware; Jimmy de la Torre, Rutgers University*

Examining Student Factors in Sources of Differential Item Functioning: An Example Using Test Accommodation Data. *Pei-Ying Lin, University of Saskatchewan; Yu-Cheng Lin, University of Texas at El Paso*

Identifying Science Item Context Characteristics for English Language Learners (ELLs) and Non-ELLs by Differential Item Functioning. *Ting Wang, University of Washington; Yuan-Ling Liaw, University of Washington; Min Li, University of Washington*

Why the Differential Item Functioning? Math Test Item Bias and the Role of Linguistic Item Characteristics. *Yuan-Ling Liaw, University of Washington; Elizabeth A. Sanders, University of Washington*

A Power Formula for the Mantel-Haenszel Test for Differential Item Functioning. *Zhushan Mandy Li, Boston College*

Discussant: *Andrea Gotzmann, Medical Council of Canada*

**40.033. Division D Mentoring Reception for New Professionals.** Division D

- Measurement and Research Methodology; Mentoring Session  
Convention Center, 100 Level, 122B; 4:05-6:05pm

Chairs: *Mirka E. Koro-Ljungberg, University of Florida; Mark A. Earley, Bowling Green State University*

**40.034. Does It Get Better? The Climate for LGBT People in Schools and Communities Over Time.** Division E - Counseling and Human Development; Symposium

Convention Center, 100 Level, 105B; 4:05-5:35pm

Chair: *Tiffany Wright, Millersville University of Pennsylvania*

Participants:

When "That's So Gay" Is Not OK: Trends in Adolescents' Homophobic Attitudes and Behaviors Over Time. *Emily Greytak, GLSEN:Gay, Lesbian & Straight Education Network; Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Sheri Klein*

Are Schools Becoming More Welcoming for LGBT Students? LGBT Youth on School Climate From 2001 to 2011. *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Emily Greytak, GLSEN:Gay, Lesbian & Straight Education Network; Neal A. Palmer, GLSEN:Gay, Lesbian & Straight Education Network*

The Workplace Climate for LGBT Educators: Has It Improved? *Tiffany Wright, Millersville University of Pennsylvania*

**40.035. Discourses of Education and Citizenship in Historical Policy Contexts.** Division F - History and Historiography; Symposium

Marriott, Fourth Level, 408; 4:05-5:35pm

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

Participants:

Textbook Slavery: Debates Over Slavery, Emancipation, and Citizenship in U.S. Moral Philosophy Textbooks, 1795-1859. *Kim Tolley, Notre Dame de Namur University*

Education and Voting Rights: Understanding the Consequences of the Failed Effort to Establish National Aid for Education, 1870-1906. *Nancy Beadie, University of Washington*

Statehood and the Schools: Citizenship, Public Education, and Hawai'i's Campaign to Become the 49th State. *Michelle M. Morgan, Missouri State University*

Educated to Resist: Educational Policy and the Origins of the Native Hawaiian Sovereignty Movement, 1921-1976. *Derek Taira*

**40.036. Civic Learning in the Crux of Change: Citizenship and Belonging Amid Radically Transforming Contexts.** Division G - Social Context of Education; Symposium

Convention Center, 200 Level, 204B; 4:05-5:35pm

Chair: *Bradley A. Levinson, Indiana University*

Participants:

Debating the Nation: Competing Imaginaries of the Future for Educated Eritrean Citizens. *Jennifer Riggan, Arcadia University*

Civic Education, Belonging, and Identity: Becoming Citizens in "Postconflict" Guatemala. *Beth C. Rubin, Rutgers University; Deirdre Dougherty, Rutgers University - New Brunswick/Piscataway*

The Development of Adolescents as Ethical Civic Actors in Countries in Transition From Identity-Based Violence and Conflict. *Sarah W. Freedman, University of California - Berkeley; Karen L. Murphy, Facing History and Ourselves*

"Only Different on the Surface": Constructing a Democratic Identity in Post-Communist Romania. *Kathryn M. Obenchain, Purdue University; Rebecca M. Callahan, The University of Texas - Austin*

"Your Eyes See Only What They Want to See": Negotiating Citizenship Identities in Times of Conflict. *Thea R. Abuel-Haj, Rutgers University*

Discussant: *Sigal Raday Ben-Porath, University of Pennsylvania*

**40.037. Exploring Suburban School Inequality.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 404; 4:05-5:35pm

Chair: *R. L'Heureux Lewis-McCoy, City College of New York - CUNY*

Participants:

A Suburban School Typology. *Erica Frankenberg, The Pennsylvania State University*

Opportunity Hoarding: How White Parents Maintain Racial Advantage in a Suburban High School. *Amanda E. Lewis, University of Illinois at Chicago; John B. Diamond, University of Wisconsin - Madison*

Expressive Cool and Racial Differences in the Neighborhood Socialization

of Male Adolescents Toward Education. *Odis Johnson, University of Maryland*

Suburban Boy Blues. *R. L'Heureux Lewis-McCoy, City College of New York - CUNY*

**40.038. Indigenous Technologies: Lessons From the Field.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 405; 4:05-5:35pm

Chairs: *Bryan McKinley Jones Brayboy, Arizona State University; Yasmin B. Kafai, University of Pennsylvania*

Participants:

Grappling With Technology: American Indian Youth Producing Digital Media in a Native Arts Class. *Kristin Anne Searle, University of Pennsylvania; Cristobal Martinez, Arizona State University; Bryan McKinley Jones Brayboy, Arizona State University; Yasmin B. Kafai, University of Pennsylvania*

From Origins to Innovations in Land-Based Learning: Emergent Use of and Valuing of Digital Technologies in an Urban Indigenous Community. *Megan Bang, University of Washington; Ananda Maria Marin, Northwestern University; Lori Faber, Northwestern University*

A Connected-Knowledge Approach to Computing and Indigenous Knowledge Education for American Indian Youth. *Cristobal Martinez, Arizona State University; Kristin Anne Searle, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania; Bryan McKinley Jones Brayboy, Arizona State University*

**40.039. International Cases of Equity Policy Development.** Division G - Social Context of Education; Paper Session

Convention Center, 100 Level, 121A; 4:05-5:35pm

Chair: *Katherine Cumings Mansfield, Virginia Commonwealth University*

Participants:

Urban Education and Black Racial Identity in South Africa. *Bekisizwe S. Ndimande, The University of Texas - San Antonio; Helen Neville, University of Illinois*

Equity After Inclusion in Frail Democracies: The Case of a Guatemalan Public School. *Alfredo J. Artilles, Ph.D., Arizona State University; Marta Zoila Caballeros, Universidad Rafael Landívar; Romelia Mó, Ministerio de Educación de Guatemala; Ruby Batz, University of Oregon*

Integration Policies for Roma Minorities in New E.U. Member States. *Renata Horvatek, The Pennsylvania State University; Erica Lopatofsky Kryst, The Pennsylvania State University - University Park*

Social Justice by the Numbers: A Policy Historiography of Equity Education Policy in Ontario. *Allison Segeren, The University of Western Ontario; Goli Marzieh Rezaei-Rashti, University of Western Ontario; Wayne J. Martino, The University of Western Ontario*

Discussant: *Kristina R. Llewellyn, University of Waterloo*

**40.040. Testing the Theory and Practice of Intergroup Dialogue: Possibilities, Outcomes, and Limitations.** Division G - Social Context of Education; Symposium

Convention Center, 200 Level, 204C; 4:05-5:35pm

Chairs: *Gretchen E. Lopez, Syracuse University; Jaclyn Rodriguez, Occidental College*

Participants:

Preparing Early Childhood Educators for Diverse Classrooms: Engaging Racial Identity Through Dialogic Pedagogy. *Andrea C. Rodriguez-Scheel, University of California - Los Angeles*

Exploring Authentic Higher Education-High School Collaboration Toward Thick Democracy. *A. Wendy Nastasi, Syracuse University; Gretchen E. Lopez, Syracuse University*

Sharpening Tools of Resistance: Black Men, Intergroup Dialogue, and Responses to Microaggressions. *Kenjus Terrel Watson, University of California - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles*

Nurturing Critical Hope Through Social Justice Education. *Imee Ricah Rejano, Occidental College; Jaclyn Rodriguez, Occidental College*

**40.041. The New Educational Structures of Neoliberalism: Pitfalls and Possibilities of Charter Schools and Other "School Choice" Arrangements.** Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 406; 4:05-5:35pm

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

Participants:

Becoming Unionized in a Charter School: How Charter School Teachers Navigate the Culture of Choice. *Elizabeth Montaño, University of California - Davis*

The Manufacture of a School Reconstitution: Counternarrating the Master Narrative of a "Failing" School. *Beth Trinchero, UCLA Community School*

Neoliberal Remodeling of the High Schools of the Bronx: Trying to Save an Urban School District. *Jessica Shiller, Towson University*

Neoliberalism as a Form of Governmentality: The School Choice Movement and the Decline of Public Education. *Marta P. Baltodano, Loyola Marymount University*

Discussant: *Pauline Lipman, University of Illinois at Chicago*

**40.042. Approaches to the Use of Learning Progressions Within Multidimensional Formative Assessment Activities in Science.**

Division H - Research, Evaluation and Assessment in Schools; Demonstration/Performance

Convention Center, 100 Level, 116; 4:05-5:35pm

Chair: *Pascal D. Forgione, K-12 Center at ETS*

Participants:

Context-Setting: The Next-Generation Science Standards and Conceptualizations of Learning Progressions. *Nancy Doorey, K-12 Center at ETS*

SimScientists: Use of Learning Progressions Within Curriculum-Embedded Simulations for Formative Assessment. *Edys S. Quellmalz, WestEd*

GlassLab: Creating Game-Based Formative Assessments Using Learning Progressions. *Malcolm Bauer, ETS*

Lessons Learned From the Investigating and Questioning Our World Through Science and Technology (IQWST) Project Regarding the Use of Learning Progressions in the Design of Instruction and Teacher-Student Discourse. *Joseph S. Krajcik, Michigan State University*

Discussants: *Joan L. Herman, University of California - Los Angeles; Fritz A. Mosher, Teachers College, Columbia University*

**40.043. Evaluation of Reading Apprenticeship Improving Secondary Education.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 102A; 4:05-5:35pm

Chair: *Jennifer A. Hamilton, Westat*

Participants:

Challenges of Scaling Up a Complex Set of Changes in Teaching Practice Across 300 High Schools. *Cynthia L. Greenleaf, WestEd; Ruth Schoenbach, WestEd*

A Randomized Control Trial of Reading Apprenticeship Improving Secondary Education. *Cheri L. Fancali, IMPAQ International, LLC*

Formative Evaluation on the Process of Scaling Up Reading Apprenticeship. *Jenna Lynn Zacamy, Empirical Education Inc.; Denis Newman, Empirical Education Inc.*

Evaluation of Internet-Based Reading Apprenticeship Improving Science Education (iRAISE). *Andrew P. Jaciw, Empirical Education Inc.; Megan Toby, Empirical Education Inc.*

Discussant: *Cynthia E. Coburn, Northwestern University*

**40.044. Linking Implementation to Impacts: Year 2 Results From the Mixed-Methods Evaluation of the Reading Recovery Investing in Innovation (i3) Scale-Up.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 117; 4:05-5:35pm

Chair: *Henry May, University of Delaware*

Participants:

Year 2 Results From the Randomized Evaluation of the Reading Recovery Scale-Up. *Henry May, University of Delaware; Philip M. Sirinides, University of Pennsylvania; Michael Armijo, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Heather D Goldsworthy, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania; Toscha J Blalock, University of Pennsylvania*

Measuring Implementation Fidelity: A Practical Example. *Michael Armijo, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Philip M. Sirinides, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania*

Revisiting Reading Recovery Implementation: Identifying Critical Factors. *Abigail Gray, University of Pennsylvania; Heather D*

*Goldsworthy, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Helen Anderson-Clark, University of Pennsylvania; Toscha J Blalock, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania*

Lessons From Innovators: Exploring Variation in the Implementation and Effectiveness of Reading Recovery. *Philip M. Sirinides, University of Pennsylvania; Michael Armijo, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Henry May, University of Delaware*

Discussant: *Joy Lesnick, Institute of Education Sciences*

**40.045. Assessing Competence in Professional Performance Across Disciplines and Professions.** Division I - Education in the Professions; Symposium

Convention Center, 100 Level, 109A; 4:05-6:05pm

Chair: *Paul F. Wimmers, University of California - Los Angeles*

Participants:

Assessing Performance in Legal Education. *Erika J. Abner, University of Toronto; Shelley Kierstead, York University*

Assessing Performance in Engineering Education: Examples Across 20 Years of Practice. *John Heywood, Trinity College Dublin*

Assessing Performance in Interdisciplinary Higher Education: Lessons and Issues From the United Kingdom. *Mark Russell, King's College London; Anne Christine McKee, King's College London; Michele Russell-Westhead, King's College London*

Building Competence in Performance Assessment: What a Faculty Needs to Know and Do. *Ara Tekian, University of Illinois at Chicago; John J. Norcini, Foundation for Advancement of International Medical Education and Research*

Discussant: *Marcia Mentkowski, Alverno College*

**40.046. Higher Education and Internationalization.** Division J - Postsecondary Education Cosponsored with SIG-International Studies, Division L - Educational Policy and Politics; Invited Session

Convention Center, 100 Level, 108A; 4:05-5:35pm

Chair: *Jenny J. Lee, The University of Arizona*

Speaker: *Francisco Marmolejo, World Bank*

**40.047. Approaches of Collaboration and Inquiry in Teacher Education.** Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 13; 4:05-5:35pm

Chair: *Maria Rosa Villongco Flores, Hawaii State Department of Education*

Participants:

Urban Teacher Residencies: Contributions and Barriers to the Professionalization of Teaching. *Susan Desha Stahl, University of Washington*

Teacher Education Reform Through Faculty Research Residencies in Urban Schools. *Diane E. Salmon, National-Louis University; Wendy L. Gardiner, National-Louis University*

Teacher Educator Attitudes Toward Family Engagement in Hawaii and Their Influence on Teacher Preparation. *Eva Ponte, University of Hawaii - Manoa; Kevin Traynor, University of Hawaii at Manoa*

The Development, and Engagement, of Social Resources for Sharing and Creating Knowledge About Practice. *Nicole Anne Mancevice, University of California - Los Angeles; Kimberley Gomez, University of California - Los Angeles*

Combining Corpus Linguistics Tools and Systemic Functional Linguistics in Tracing Emerging Bilinguals' L2 Writing Development. *Juan Pablo Jimenez, Columbia University*

Inquiry-Based Practice as a Driver for Effective Teacher Preparation in an Urban Teacher Residency. *Marisa Harford, New Visions for Public Schools; Roberta Trachtman, New Visions for Public Schools; Kay Sloan, Rockman et al; Sherryl B. Graves, Hunter College School of Education*

Discussant: *Jennifer H. Waddell, University of Missouri - Kansas City*

**40.048. Common Core State Standards for Mathematics and Mathematics Teacher Education Programs: Current and Future Directions.**

Division K - Teaching and Teacher Education; Symposium

Marriott, Fourth Level, Franklin 3; 4:05-5:35pm

Chair: *Yukiko Maeda, Purdue University*

Participants:

Identifying Common Core State Standards for Math Challenges to Inform the Preparation of Preservice Teachers. *Jeffrey M. Choppin, University*

of Rochester; Jon D. Davis, *Western Michigan University*; Corey Drake, *Michigan State University*; Amy M. Roth McDuffie, *Washington State University - Tri-Cities*

Reported Changes in Secondary Mathematics Teacher Education Programs due to the Common Core State Standards. Jeffrey Craig, *Michigan State University*; Jia He, *Michigan State University*; Sharon L. Senk, *Michigan State University*; Yukiko Maeda, *Purdue University*; Vivian Gregory Alexander, *Purdue University*

Goals of Mathematics Teacher Educators for Prospective Teachers and the Common Core State Standards for Mathematics. Marcy B. Wood, *The University of Arizona*; Jill Annette Newton, *Purdue University*; Patricia S. Wilson, *University of Georgia - Athens*; Denise A Spangler, *University of Georgia*; Corey Drake, *Michigan State University*; Sarah E. Kasten

Priorities for the Improvement of Secondary Mathematics Teacher Preparation for the Common Core Era. W. Gary Martin, *Auburn University*; Marilyn E. Strutchens, *Auburn University*

#### 40.049. Deepening Our Understanding of the Contexts of Teaching.

Division K - Teaching and Teacher Education; Paper Session  
Convention Center, 200 Level, 203A; 4:05-5:35pm

Chair: Eleanor V. Wilson, *University of Virginia*

Participants:

Case Studies of Teachers' Perceptions and Their Enactment Processes When Implementing Multiple Reforms in Urban High School Mathematics. Kimberly Anne O'Brien Samaniego, *Lincoln High School*

Dispositions and Culturally Responsive Teaching in Urban Teacher Preparation. Diane M. Truscott, *Georgia State University*; Vera Stenhouse, *Georgia State University*

Preparing Teachers for the Complexity of the Classroom. Jackie Sydnor, *Ball State University*

Supporting Future Teachers in Facilitating Home-School Partnerships: Examining and Assessing Knowledge and Dispositions. Alisa Hindin, *Seton Hall University*; Mary Frances Mueller, *Seton Hall University*

Teacher Perceptions of Stress, Self-Efficacy, and High-Stakes Tests: Examining the Beliefs of Teachers in Context. Heather S Dawson, *Virginia Commonwealth University*; Heather Carlson Vaquez, *Virginia Commonwealth University*

#### 40.050. How Teacher Preparation Is Being Transformed by Digital Technologies at an Urban Comprehensive College.

Division K - Teaching and Teacher Education; Symposium

Marriott, Fifth Level, Grand Ballroom L; 4:05-5:35pm

Chair: Minda M. Lopez, *Texas State University - San Marcos*

Participants:

"You Could Use Twitter Like That?" Employing Twitter to Prepare 21st-Century Teachers. Jevon D. Hunter, *SUNY - Buffalo State College*

Soaring With the Written Word: Teacher Candidates Use Storybird to Teach Writing. Jing Zhang, *Buffalo State College - SUNY*

Examining Graduate Students' Technological Pedagogical and Content Knowledge Using a Wiki During an Online Course. Christopher T Shively, *Buffalo State College - SUNY*

Potential Affordances Blogging Has on Developing Teacher Preparation: An International Experience Comes to Life. Sherri Weber, *SUNY Buffalo State*

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

#### 40.051. Professional Development in English Language Arts.

Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 2; 4:05-5:35pm

Chair: Margaret Gleeson, *Victoria University of Wellington*

Participants:

Accelerated Student Achievement and Enhanced Teacher Knowledge: The Case of a Long-Term Vocabulary Intervention. Jeni Davis, *University of South Florida*; James F. Baumann, *University of Missouri - Columbia*

Appropriating and Enacting Literacy Tools While Teaching. Huy Quoc Chung, *University of California - Irvine*

Closing the Gap: Examining the Effectiveness of a Writing Methods Course on Practicing Teachers' Understandings and Instructional Practices. Sherry Dismuke, *Boise State University*

Fidelity of Intervention of Elementary Curriculum for Gifted Students: Implications for Professional Development. Tonya R. Moon, *University of Virginia*; Sunhee Park, *University of Virginia*; Carolyn M. Callahan, *University of Virginia*; Annalissa V. Brodersen, *University of Virginia*

Transforming Disciplinary Literacy Instruction Through Teacher Study Groups: Case Studies of Three Secondary Teachers. Naomi M. Watkins, *University of La Verne*; Nancy T. Walker, *University of La Verne*  
Discussant: Thomas P. Crumpler, *Illinois State University*

#### 40.052. Struggles for Control: International Perspectives on Teacher Education.

Division K - Teaching and Teacher Education Cosponsored with International Academy of Education; Symposium

Convention Center, 200 Level, 203B; 4:05-6:05pm

Chair: Brad Olsen, *University of California - Santa Cruz*

Participants:

The Political Landscape of Teacher Education in the United States.

Kenneth m Zeichner, *University of Washington*

"The Market Will (Not) Decide": School Direct, the State, and the

Provision of Teacher Education in England. Viv Ellis, *Brunel University*; Meg M. Maguire, *Kings College, London*

Teacher Education in Chile: Policy Tensions Between Support and Control.

Beatrice Avalos, *Universidad de Chile*

Teacher Education in the Netherlands: Struggle Over the Curriculum. Anja

Swennen, *VU University Amsterdam*; Monique L. Volman, *Universiteit van Amsterdam, Research Institute Child Development and Education*

Discussant: Stephen J. Ball, *Institute of Education - London*

#### 40.053. Teachers Leading for Change: Reclaiming the Discourse and Practice of Teacher Leadership in a Neoliberal Context.

Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 120B; 4:05-5:35pm

Chair: Lisa Smulyan, *Swarthmore College*

Participants:

Teachers Lead Philly: Advancing Teacher Voice in Education Policy.

Kathleen Melville, *School District of Philadelphia*

Incorporating Student Voice in Teacher Evaluation. Alison McCartney,

*School District of Philadelphia*

Side by Side: Peer Tutoring to Empower Students, Teachers, and Schools.

Stacey Carlough, *Freire Charter School*; Maeve O'Hara, *School District of Philadelphia*

Action Research as Teacher Leadership: Teacher Experience in

Professional Learning Communities. S S, *Harvest Collegiate High School*

Discussant: Kevin Kumashiro, *University of San Francisco*

#### 40.054. Understanding the Impact of Professional Development on Mathematics Teaching and Learning for K-3 In-Service Teachers.

Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 120C; 4:05-6:05pm

Chairs: Wendy M. Smith, *University of Nebraska - Lincoln*; Traci Shizu

Kutaka, *University of Nebraska - Lincoln*

Participants:

Teachers' Knowledge Development: Structuring Opportunities to Learn

About Elementary School Mathematics. Carolyn Pope Edwards,

*University of Nebraska - Lincoln*; Ruth M. Heaton, *University of Nebraska - Lincoln*; Yinjing Shen, *University of Nebraska - Lincoln*;

Michelle Homp

Teachers' Knowledge Development: Structuring Opportunities to

Learn About Elementary School Mathematics. James P. Spillane,

*Northwestern University*; Megan Hopkins, *The Pennsylvania State University*

Longitudinal Changes in K-3 Teachers' Knowledge for Teaching, Beliefs

About Teaching, and Attitudes Toward Mathematics. Lixin Ren,

*University of Nebraska-Lincoln*; Traci Shizu Kutaka, *University of Nebraska - Lincoln*; Heidi Lynn Fleharty, *University of Nebraska*;

Wendy M. Smith, *University of Nebraska - Lincoln*; Carolyn Pope

Edwards, *University of Nebraska - Lincoln*; Jennifer L. Green,

*University of Nebraska - Lincoln*

Longitudinal Change in Students' Math Achievement Scores for an

Elementary Mathematics Specialist Program. Traci Shizu Kutaka,

*University of Nebraska - Lincoln*; Lixin Ren, *University of Nebraska-Lincoln*; Heidi Lynn Fleharty, *University of Nebraska*;

Wendy M. Smith, *University of Nebraska - Lincoln*; Carolyn Pope Edwards, *University of Nebraska - Lincoln*;

Jennifer L. Green, *University of Nebraska - Lincoln*; Anthony Daniel Albano, *University of Nebraska*

Discussant: Hilda Borko, *Stanford University*

#### 40.055. "Professional Language" in Education: Enhancing

**Communication Within and Across Research, Teacher Education, and School Settings.** Division K - Teaching and Teacher Education; Symposium

Marriott, Fourth Level, Franklin 5; 4:05-5:35pm

Chair: *Jamie O'Keeffe, Stanford University*

Participants:

- “Professional Language” in Research, Teacher Education, and School Settings. *Jamie O'Keeffe, Stanford University*
- The Problem of Accumulating Knowledge in Education Research. *Pamela L. Grossman, Stanford University*
- Lessons Learned From a Practice-Based Approach to Teacher Education. *Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Francesca Forzani, University of Michigan*
- Opening Windows on the Classroom: Professionalizing Discourse in Teacher Collaborative Groups. *Ilana S. Horn, Vanderbilt University; Britnie Delinger Kane, Vanderbilt University; Mollie H. Appelgate, Vanderbilt University*

Discussant: *Judith Warren Little, University of California - Berkeley*

**40.056. Comparing Studies of Inclusive STEM High Schools: Three Approaches With Different Findings and Policy Implications.**

Division L - Educational Policy and Politics; Symposium  
Convention Center, 100 Level, 115C; 4:05-5:35pm

Chair: *Sharon J. Lynch, The George Washington University*

Participants:

- What Is a STEM School? Opportunities in Inclusive STEM and Traditional High Schools in Denver. *Carrie D. Allen Bemis, University of Colorado - Boulder; Kristofor Wiley, Drury University; Margaret A. Eisenhart, University of Colorado - Boulder*
- Inclusive STEM High Schools in Practice: Outcomes and Opportunity Structures for Low-Income Underrepresented Minorities. *Lois Weis, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY*
- Developing a Model for Inclusive STEM High Schools: A Cross-Case Analysis of Four Schools. *Sharon J. Lynch, The George Washington University; Erin E. Peters Burton, George Mason University; Tara Behrend, The George Washington University; Nancy Spillane, George Washington University; Kathleen Ross; Edmund M. Han, The George Washington University; Michael Robert Ford, The George Washington University; Sam Kaminsky, George Washington University*
- Effects of Attending an Inclusive STEM High School: A Longitudinal Study of North Carolina Schools. *Barbara M. Means, SRI International; Viki M. Young, SRI International; Ann House, SRI International; Haiwen Wang, SRI International*

Discussant: *Martin Storksdieck, National Academy of Sciences*

**40.057. Competition and Choice.** Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 118A; 4:05-5:35pm

Chair: *Cassandra M. Guarino, Indiana University*

Participants:

- Competition, Niches, and Networks: Forming a Tiered Education Market in New Orleans. *Huriya Jabbar, University of California - Berkeley*
- Does Private Competition Improve Public School Outcomes or Increase Inequality? The Case of Nepal. *Priyadarshani Joshi, University of Pennsylvania*
- School Choice and Student Neighborhoods: Evidence From the Milwaukee Voucher Program. *Joshua M. Cowen, Michigan State University; Deven Edward Carlson, University of Oklahoma*

Discussant: *Andrew McEachin, North Carolina State University*

**40.058. Reception for Division L Policy Makers at the Conference.**

Division L - Educational Policy and Politics; Reception  
Convention Center, 100 Level, 122A; 4:05-5:35pm

**SIG Sessions**

**40.059. Distributing, Learning, and Making STEM Arguments in Public Media.** SIG-Advanced Technologies for Learning; Symposium

Marriott, Fourth Level, Franklin 7; 4:05-6:05pm

Chair: *Rogers P. Hall, Vanderbilt University*

Participants:

- Contextualizing Science in Life Through the Design and Circulation of News Infographics. *Joseph L. Polman, University of Colorado*

- *Boulder; Cynthia Graville-Smith, Saint Louis University; Engida Hailye Gebre, University of Colorado - Boulder*

Investigating the Teaching and Learning of Thematic Map Performances With Young People. *Nathan C. Phillips, University of Illinois at Chicago*

Dissecting and Remixing Graph Arguments Using Motion Charts and Public Data. *Jennifer Kahn, Vanderbilt University - Peabody College; Rogers P. Hall, Vanderbilt University; Nathan C. Phillips, University of Illinois at Chicago*

Data Talks but Models Lie? Studying Stakeholders' Epistemological Stances Toward Digital Media in Planning. *Leilah Lyons, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Moira Zellner, University of Illinois at Chicago; Dan Milz, University of Illinois at Chicago*

Guerilla Science: Engaging the Public Through Interactive Science Displays. *Amie Patchen, Boston College; Dennis J DeBay, Boston College; Connor Rooney, Boston College; Michael Barnett, Boston College*

Learning About Big Data for Democratic Participation. *Thomas M. Philip, University of California - Los Angeles; Maria C. Olivares Pasillas, University of California - Los Angeles; Janet Rocha, University of California - Los Angeles*

Discussant: *Roy D. Pea, Stanford University*

**40.060. Understanding and Extending the Advantages of Bilingualism and Bilingual Education.** SIG-Bilingual Education Research; Paper Session

Convention Center, 100 Level, 104B; 4:05-5:35pm

Chair: *Kellie Rolstad, University of Maryland*

Participants:

- Bilingual Programs in the Houston Independent School District: An Analysis of Latino English Language Learners. *Sandra Alvear, Rice University*
- Collaborative Dialogue in a Two-Way Spanish/English Immersion Classroom. *Amy Isabel Young, University of Minnesota*
- How Heritage Language Learners Can Reclaim Their Funds of Knowledge in High School. *Kayra Alvarado Merrills, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park*
- Working Memory Changes in Emergent Bilinguals. *Eunju Yang, University at Buffalo*

Discussant: *Sharon H. Ulanoff, California State University - Los Angeles*

**40.061. Storying Innovative Practices: International Perspectives on Archives and Schools.** SIG-Biographical and Documentary Research; Symposium

Marriott, Fourth Level, 409; 4:05-5:35pm

Chair: *Dustin Ian Garnet, Concordia University*

Participants:

- Making Storied Connections: Braiding Archives, Oral Histories, and the Art Education Institution at Central Tech. *Dustin Ian Garnet, Concordia University*
- Tales Left Untold: Reconstructing Oriental School Drawing Books by Ernest Beinfeld Havell (1861-1934). *Ami Kantawala, Teachers College, Columbia University*
- Archival Research as Living Inquiry: An Alternate Approach for Research in Teacher Education. *Anita Sinner, Concordia University*

Discussant: *Donal O'Donoghue, The University of British Columbia*

**40.062. Policy Implications for Science and Math Education, Visual Spatial Learning, and Neuromyths.** SIG-Brain, Neurosciences, and Education; Symposium

Marriott, Fifth Level, Grand Ballroom I; 4:05-6:05pm

Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

Participants:

- Numerical Predictors of Arithmetic Skills in Early Elementary and Middle School. *Ian M Lyons, University of Western Ontario*
- Core Skills in Elementary School Science. *Andrew Kenneth Tolmie, Institute of Education - London*
- Visual Spatial Talent, Neurological Systems, Instrumentation, Education, and the Left Brain/Right Brain Neuromyth. *Charles Gillmarten, George Mason University; Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*
- Environmental Influences on Neural Systems of Reasoning and Implications

for the Assessment of Intellectual Capacity. *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*  
 Discussant: *Kristin R. Dellinger, University of North Carolina - Chapel Hill*

**40.063. Race, Class, and Gender Issues in Higher Education.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Convention Center, 100 Level, 114; 4:05-5:35pm

Chair: *Juanita Johnson-Bailey, University of Georgia*

Participants:

Interracial Dating and Black Student Experiences of Inclusion: A Comparative Case Study of Two Predominantly White Universities. *Alana C. Butler, Cornell University*

Becoming "More Better": A Study of Financial Aid Students at the University of Cape Town, South Africa. *Margaret Louise Irving, Stanford University*

Lifting as We Climb: Messages Influencing African American Women's Postgraduate Degree Attainment. *ReShanta Hazelbaker, Bluegrass Community and Technical College; Beth L. Goldstein, University of Kentucky; Kenneth Maurice Tyler, University of Kentucky*

Smart Black Girls: An Exploration of the Intersections of Race, Gender, Class, and Academic Sense of Self Among Black Women at a Selective University. *Jennifer Michelle Johnson, Bowie State University*

Rearing Daughters While Loving Sons: Single African American Mother's Differential Parenting Style and Son's Academia. *Johnitha Watkins Johnson, University of Houston*

Combating Weapons of Spiritual/Intellectual Destruction: Examining Spirituality and Racial Epistemic Violence in the Academy. *Kyra Tynisha Collier, Miami University*

Discussant: *Juanita Johnson-Bailey, University of Georgia*

**40.064. Reconceptualizing Early Childhood Care and Education: Critical Questions, Diverse Imaginaries, and Social Activism.** SIG-Critical Perspectives on Early Childhood Education; Workshop

Convention Center, 100 Level, 108B; 4:05-6:05pm

Chairs: *Marianne N. Bloch, University of Wisconsin - Madison; Beth Blue Swadener, Arizona State University; Gaile S. Cannella, Arizona State University - Tempe*

Participant:

Reconceptualizing Early Childhood Care and Education: Critical Questions, Diverse Imaginaries, and Social Activism. *Marianne N. Bloch, University of Wisconsin - Madison; Beth Blue Swadener, Arizona State University; Gaile S. Cannella, Arizona State University - Tempe*

**40.065. Professional Development for Inclusive Practice: Exploring Teacher Perceptions and Discourse.** SIG-Disability Studies in Education; Paper Session

Convention Center, 100 Level, 107B; 4:05-5:35pm

Chair: *Nirmala Erevelles, The University of Alabama*

Participants:

Equity in Mathematics Education Through Collaborative Inquiry in Professional Learning: A Case Study. *Paulo Tan, Indiana University; Kathleen King Thorius, Indiana University - IUPUI; Marsha Simon, Indiana University - IUPUI*

Examination of Teacher Perceptions in Special Education Disproportionality. *Roey Ahrum, New York University; Alexandra Aylward, New York University*

Disrupting Ableism and Building Inclusive Schools: A Teacher Study Group. *Priya Lalvani, Montclair State University*

A Blueprint of Power and Control: Ethnographic Study of Educators' Discourse in a Kindergarten Classroom. *Fernanda Orsati*

Developing Inclusive Identities: Understanding Student Teaching Through de Certeau's Framework of Tactics and Strategies. *Carrie E Rood, Syracuse University; Christine Elaine Ashby, Syracuse University*

The Impact of a Disability Studies Curriculum on Education Professionals' Perspectives and Practice. *Holly Pearson, Chapman University; Meghan Cosier, Trinity Washington University; Joanne Jean Kim, Chapman University; Aja McKee, Chapman University; Audri Gomez, Chapman University; Carol Hines, Riverside Unified School District; Litzzy Z. Ruiz, Azusa Pacific University*

**40.066. Indigenous Language and Cultural Revitalization and the Power of Educational Research.** SIG-Indigenous Peoples of the Pacific; Paper Session

Convention Center, 100 Level, 103A; 4:05-6:05pm

Chair: *Katrina Kapaanaokalaokela Oliveira, University of Hawaii*

Participants:

Culture and Credibility: Negotiating Pacific Islander Heritage in Western Higher Education Administration. *Kyle Reyes, Utah Valley University*  
 Identity Formation in Culture-Based Higher Education. *Erin K. Wright, University of Hawaii; Brandi Jean Nalani Balutski, University of Hawaii*

*Ku'i ka Lono*: Going Public in Hawaiian. *Kerry Laiana Wong, University of Hawaii - Manoa; Ron Solis, University of Hawaii - Manoa*

*Ko wai au?* (Who Am I?): Examining the Multiple Identities of Deaf and Hearing-Impaired Indigenous Māori Youth. *Susan C. Faircloth, North Carolina State University; Clint Green, Kelston Deaf Education Centre; Anne Shelly Hynds, Victoria University of Wellington; Helen Margaret Jacob, Kelston Deaf Education Centre; Patrick Thompson, Kelston Deaf Education Centre*

Discussants: *Kekailoa Perry, University of Hawaii - Manoa; Graham H. Smith, Te Whare Wananga o Awanuiarangi*

**40.067. Educational Innovation and Cross-Cultural Teaching and Learning: Seeking Equity Through Policy and Practice.** SIG-International Studies; Symposium

Convention Center, 100 Level, 120A; 4:05-5:35pm

Chair: *Barbara Garii, SUNY - College at Oswego*

Participants:

Tensions and Potential of Cross-Cultural Teaching Innovations. *Candace M. Schlein, University of Missouri - Kansas City*

Where Do We Go From Here? International and Intercultural Teacher Preparation Opportunities Versus Teacher Preparation Reform Recommendations. *Barbara Garii, SUNY - College at Oswego*

Holding the Passport: Attitudes and Knowledge of Teacher Education Administrators and Supervisors Toward International Student Teaching. *Jennifer A. Mahon, University of Nevada - Reno*

The Long-Term Impact of a Short-Term International Educational Experience on Teachers' Global Engagement. *Lynne Masel Walters, Texas A&M University; Martha Robison Green, Texas A&M University; Timothy Walters, Texas A&M University*

Beginning Preservice Teachers' Perspectives on International Education and Society: What Are We Learning Through Travel? *Jubin Rahatzad, Purdue University; Suniti Sharma, Saint Joseph's University; JoAnn I. Phillion, Purdue University; Hannah Sasser, Purdue University*

Reentry: Leveraging International Learning Upon Returning Home From Study Abroad. *Helen Marx, Southern Connecticut State University*

Discussant: *Jubin Rahatzad, Purdue University*

**40.068. Languages, Literacies, and Social Processes.** SIG-Language and Social Processes Cosponsored with Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 202A; 4:05-6:05pm

Chair: *Beth V. Yeager, California State University - East Bay*

Participants:

The Classroom's a Stage: Performance as Resource for Critical Discourse Awareness. *Ruth Harman, University of Georgia - Athens*

Stories, Silences, and Inclusion as Social Process: Talk About Reading in a Fourth-Grade Classroom. *Mary Coakley-Fields, Teachers College, Columbia University*

Lessons Learned From Linguistically Diverse Mathematics Classrooms. *Mary P. Truxaw, University of Connecticut*

Coloring Words: Imagining Spoken Word Poetry's Critical Potential in White Private School Contexts. *Kati Macaluso, Michigan State University*

Innovation in Policy Versus Practice: A Case Study Exploring Two Charter Principals' Literacy Leadership. *Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge; Dana L. Bickmore, Louisiana State University*

**40.069. New Instruments for Assessing Learning Environments.** SIG-Learning Environments; Paper Session

Marriott, Fourth Level, 412; 4:05-5:35pm

Chair: *Catherine Shelley Martin-Dunlop, Morgan State University*

Participants:

Development of an Instrument to Measure Flourishing Learning Environments in Rural School Classrooms. *Hersh C. Waxman, Texas A&M University; Anna Witt Boriack, Texas A&M University; Hector*

*H. Rivera, Southern Methodist University; Russell Thomas Evans, Texas A&M University; Kayla Brazier Rollins, Texas A&M University; Beverly L. Alford, The University of Mississippi*

Students' Perceptions of Preservice Teachers' Behavior: Development and Evaluation of a Questionnaire Using Rasch and Multilevel Modeling. *Ridwan Maulana, University of Groningen; Michelle Helms-Lorenz, University of Groningen; Wim van de Grift, University of Groningen*

The Development, Validation, and Use of the Personalized Learning Environment Questionnaire. *Jeffrey P. Dorman, Monash University; Bruce G. Waldrup, University of Tasmania; 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*

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*

The Influence of Empirically Based Dimensions of the Learning Environment on Student Engagement and Classroom Experience. *David J. Shernoff, Rutgers University; Robert Frederick Cavanagh, Curtin University; Beheshteh Abdi; Stephen M. Tonks, Northern Illinois University*

Teacher Relational Characteristics and Positive Classroom Climates in Third- Through Eighth-Grade Settings. *Terri Jo Burchfield, Texas City ISD; Denise M. McDonald, University of Houston - Clear Lake; Carol A. Carman, University of Houston - Clear Lake*

#### 40.070. Developmentally Responsive Practice in Middle-Level Schools.

SIG-Middle-Level Education Research; Paper Session  
Convention Center, 100 Level, 111A; 4:05-6:05pm

Chair: *Virginia M. Jagla, National-Louis University*

Participants:

Developmentally Responsive Teacher Practices Across the Middle-to-High School Transition. *Bridget Mahoney, University of South Florida; Michael DiCicco, University of South Florida; Cheryl R. Ellerbrock, University of South Florida*

Middle School Teacher Willingness to Intervene in Bullying Situations: Efficacy, Concern, and Empathy for Victims. *Maureen P. Hines, Sachem Central School District; S. Marshall Perry, Dowling College*

Spiritual Development in Developmentally Responsive Practice. *Audrey Lingley, Portland State University*

The Effects of Mindful Awareness Practices on the Executive Functions of Early Adolescents in an Urban Middle School. *Laurie B. Hanich, Millersville University of Pennsylvania; Cheryl T. Desmond, Millersville University of Pennsylvania*

The Role of School Climate and Other Contextual Factors in Adolescent Test Anxiety. *LeaAnn Imasa, Wayne State University; Cheryl Leigh Somers, Wayne State University; Ty Partridge, Wayne State University; Elizabeth Robtoy; Nadia Habbab; Jina Yoon, Wayne State University*

#### 40.071. Organizational Theories in Practice: Using Case-Based Learning Methods for Leader Development.

SIG-Organizational Theory;  
Invited Session

Marriott, Fifth Level, Grand Ballroom K; 4:05-6:05pm

Presenters: *Bob Johnson Johnson, University; Sharon D. Kruse, The University of Akron; S. David Brazer, Stanford University; Sharon C. Conley, University of California - Santa Barbara; Ernestine K. Enomoto, University of Hawaii - Manoa; Scott C. Bauer, George Mason University; Angeline Kathryn Spain, University of Michigan - Ann Arbor; John M. Weathers, Lehigh University*

Discussant: *George White, Lehigh University*

#### 40.072. Educational Policy and Practice: Philosophical Reconsiderations.

SIG-Philosophical Studies in Education; Paper Session  
Marriott, Fourth Level, 410; 4:05-5:35pm

Chair: *Matthew Alan Ryg, Southern Illinois University - Carbondale*

Participants:

Friendship and Public Space in Schools: Revisiting Hannah Arendt's Resistance to "Political Education". *Aaron Schutz, University of Wisconsin - Milwaukee; Marie Gina Sandy, University of Wisconsin - Milwaukee*

On the Legitimacy of the "Ethics and Religious Culture" Program in Quebec. *Andrée-Anne Cormier, University of Montreal*

Adolescent Schooling as Inflamed *Amour-Propre* Cultivation: Reviving Emile in Light of Empirical Evidence From Neuroscience and Psychology. *Matthew J. Hayden, Drake University*

PISA (Programme for International Student Assessment), Global Capitalism, and Deleuze-Guattari's Apparatus of Capture. *Diana Masny, University of Ottawa*

Discussant: *A.G. Rud, Washington State University*

#### 40.073. Indigenous Educational Inequalities and Promised Solutions: Historical, Policy, and Transnational Perspectives on "Closing the Gap".

SIG-Postcolonial Studies and Education; Symposium

Marriott, Fourth Level, 411; 4:05-5:35pm

Chair: *Jo-Anne Margaret Dillabough, The University of British Columbia*

Participants:

Critical Analysis of the Achievement "Gap" Attributed to Australian Indigenous Students: Insights, Tensions, and Dilemmas. *Sophie Rudolph, University of Melbourne*

Discourses of Indigenous Self-Determination in Contemporary Education Policy: Aotearoa New Zealand, Australia, and Canada. *Marra Neilson, University of Auckland*

On Noticing and Not Noticing Indigenous Students as Learners and Future Citizens. *Julie E. McLeod, University of Melbourne*

Discussant: *Jo-Anne Margaret Dillabough, The University of British Columbia*

#### 40.074. Studying Practices That Promote Professional Learning in Professional Development School Partnerships.

SIG-Professional Development School Research; Paper Session

Marriott, Fourth Level, 414; 4:05-5:35pm

Chair: *Linda A. Catelli, Dowling College*

Participants:

Descriptions of Professional Learning Among Members of Professional Development School Triads. *Gwendolyn Lloyd, The Pennsylvania State University; Andrea McCloskey, The Pennsylvania State University; Courtney Lynch, The Pennsylvania State University*

Evaluating High-Leverage Clinical Practices at Professional Development Schools to Enhance Mathematics Teaching and Learning. *Jennifer M. Suh, George Mason University; Andrea H Weiss, Flint Hill School; Kerri Fulginiti, Fairfax County Public Schools; Molly Rawding, George Mason University; Lesley King*

Professional Development Within the Professional Development School: Making It Happen and Gaining Momentum. *Katherine Egan Cunningham, Manhattanville College; Diane W. Gomez, Manhattanville College*

Uncovering Supervisors' Comments in Reflection Journals. *Monique Alexander, Pennsylvania State University; Kelly Parks*

Discussant: *Sharon B. Hayes, West Virginia University*

#### 40.075. Disrupting Qualitative Inquiry: Possibilities and Tensions of Educational Research.

SIG-Qualitative Research; Symposium

Convention Center, 100 Level, 119B; 4:05-6:05pm

Chair: *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

Participants:

Promiscuous Feminist Policy Ethnography: Disrupting Methodological Practices in Qualitative Research. *Sara M. Childers, Independent Scholar*

Reports of Illegal Activities by a Research Participant: Disordering Meaning-Making in Reflexivity Through Mexican American Studies. *Rosario Carrillo, The University of Arizona*

Disrupting Science Education Research: Choosing to Honor and Make Visible Specific Contexts. *Cassie Fay Quigley, Clemson University; Nicole Beeman-Cadwallader, Indiana University*

"Bringing a Little Bit of Heaven to Humanity": Raising Hell While Interrupting Traditional Methods for the Purpose of Justice. *David O. Stovall, University of Illinois at Chicago*

CRIT Walking for Disruption of Educational Master Narratives. *Mark Giles, The University of Texas - San Antonio; Robin L. Hughes, Indiana University - Indianapolis*

Discussant: *Candace Ross Kuby, University of Missouri - Columbia*

#### 40.076. Instrument Development and Validation.

SIG-Rasch Measurement

Cosponsored with SIG-Survey Research in Education; Paper Session

Convention Center, 100 Level, 112A; 4:05-5:35pm

Chair: *Ronny Scherer, University of Oslo*

Participants:

- Rasch Analysis of the Rosenberg Self-Esteem Scale for African American Students. *Courtney Tobiasen, University of Denver; Kathy E. Green, University of Denver; Ruth C.L. Chao, University of Denver*
- Creating a Physical Activity Self-Report Form for Youth Using Rasch Methods. *Christine DiStefano, University of South Carolina; Russell Pate, University of South Carolina; Kerry McIver, University of South Carolina - Columbia; Marsha Dowda, University of South Carolina - Columbia; Michael Beets, University of South Carolina - Columbia; Dale Murrie, University of South Carolina - Columbia*
- Expeditionary Learning Implementation Review: Instrument Development. *Sue Leibowitz, University of Massachusetts; Larry H. Ludlow, Boston College; Thomas S. Van Winkle*
- Measurement of Teachers' Professional Performance. *Anatoly Andreyevich Maslak, Branch of Kuban State University at Slavyansk-on-Kuban*  
Discussant: *Matthew Newman Gaertner, Pearson*
- 40.077. Learning and Instruction.** SIG-Research in Mathematics Education; Paper Session  
Convention Center, 100 Level, 124; 4:05-6:05pm  
Chair: *Ebony Omotola McGee, Vanderbilt Peabody College*  
Participants:  
Characteristics of Interesting Mathematics Lessons. *Leslie Dietiker, Boston University*  
Concreteness Fading of Algebraic Instruction: Effects on Learning. *Erin R Otmar, University of Richmond; David Landy, University of Richmond*  
Student Performance on Real-World and Formal Mathematical Fraction Items. *Amy Michelle Olson, The University of Arizona; Christine Calderon Vriesema, The University of Arizona; Jacob A Davidson*  
Students' Conceptions of Sine and Cosine Functions: Using Multiple Representations in a Computer Programming Environment. *Anna Fricano DeJarnette, University of Illinois at Urbana-Champaign*  
The Mathematical Arguments of Preservice Teachers in a Patterns Unit Over Time. *Martha Makowski, University of Illinois at Urbana-Champaign*  
The Mathematics-Reading Achievement Relationship: Patterns Found in a Multigrade, Multiyear Statewide Examination. *Jill L. Adelson, University of Louisville; Emily R. Dickinson, Human Resources Research Organization; Brittany Carpenter Cunningham, American Institutes for Research*
- 40.078. The Authority of Introspection in Self-Study.** SIG-Self-Study of Teacher Education Practices; Paper Session  
Convention Center, 100 Level, 103C; 4:05-6:05pm  
Chair: *Patience A. Sowa, Zayed University*  
Participants:  
Self-Study Contributions to a History of the Self-Study of Teacher Education Practices (S-STEP). *Jack Whitehead, University of Cumbria*  
Personal Stories as Course Content: Learning About Self and Practice Through Analyzing Stories as Artifacts. *Valerie A. Allison-Roan, Susquehanna University*  
The Lure of the Beloved Assignment: Why Do We Give the Same Assignment Every Semester? *James A. Muchmore, Western Michigan University; Thomas A. Griggs, University of Northern Colorado*  
Developing "the Authority of Experience" Through Collaborative Self-Study. *Tom Russell, Queen's University; Shawn M. Bullock, Simon Fraser University*  
Transitioning to New Worlds: Challenges and Opportunities of Becoming International Teacher Educators. *Amanda K. Berry, Leiden University; Nathan D. Brubaker, Monash University; Judy Joy Williams, Monash University*  
Discussants: *Jill B. Farrell, Barry University; Anthony Kenneth Tufie Francis, Oakland University*
- 40.079. Issues in Postsecondary Education.** SIG-Special Education Research; Paper Session  
Convention Center, 100 Level, 103B; 4:05-5:35pm  
Chair: *Edward G. Fierros, Villanova University*  
Participants:  
Correlates of Academic and Nonacademic Indicators of College and Career Readiness for Students With and Without Disabilities. *Allison Lombardi, University of Connecticut; Jennifer S. Kowitz, University of Connecticut*  
Skills for Success: Promoting Self-Determination Through Negotiation. *Kathryn I. Scorgie, Azusa Pacific University*
- Swimming Upstream: Reframing Conceptualizations of Learning Disability in an Independent School—A Student-Led Critical Examination of Self and System. *John Dean, Germantown Academy; Andy Danilchick, University of Pennsylvania; Kimberly Dean, Arcadia University*
- The Effect of General Education Inclusion on College Enrollment Rates Among Youth With an Autism Spectrum Disorder. *Xin Wei, SRI International; Mary M. Wagner, SRI International; Jennifer Yu, SRI International; Harold Javitz, SRI International*
- Urban/Suburban Differences in Transition Services and Outcomes Among Students With Low-Incidence Disabilities. *Zachary A. McCall, University of Missouri - Kansas City; Argun Saatcioglu, The University of Kansas; Thomas M. Skrtic, The University of Kansas*
- 40.080. Noncognitive Correlates of Stress and Resilience Among Students and Teachers.** SIG-Stress and Coping in Education; Paper Session  
Convention Center, 100 Level, 105A; 4:05-5:35pm  
Chair: *Ted Nicholas Ingram, Bronx Community College - CUNY*  
Participants:  
Negative Feedback That Is Inconsistent With Academic Self-Concept Prolongs the Stress Response to Academic Challenges. *Sigrid Wimmer, University of Graz; Manuela Paechter, University of Graz; Ilona Papousek, Karl-Franzens-University Graz; Helmut Karl Lackner, University of Graz*  
Elementary Teacher Stress: Associations With Perceptions of Classroom and Professional Variables. *Christopher J. Mccarthy, The University of Texas - Austin; Sally Lineback, The University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte; Molly Allender, The University of Texas - Austin; Jenson Reiser, The University of Texas - Austin; Susan Murphy, University of Texas*  
Understanding the Relationship Among Teacher Role Stressors, Burnout, and Resilience. *Kevin Andrew Richards, Purdue University; Thomas J. Templin, Purdue University; Chantal Levesque-Bristol, Purdue University*  
Discussant: *Russell L. Carson, Louisiana State University*
- 40.081. The New Academic Labor Market and Graduate Students: A Symposium for Understanding, Reflection, and Action.** SIG-Teacher's Work/Teachers Unions; Symposium  
Convention Center, 100 Level, 118B; 4:05-5:35pm  
Chairs: *E. Wayne Ross, The University of British Columbia; Julie Gorlewski, SUNY - College at New Paltz*  
Participants:  
Survival Guide Advice and the Spirit of Academic Entrepreneurship: Why Graduate Students Will Never Just Take Your Word for It. *Paul Gregory Cook, Indiana University - Kokomo*  
Ivory Tower Graduates in the Red: The Role of Debt in Higher Education. *Nicholas Daniel Hartlep, Illinois State University; Lucille L.T. Eckrich, Illinois State University*  
In Every Way I'm Hustlin': The Post-Graduate School Intersectional Experiences of Activist-Oriented Adjunct and Independent Scholars. *Naomi Beth Reed, The University of Texas - Austin; Amy E. Brown, University of Pennsylvania*  
Discussants: *Peter L. McLaren, University of California - Los Angeles; Bradley J. Porfilio, Lewis University*
- 40.082. Innovating Through (Online) Games to Improve Educational Outcomes.** SIG-Technology as an Agent of Change in Teaching and Learning; Demonstration/Performance  
Marriott, Fifth Level, Grand Ballroom G; 4:05-6:05pm  
Chair: *Zoe Corwin, University of Southern California*  
Participants:  
Why We Create: Conversations With Kids and Teachers About Making Games (and Other Interactive Media) With Scratch. *Karen A. Brennan, Harvard University*  
Spunky Avatars, Virtual Quests, and Epic Battles Against Self-Doubt: How a Middle School Video Game Promotes College-Going Efficacy. *Gisele Ragusa, University of Southern California; Prayaas Jain; Jessica Evora, University of California - Los Angeles*  
Children's Games for Learning Physics and Social and Emotional Skills. *Eva L. Baker, University of California - Los Angeles; Girlie C. Delacruz, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles; Ayesha Madni, University of California - Los Angeles; Noelle Griffin, University of*



*California - Los Angeles*

Young Makers and the Design Disposition: Connected Learning, Innovation, and Relevant Making. *S. Craig Watkins, The University of Texas - Austin; Andres Lombana Bermudez, University of Texas, Austin*

Cultivating College Knowledge Through Play: The Facebook Game Mission: Admission. *Zoe Corwin, University of Southern California; Kevin Eagan, University of California - Los Angeles*

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

**40.083. Design-Based Research in Gaming and Virtual Environments.**

SIG-Technology, Instruction, Cognition & Learning; Symposium Marriott, Fourth Level, Franklin 11; 4:05-5:35pm

Chair: *Stephen Petrina, The University of British Columbia*

Participants:

Girls Designing Games, Media, Robots, Selves, and Culture. *PJ Rusnak, The University of British Columbia*

Designing an Educational Game (Heroes of Math Island): An Exploratory Study of Emotion and Learning. *Mirela Gutica, British Columbia Institute of Technology*

Designing Immersive Language-Learning Environments in Virtual Worlds. *Yifei Wang, The University of British Columbia*

Design-Based Research, Design and Engineering Cognition, and Ethical Know-How. *Stephen Petrina, The University of British Columbia; Franc H. Feng, The University of British Columbia*

**40.084. Validity in Systems of Data Use.** SIG-Test Validity Research and Evaluation; Paper Session

Convention Center, 100 Level, 109B; 4:05-5:35pm

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

Participants:

From the Ground Up: Validity and the Early Childhood Assessment. *Jessica A. Goldstein, University of Connecticut; Jessica Kay Flake, University of Connecticut; Peter Behuniak, University of Connecticut*

Inclusion of the Conventions, Practices, and Values of Multiple Stakeholders in a Validity Framework. *Paul D. Nichols, Pearson; Emily R. Lai, Pearson*

Teachers' Use of Assessment Data and Their Preparedness for Making Valid Interpretations. *Katharine Elizabeth Bailey, CEM-Durham University; Christine Merrell, Durham University; Peter B Tymms, Durham University*

Truth and Consequences in Validation: An Ecological Theory of Validity. *Josh Lederman, Wellesley College*

Discussant: *Arturo Olivarez, The University of Texas - El Paso*

**40.085. Vocabulary Research.** SIG-Vocabulary; Paper Session

Convention Center, 100 Level, 125; 4:05-5:35pm

Chair: *Dincay Koksak, Turkish Education Research Association (TERA)*

Participants:

Investigating the Acquisition of Words of Differential Difficulty in a Fourth-Grade Vocabulary Intervention With English Learners (ELs) and Their Non-EL Peers. *Lauren Artzi, University of Maryland - College Park; Brie Doyle, University of Maryland - College Park; Anna Meyer, University of Maryland - College Park; Rebecca Deffes Silverman, University of Maryland - College Park; Maria Elliker Crassas, Iowa State University*

Teachers' Instructional Strategies for Supporting Preschoolers' Vocabulary Development: How Much, What Kind, and How Deep? *Julie Dwyer, Boston University*

The Development of Vocabulary and Morphological Awareness: A Longitudinal Study With English-as-a-Foreign-Language College Students. *Li-Jen Kuo, Texas A&M University - College Station; Yih-Lin (Belinda) Jiang, Soochow University; Tsu-Ting Huang, New York University; Yihan Chen, National Chengchi University; Tae-Jin Kim, Northern Illinois University*

The Effectiveness of Thematic-Clustering Rehearsing Activity and Narrow Reading on Vocabulary Retention With English-as-a-Foreign-Language Learners in Taiwan. *En-Hui Lois Liao, National Kaohsiung Normal University*

Discussant: *Susan M. Baker, California State University - Sacramento*

**40.086. Digital Literacies and Mobility in Migrant Communities:**

**Studying Youth Practices and Learning Across Spaces.** SIG-Writing and Literacies; Symposium

Convention Center, 100 Level, 118C; 4:05-5:35pm

Chair: *Wan Shun Eva Lam, Northwestern University*

Participants:

Documenting and Expanding Latino Children's New Media Repertoires at Home and at El Pueblo Mágico. *Lisa Hope Schwartz, University of Colorado, Boulder; Kris D. Gutiérrez, University of Colorado - Boulder*

Voice and the Politics of Scale in Youths' Video Documentaries on Immigration. *Wan Shun Eva Lam, Northwestern University; Natalia Smirnov, Northwestern University; Enid Marie Rosario-Ramos, University of Michigan*

Migrant Youth, Multimodal Text Making, and Online Authorship. *Myrrh Domingo, University of London*

Learning From Navigating Diverse Worlds: The Networked Online Relationships of Immigrant and Native Youth in the Netherlands. *Mariette Haan De, Utrecht University; Kevin M. Leander, Vanderbilt University*

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

**Division and SIG Roundtables****40.087. Roundtable Session 11; Roundtable Session****40.087-1. Adult Education and Adult Literacy Practice.** SIG-Adult Literacy and Adult Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

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

Participants:

After Graduation Stop-Outs: A Qualitative Look at Nontraditional Students Who Commenced Without Completing Their Degrees. *Crystal Toombs, Brenau University; Dia Sekayi, Georgia Institute of Technology*

Improving the Comprehension and Vocabulary Skills of English Learners in an Adult Education Program. *Aydin Durgunoglu, University of Minnesota - Duluth; Anurag Sagar, Center For Literacy; Kathy Fagan, Center for Literacy; Rachel Brown, Center for Literacy*

School Life Expectancy and Urbanization Implications for Adult Literacy Rates in Sub-Saharan Africa. *Amon Okey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University*

Self-Efficacy and Anxiety Within Adult Learners of Mathematics. *Maranda Miller, University of Kentucky*

The Role of Race-Gender in Workforce Entry and Earnings for Participants in Workforce Investment Act Training. *Pieta Blakely, Brandeis University*

**40.087-2. A Sense of Belonging: The Construction of Doctoral Identity.**

SIG-Doctoral Education across the Disciplines; Roundtable Session Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Lisa K. Thompson, Prairie View A&M University*

Participants:

Reinventing Myself as an Academic Writer in a Second Language: Reflective Journal Writing as a Powerful Tool to Facilitate Learning. *Paulina Gutierrez Zepeda, Portland State University*

Researching the Researchers: The Influence of a Sense of Belonging in the Carnegie Project on the Education Doctorate (CPED) on Faculty and Student Research Volunteers. *Debby M. Zambo, Arizona State University; Ray R. Buss, Arizona State University; Jill Alexa Perry, Duquesne University; Ron Zambo, Arizona State University*

Uncovering the Identities of Ed.D. Students as Learners, Leaders, and Action Researchers. *Tiffany R. Williams, Arizona State University; Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University*

"Who Am I to Question the Research Literature?" From Experienced Teacher to Novice Researcher. *Theresa Y. Austin, University of Massachusetts - Amherst; Charles W. Estus, University of Massachusetts - Amherst; Katie Lazdowski, University of Massachusetts*

**40.087-3. Faculty Development and Mentoring.** SIG-Faculty Teaching,

Evaluation, and Development; Roundtable Session Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Gabriele Bauer, Villanova University*

Participants:

Course Kits: Faculty-Constructed Guides for Transforming Curricula and Teaching Practices. *Bonnie B. Mullinix, Greenville Technical College*

Promoting Higher-Order Thinking Skills Using Information and Communication Technology: Teaching Practices From Malaysian

Educators. *Ana-Paula Correia, Iowa State University; Siti Noridah Ali, Politeknik Sultan Salahuddin Abdul Aziz Shah*

Critical Race Theory and the Cultivation, Mentorship, and Retention of Black Faculty. *Raina Juanita Leon, Saint Mary's College of California; Norma D. Thomas, California University of Pennsylvania*

**40.087-4. Philanthropic Giving Practices Across Diverse Contexts in Public Education.** SIG-Education and Philanthropy; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Jamie B. Lewis, Georgia Gwinnett College*

Participants:

Assessing Philanthropy to Improve Early Childhood Education: How Representing Indicators, Networks, Learning, and Change Matters. *Sousan Arafeh, Southern Connecticut State University*

Philanthropy and Alumni Engagement of LGBTQ Alumni. *Jason C. Garvey, The University of Alabama; Noah Daniel Drezner, University of Maryland - College Park*

Corporate Philanthropic Giving Practices in Public Education. *Leila Morsy, University of New South Wales*

**40.087-5. Discipline and Resistance in Education: On the Limits and Possibilities of Teachers and Other Subjectivities.** SIG-Foucault and Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Thomas Greckhamer, Louisiana State University - Baton Rouge*

Participants:

Teachers as Learners: The Limits of Individualization as a Disciplinary Method. *Mary Chang, University of Hawaii - Manoa*

To Be Liked: On the Politics and Ethics of Likeability. *Adam Joseph Greteman, School of the Art Institute of Chicago; Kevin Burke, University of Notre Dame*

Examination and (En)Actors: The Shifting Identities and Practices of Teachers Within an "Evidence-Based" Accountability Paradigm. *Hester Earle, Teachers College, Columbia University; Pavithra Nagarajan, Teachers College, Columbia University*

A Foucauldian Critique of Restorative Discipline: Discipline Through Education or Discipline Through Shame? *Hilary Lustick, New York University*

**40.087-6. Current Practices and New Directions in History Education.** SIG-Teaching History; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Brian Girard, The College of New Jersey*

Participants:

Capturing the Civil Rights Movement: U.S. History Teacher Development and Curricular Choice. *Katy Swalwell, University of Maryland - College Park; Anthony Michael Pellegrino, George Mason University; Jenice Leilani View, George Mason University*

Necessary Selection: Toward a Theory of Critical Historical Reasoning. *Eric Freedman, Adelphi University*

Preparing Prospective Teachers to Foster Historical Literacies. *Jeffery D. Nokes, Brigham Young University*

Teaching History for Social Justice. *Terrie Epstein, Hunter College - CUNY*

**40.087-7. Conceptualizing Formative Assessment and Developing Formative Practice.** SIG-Classroom Assessment; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Jeffrey S. Beaudry, University of Southern Maine*

Participants:

Formative Assessment: Toward a Coherent Theory of Validity. *Ruhan Circi Kizil, University of Colorado - Boulder*

Contrasting Assessment Tools: Teachers' Current Assessment Practices as a Resource for Learning About Formative Assessment. *Sara C. Heredia, University of Colorado - Boulder*

The Process of the Process: Teachers Designing and Implementing Formative Assessment Processes. *Rob McEntarffer, Lincoln Public Schools*

High School Science Teacher Engagement and Motivation in Formative Classroom Assessment. *Andrew Boyd, Washington State University; Michael S. Trevisan, Washington State University*

**40.087-8. Classroom Management as Care, Relationships, Emotions, and**

**Aggression.** SIG-Classroom Management; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Alicia Wenzel, Western Oregon University*

Participants:

Creating Relationship-Based Classroom Management Strategies. *Mi-Hwa Park, Murray State University*

Teacher Motivation for Pastoral Care: A Challenge for Classroom Management Theorists. *Philip Riley, Australian Catholic University*

Teachers' Responses to Girls' and Boys' Physical Aggression: The Role of Emotional Reactions and Developmental Beliefs. *Kristen Granger, Arizona State University - Tempe; Laura Hanish, Arizona State University; Olga Kornienko, Arizona State University - Tempe; Jodi Swanson, Arizona State University - Tempe*

Teachers' Selection of Emotional Acting Strategies in Pursuit of Classroom Goals. *Christy Suzanne Galletta Horner, University of Pittsburgh; Elizabeth Levine Brown, George Mason University; Mary Margaret Kerr, University of Pittsburgh; Christina Scanlon, University of Pittsburgh*

**40.087-9. Voices From the Field: Stakeholder Perceptions of Teacher Preparation Program Quality and Effectiveness.** SIG-Academic

Audit Research in Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Anne Kristina Jones, University of California - Riverside*

Participants:

Beyond Accountability and Accreditation Compliance: Taking Full Advantage of Assessment Data. *Noela A. Haughton, University of Toledo; Virginia Keil, University of Toledo*

Critics and Critical Analysis: Lessons From 18,000 P-12 Students in Candidate Classrooms. *Jacqueline C. Waggoner, University of Portland; James B. Carroll, University of Portland; Hillary Merk, University of Portland; Bruce N. Weitzel, University of Portland*

The Validity of Using K-12 Student Ratings for Teacher Candidate and Educator Program Evaluation. *Todd W. Kent, Princeton University; Peter Horn, Westfield School District*

**40.087-10. Assessment Methods and Use of Results.** SIG-Measurement and Assessment in Higher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Scott M. Elliot, SEG Measurement*

Participants:

Comparing Learning Outcomes Between Two Medical School Groups of Unequal Size With Propensity Score Matching. *Kenneth Royal, University of North Carolina - Chapel Hill; Jacqueline E. McLaughlin, University of North Carolina - Chapel Hill*

Taking Stock: Searching for Validity in Study Abroad Research. *Jeffrey Burrow, University of Toronto - OISE*

Using Assessment Findings for Improvement: A Study of Types and Factors. *Jessica Loraine Jonson, University of Nebraska; Timothy Guetterman, University of Nebraska - Lincoln*

What Does an A Mean? Variation in Grading Criteria in College and University Courses. *Anastasiya A. Lipnevich, Queens College and the Graduate Center - CUNY; Thomas R. Guskey, University of Kentucky*

**40.087-11. Teaching Diversity in Higher Education.** SIG-Critical Educators for Social Justice; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Paul Kuttner, Harvard University*

Participants:

"Fitness" to Teach Diversity in the United States: One Teacher Educator's Journey. *H. Sophia Han, University of South Florida*

Who "Owns" Dis/ability? The Cultural Work of Critical Special Educators as Insider Outsiders. *David J. Connor, Hunter College - CUNY*

How Much More Can We Give? Racial Battle Fatigue in Higher Education. *Kenneth James Fasching-Varner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Katrice Albert, University of Minnesota*

Teaching the History of Higher Education: A Critical Duoethnography. *Susan Marine, Merrimack College; Z Nicolazzo, Miami University - Oxford*

**40.087-12. The Voice of the Child and the Parent: Family Engagement Practices Up Close and Personal.** SIG-Family, School, Community Partnerships; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Colleen M. Gibbons, Syracuse University*

Participants:

“You Don’t Just Stay in One Place”: The Intergenerational Pedagogy of Two African American Families in the South. *Jessica Sarah Powell, Cazenovia College*

Parent Perceptions of School Fit. *Sofia Bahena, Harvard University; Beth Schueler, Harvard University; Hunter Gehlbach, Harvard University*

How Do Parents’ Psychological Resources (Parenting Self-Efficacy and Enjoyment of Parenting) Enable Them to Support Second Graders’ Self-Regulation and Competence? Focusing on the Mediation Role of Parental Involvement at Home. *Soojung Kim, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Sawako Suzuki, Saint Mary’s College of California; Ayumi Nagase, University of California - Berkeley*

#### 40.087-13. Teacher Education: Can Our Voices Be Heard? SIG-Research

Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Monika Williams Shealey, Rowan University*

Participants:

Does Teacher and Student Race Congruence Help or Hinder Student Engagement in Ninth-Grade Science? *Will J. Jordan, Temple University; Briana L. Chang, Temple University; Crystal Menzies, Temple University; Julia Camille Ransom, Temple University*

Where Are Our Stories? Examining the Research Literature on Black Women in Teacher Education. *Monika Williams Shealey, Rowan University; Allyson Leggett Watson, Northeastern State University*

What Plato Took for Granted: An Examination of the First Five African American Female Mathematicians. *Nicole Michelle Russell, University of Denver*

“Creating a Sense of Urgency in Texas”: The State of African American Education in the K-12 Context. *Ifeoma A. Amah, The University of Texas - Arlington; Olga Hickman, The University of Texas - Arlington; Bernice King-Strong, The University of Texas - Arlington*

#### 40.087-14. Educational Issues and Possibilities in New Immigrant

Gateway States: The Case of North Carolina. SIG-Hispanic

Research Issues; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill*

Participants:

How Latina/o Children Fared in North Carolina in 2000-2010. *Xue Lan Rong, University of North Carolina - Chapel Hill*

The Decade of the 1990s: The Lost Years of Opportunity for North Carolina’s ESL Students. *Sharon LaBurt Shofer, University of North Carolina - Chapel Hill*

Countering the Silencing of Latina/o Children in the New South: Testimonios of Mexican Immigrant Mothers. *Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill; Alison McGlinn Turner, University of North Carolina - Chapel Hill*

Testimonios of Undocumented Latina/o High School Students in North Carolina. *Jean Rockford Aguilar-Valdez, St. Olaf College*

She Doesn’t Even Act Mexican: Smartness Trespassing in the New South. *Juan F. Carrillo, University of North Carolina - Chapel Hill; Esmeralda Rodriguez, The University of Texas - Austin*

#### 40.087-15. Marxian Analysis of Society, Schools, and Education SIG

Roundtable. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Rebecca A. Goldstein, Montclair State University*

Participants:

Resisting the Local and Global Corporate Colonialism of Education: Guerrilla Warfare Tactics to Conquer Corporatism. *Thad S. LaVallee, University of Massachusetts - Dartmouth*

Tacit Positivism in the Common Core Standards. *Deborah P. Kelsh, College of Saint Rose*

The Three Billy Goats Gruff in an Age of Neoliberalism: Applying a Charter for Change. *Margaret Branscombe, University of South Florida*

#### 40.087-16. Instructional Technology SIG Roundtable Session: Web-Based

Technologies. SIG-Instructional Technology; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Heng Patrick Luo, John A. Dutton e-Education Institute*

Participants:

Community Structure and Information Sources of Informal Health Science Learning Networks on Twitter. *So Mi Kim, University of Georgia - Athens; Min Kyu Kim, University of Southern California*

The Spacing Effect of Retrieval Practice Attempts Using a Web-Based Content Retrieval Tool. *Niels Proctor, University of Florida; Pasha Antonenko, University of Florida*

An Eye-Tracking Study on the Effect of Visual Cuing Techniques on Multimedia Learners’ Performance and Information Processing. *Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-Sen University*

Educational Technology Facilitators: Agents of Change. *Jenny Sora; Francine C. Falk-Ross, Pace University*

### Division and SIG Posters

#### 40.088. Poster Session 7; Poster Session

#### 40.088-1. Special Education Research SIG Poster Session. SIG-Special

Education Research; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

1. Achieving Inclusion? Effective Resourcing of Students With Special Educational Needs. *Selina M. McCoy, Economic and Social Research Institute; Joanne C. Banks, The Economic and Social Research Institute; Denise Frawley, Economic and Social Research Institute*
2. Bullying and Sibling Aggression: Exploring Implications for Students With Disabilities. *Chad Allen Rose, University of Missouri - Columbia; Cynthia G. Simpson, Houston Baptist University*
3. General and Special Education Teachers’ Perceptions of Teamwork at Primary and Secondary School Levels. *Markus Gebhardt, Technische Universität München; Andreas Gegenfurtner, Technische Universität München; Susanne Schwab, University of Graz; Mathias Krammer, University of Graz*
4. Imprisoned in School? Research for Innovative Practices and Policy Change in a Center-Based Classroom. *Teresa Ann Tyler, Saint Paul Public Schools*
5. Institutions of Higher Education and School Partnerships: Training Career Changers to Become Special Educators. *Laurie DeBettencourt, Johns Hopkins University*
6. Peer-Mediated Pivotal Response Treatment: Generalization From Unstructured to Structured Inclusive School Contexts. *Sunyoung Kim, University of Wisconsin - Madison*
7. Phonological, Orthographical, and Morphological Awareness in Third Graders With Reading Disabilities. *Yujeong Park, University of Tennessee; Amber Elizabeth Benedict, University of Florida*
8. Teachers’ Reported Use of Coteaching Methods: Associations With Structural Elements of Coteaching, Teacher Attitudes, and Professional Development Opportunities. *Nadya Pancsofar, The College of New Jersey; Jerry Petroff*
9. “Too Cool to Hang Out With You”: The Social Exclusion of Classmates With Learning Difficulties. *Elizabeth Nowicki, University of Western Ontario; Jason D. Brown, University of Western Ontario*
10. Verbal Working Memory Training and the Transfer to Comprehension for First Graders With Low Comprehension Skills: Drill and Practice Versus a Rehearsal Strategy Approach. *Peng Peng, Vanderbilt Peabody College; Douglas Fuchs, Vanderbilt University*
11. Reading and Mathematics Difficulties Each Increase Children’s Risk for Subsequent Behavior Problems. *Yu-Chu Lin, The Pennsylvania State University; Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Marianne Hillemeier, The Pennsylvania State University; Steven Maczuga, The Pennsylvania State University; Michael Cook, The Pennsylvania State University*
12. Assessing the Relation Between Seventh-Grade Students’ Engagement and Mathematical Problem-Solving Performance. *Amy Lein, University of Minnesota; Asha K. Jitendra, University of Minnesota; Kristin Starosta, Lehigh University; Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Cheyenne Hughes-Reid; Jon R. Star, Harvard University*
13. Assessing College- and Career-Readiness Skills Using the Transition Assessment and Goal Generator. *James E. Martin, University of Oklahoma; Maeghan N. Hennessey, University of Oklahoma; Amber*

*Elizabeth McConnell, University of Oklahoma; Robert A. Terry, University of Oklahoma; Donna Willis, University of Oklahoma*

14. Multiple Literacies for Individuals With Blindness/Visual Impairment: Comparison of Print, Braille, and Auditory Literacies. *Shariffa Khalid Al-Said, Ministry of Education, Oman; Ye Wang, Missouri State University; Feifei Ye, University of Pittsburgh; Young Ah Lee, The Ohio State University - Lima*
15. Supporting Equity Using Inclusive Practices: Social Justice for Educators and Students in a Developing Country. *Rebekka Joanne Jez, San Jose State University*
16. Effectiveness of Mathematical Word Problem Solving Interventions for Elementary Students With and at Risk for Learning Disabilities. *Amy Lein, University of Minnesota; Asha K. Jitendra, University of Minnesota*

**40.088-2. Exploring the Space of Science Pedagogical Practices.** Division C - Learning and Instruction; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

17. Influence of Visual Cuing and Correctness Feedback on Problem Solving. *Amy Rouinfar, Kansas State University; Elise Agra, Kansas State University; Jeffrey Murray, Kansas State University; Adam Larson, Kansas State University; Lester Loschky, Kansas State University; N. Sanjay Rebello, Kansas State University*
18. Investigating the Effect of Curricular Scaffolds on Third-Grade Students' Model-Based Reasoning About the Water Cycle. *Cory T. Forbes, University of Nebraska - Lincoln; Christina V. Schwarz, Michigan State University; Laura Zangori, University of Nebraska-Lincoln*
19. Middle School Students' Evaluations of Competing Scientific Explanations. *Brandy L.E. Buckingham, Northwestern University*
20. Moving Beyond Students as Blank Slates: Middle School Science Teachers' Practices Around Surfacing Prior Knowledge. *Jennifer Mesa, University of Florida; Rose Pringle, University of Florida; Lynda Hayes, P.K. Yonge Developmental Research School; Cheryl Althea McLaughlin, University of Florida; Natalie King, University of Florida*
21. Multiple Perspectives on Teacher Implementation of Learning Progression Teaching Strategies in Environmental Science. *Shandy Hauk, WestEd; Nissa Yesness, Colorado State University - Fort Collins; Kitty Roach, University of Northern Colorado; Alan Berkowitz, Cary Institute of Ecosystem Studies*
22. New Pedagogical Tools—New Interaction Patterns: Science Teacher Interactions in Distance Education for Professional Development. *Lauren P. Madden, The College of New Jersey; Melissa Gail Jones, North Carolina State University; Gina Childers, North Carolina State University*
23. Providing Investigation Choices to Promote Learner-Directed Inquiry. *Jennifer King Chen, University of California - Berkeley*
24. Using Log Files to Explore Patterns in Multimedia Interactions: Implications for Student Thinking. *Anna Gustava Brady, New York University; Ruth N. Schwartz, Quinnipiac University; Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Susan Letourneau, New York University*

**40.088-3. Applications With Regression Analysis.** SIG-Multiple Linear Regression: The General Linear Model; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Poster:

25. Everyday Roles and Women's Attitude About the Self Over Time Across Work, Family, and Community. *Kankana Mukhopadhyay, University of Rochester*

**40.088-4. Impacts of Teacher Policies and Reforms in the United States and International Contexts.** Division L - Educational Policy and Politics; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

26. Do New Yorkers Vote With Their Wallets? *Elizabeth Iris Rivera Rodas, Rutgers University*
27. Effect of Receiving Financial Awards on Teachers' Retention and Attendance Rates and Their Students' Achievement Gains. *Dara Renee Shifrer, Rice University - Kinder Institute; Ruth Lopez Turley, Rice University; Holly Heard, Rice University*
28. Generalist Dominance and Specialist Survival Among Alternate-Certification Teaching Programs in New Orleans. *Jennifer Lauren Nelson, Emory University*

29. Rural Staffing in Malawi: Current Practices and Implications for Equity. *Alyssa L Morley, Michigan State University*
30. The Effect of Teacher Preparation Programs on Future Elementary Mathematics Teachers' Knowledge With Teacher Education and Development Study in Mathematics (TEDS-M) Data. *Hong Qian, National Council of State Boards of Nursing; Peter A. Youngs, University of Virginia*
31. Two Heads Better Than One? A Cross-National Analysis of Teacher Collaboration and Job Satisfaction. *Kristina Brezicha, The Pennsylvania State University; Sakiko Ikoma, The Pennsylvania State University; Pablo Fraser, The Pennsylvania State University; Gerald K. LeTendre, The Pennsylvania State University; Erica Beth Sausner, Pennsylvania State University; Ha Ram Jeon, The Pennsylvania State University*

**40.088-5. Division L Section 4 Poster Session.** Division L - Educational Policy and Politics; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

32. Contesting the Past: School Desegregation in Contemporary School Assignment Politics. *Meghan V. Doran, Northeastern University*
33. Principals' Perception of Single-Sex Instruction, Its Implementation, and the Impact on Public Middle Schools in South Carolina. *Dennis Kombe, Clemson University; Jeffrey B Kingree, Clemson University; S. Megan Che, Clemson University*
34. Reauthorization and Revocation: Organizational Mediation of Charter School Law. *Kelsey Mayo, University of California - Berkeley*
35. The Impact of Charter School Enrollment on Children's Socioemotional Outcomes. *Anna J Markowitz, Georgetown University*
36. The New Career Technical Education: Equity in a Changing Secondary Landscape. *Marni Bromberg, The Education Trust; Christina Theokas, The Education Trust*

**40.088-6. Division D Section 2 Poster Session.** Division D - Measurement and Research Methodology; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

37. A Comparison of Rounding Methods for Categorical Data Using Multiple Imputation. *Yan Xia, Florida State University; Yanyun Yang, Florida State University*
38. A Monte Carlo Simulation Assessing Treatment Effectiveness in Single-Case Designs: Manipulating Duration and Probabilities. *Christine Ann Crumbacher, Center for Creative Leadership; Emily A. Price, Ohio University*
39. Analyses of Response Time: Examining the Distribution and Intra-Individual Variability in People With Cognitive Decline. *Jiansfang Chang, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong; Chi-Shing Tse, Chinese University of Hong Kong; Linda C.W. Lam, Chinese University of Hong Kong*
40. Bayesian Estimation of the Autocorrelation in Single-Case Designs: A Multilevel Extension. *Jonathan G. Boyajian, University of California, Merced; Sarah Depaoli, University of California - Merced; William R. Shadish, University of California, Merced*
41. Computing a Range of Power Estimates in Two- and Three-Level Cluster Randomized Designs. *Spyros Konstantopoulos, Michigan State University*
42. Constructing Confidence Intervals for Correlations When Normality Is Violated: A Monte Carlo Comparison. *Anthony James Bishara, College of Charleston; James B. Hittner, College of Charleston*
43. Replicating Education Research: Is Second Place Just the First Place Loser? *Matthew C. Makel, Duke University; Jonathan A. Plucker, University of Connecticut*
44. What Random Forests Might Do for Educational Research: Counterculture Statistical Modeling. *Jeffrey Elmore, MetaMetrics; Jill Fitzgerald, MetaMetrics and UNC Emerita; Heather Hughes Koons, MetaMetrics; Kimberly C. Bowen, MetaMetrics; Eleanor E. Sanford-Moore, MetaMetrics; Elfrieda H. Hiebert, University of California - Santa Cruz; A. Jackson Stenner, MetaMetrics*
45. An Empirical Study of Accuracy and Precision in the Estimation of Difference Between Correlated Proportions. *Thanh Vinh Pham, University of South Florida; Jeanine L. Romano, American University of Sharjah; Eun Sook Kim, University of South Florida; Patricia Rodriguez de Gil, University of South Florida; Diep Thi Nguyen, University of South Florida; Pei-Chen Wu, University of South Florida;*

*Jeffrey D. Kromrey, University of South Florida*

46. An Entropy-Based Measure for Assessing Fuzziness in Logistic Regression. *Brandi A. Weiss, The George Washington University; William R. Dardick, The George Washington University*
47. Comparison of Student-Level and School-Level Data in a National Impact Evaluation. *Melissa Velez, Abt Associates Inc.; Sarah Sahni, Abt Associates Inc.; Alyssa Rulf Fountain, Abt Associates Inc.*

**40.088-7. Self-Regulated Learning, Motivation, and Metacognition.** SIG-Studying and Self-Regulated Learning; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

48. An Examination of Self-Efficacy During a Learning Episode: Initial Levels, Changes, and Associations With Learning. *Matthew L. Bernacki, University of Nevada - Las Vegas; Vincent Aleven, Carnegie Mellon University; Timothy James Nokes-Malach, University of Pittsburgh*
49. Examining Self-Regulated Learning Generality and Specificity Within and Across Academic Domains and Contexts. *Jeffrey A. Greene, University of North Carolina - Chapel Hill; Cheryl Mason Bolick, University of North Carolina - Chapel Hill; William P Jackson, University of North Carolina - Chapel Hill; Michael Caprino, University of North Carolina - Chapel Hill; Christopher Oswald, University of North Carolina - Chapel Hill*
50. Microanalytic Study of Self-Regulated Processes as Science Students Learn With a Hypermedia. *Brian Mandell, George Mason University*
51. Revising Lecture Notes: The Effects of Pauses and Partners on Note Taking and Achievement. *Linlin Luo, University of Nebraska - Lincoln; Lydia Samuelson, University of Nebraska; Kenneth A. Kiewra, University of Nebraska*
52. Solicited or Unsolicited Metacognitive Prompts? Experimental Study on Mathematical Problem-Solving Using Multimedia. *Sheli Friedman; Bracha Kramarski, Bar-Ilan University*
53. Using Grit and Motivation to Predict Self-Regulated Strategies in College Students. *Maryam Hussain, University of Houston; Christopher A. Wolters, The Ohio State University*

**40.088-8. Culture, Leadership, and Education in Africa and the Caribbean.** SIG-Caribbean and African Studies in Education; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

54. Africa and the Fourth World: An Indigenous Critique of Frantz Fanon's "On National Culture". *Aman Sium, University of Toronto - OISE*
55. Appropriating Colonialism in the Making of a Nigeria-Centric Educational System. *Joan.Osa Oviawe, Washington State University*
56. Healing the "Broken Rubric" of Identity: How Can Caribbean Language Policies Help? *Iris Pamela Hewitt-Bradshaw, The University of Trinidad and Tobago*
57. Resiliency Research Across the Diaspora: Shared Experiences of Kenyan and U.S. Adolescent Girls. *Teresa A. Fisher, Northern Illinois University; Tonia Renee Durden, University of Nebraska - Lincoln; Jane Rose Njue, Northern Illinois University*
58. The Leadership Roles of Secondary Schools' Department Heads in Belize. *Ethel Mae Arzu Hernandez, University of Belize; Warren A. Hodge, University of North Florida*

**40.088-9. Research on the Education of Asian and Pacific Americans**  
**Poster Session.** SIG-Research on the Education of Asian and Pacific Americans; Poster Session  
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Poster:

59. Narratives of Asian American Female Educators: Resistance, Retention, and Rhetoric. *Michelle C.S. Greene, Indiana University - Bloomington; Trish Morita Mullaney, Indiana University Purdue University Indianapolis*

## Friday, 6:00 pm

### SIG Sessions

**41.010. Informal Learning Environments Research SIG Business Meeting.** SIG-Informal Learning Environments Research; Business Meeting

The Franklin Institute, 222 N 20th St, Philadelphia, PA - Harcourt Center, 4th Floor; 6:00-9:00pm

Chair: *Molly Phipps, Molly Phipps Consulting*

## Friday, 6:15 pm

### Governance Meetings and Events

**42.001. AERA Committee on Scholars of Color in Education Mentoring Roundtable and Reception.** AERA Governance; Governance Session  
Marriott, Third Level, Liberty C; 6:15-7:45pm

Chair: *Kimberley Gomez, University of California - Los Angeles*

Participants: *Committee Members, Liaisons, and Adrienne D. Dixon, University of Illinois - Urbana Champaign; Henry J. Frierson, University of Florida; Tyrone C. Howard, University of California - Los Angeles; Kofi Lomotey, Western Carolina University; Gloria M. Rodriguez, University of California - Davis; Tabbye Maria Cavous, University of Michigan; Cynthia Hudley, University of California - Santa Barbara; Walter G. Secada, University of Miami*

### AERA Sessions

**42.010. A Tribute to Jean Anyon.** AERA Sessions; Invited Session  
Convention Center, 100 Level, 103B; 6:15-8:15pm

Presenters: *Michael J. Dumas, New York University; Kathleen M. Nolan, Princeton University; Madeline Perez, Saint Joseph College; Kiersten Greene, SUNY - College at New Paltz; Janet L. Miller, Teachers College, Columbia University*

### Division Sessions

**42.011. Division B Business Meeting.** Division B - Curriculum Studies; Business Meeting

Convention Center, 100 Level, 119A; 6:15-8:15pm

Chair: *Carl A. Grant, University of Wisconsin - Madison*

Participants: *Bernadette M. Baker, University of Wisconsin; Trisha Wickland, Concordia University - Chicago; Noah W. Sobe, Loyola University Chicago; Jennifer L. Milam, The University of Akron; Hannah M. Tavares, University of Hawaii - Manoa; Susan Huddleston Edgerton, Massachusetts College of Liberal Arts; Travis S. Wright, University of Wisconsin - Madison; Vonzell Agosto, University of South Florida; Ricardo D. Rosa, University of Massachusetts - Dartmouth; Jamie B. Lewis, Georgia Gwinnett College; Debbie Sonu, Hunter College - CUNY; Lynn Fendler, Michigan State University; Denise M. Taliaferro Baszile, Miami University; Benjamin M Devane, University of Iowa; Dennis L. Carlson, Miami University - Oxford; Cameron R. McCarthy, University of Illinois at Urbana-Champaign; Adrienne D. Dixon, University of Illinois - Urbana-Champaign; John G. Richardson, Western Washington University; Donald Blumenfeld-Jones, Arizona State University - Tempe; Michael Patrick O'Malley, Texas State University; Angela Rose Hines, Arizona State University; Yun-Kyung Cha, Hanyang University; William M. Reynolds, Georgia Southern University; Crystal T. Laura, Chicago State University; Diane Patricia Watt, University of Ottawa; Suniti Sharma, Saint Joseph's University*

**42.012. Division G Business Meeting.** Division G - Social Context of Education; Business Meeting

Convention Center, 100 Level, 120C; 6:15-7:45pm

Chair: *Luis C. Moll, The University of Arizona*

Participant:

Our People Versus the Academy: Scholars of Color and the Competing Expectations of Social Contexts. *Shaun R. Harper, University of Pennsylvania*

**42.013. Division I Business Meeting and Reception.** Division I - Education in the Professions; Business Meeting

Convention Center, 100 Level, 103C; 6:15-8:15pm

Chair: *LuAnn Wilkerson, University of California - Los Angeles*

**42.014. Division J Business Meeting.** Division J - Postsecondary Education; Business Meeting

Convention Center, 100 Level, 108A; 6:15-8:15pm

Chair: *Jaime R. Lester, George Mason University*

Speaker: *Adrianna Kezar, University of Southern California*

**42.015. Division K (NOT) Business (AS USUAL) Meeting.** Division K - Teaching and Teacher Education; Business Meeting  
Convention Center, 100 Level, 120B; 6:15-7:45pm

**42.016. Division L Business Meeting and Reception.** Division L - Educational Policy and Politics; Business Meeting  
Convention Center, 100 Level, 122A; 6:15-7:45pm  
Chair: *Ellen B. Goldring, Vanderbilt University*

### SIG Sessions

**42.017. Academic Audit Research in Teacher Education SIG Business Meeting. Update on National Accreditation: Council for the Accreditation of Educator Preparation.** SIG-Academic Audit Research in Teacher Education; Business Meeting  
Convention Center, 100 Level, 111A; 6:15-7:45pm  
Chair: *Christine Carrino Gorowara, Council for the Accreditation of Educator Preparation*

**42.018. Adult Literacy and Adult Education SIG Business Meeting.** SIG-Adult Literacy and Adult Education; Business Meeting  
Marriott, Fourth Level, Franklin 7; 6:15-7:45pm  
Chair: *Marguerite Lukes, City University of New York*  
Participant:  
Introduction to the Center for the Study of Adult Literacy. *Daphne Greenberg, Georgia State University*

**42.019. Classroom Assessment SIG Business Meeting.** SIG-Classroom Assessment; Business Meeting  
Convention Center, 100 Level, 115A; 6:15-7:45pm  
Chair: *Sarah M. Bonner, Hunter College - CUNY*

**42.020. Conflict Resolution and Violence Prevention SIG Business Meeting.** SIG-Conflict Resolution and Violence Prevention; Business Meeting  
Marriott, Fifth Level, Grand Ballroom I; 6:15-7:45pm  
Chair: *David W. Johnson, University of Minnesota*

**42.021. Critical Perspectives on Early Childhood Education SIG Business Meeting.** SIG-Critical Perspectives on Early Childhood Education; Business Meeting  
Marriott, Fourth Level, Franklin 6; 6:15-8:15pm  
Chair: *Mariana Souto-Manning, Teachers College, Columbia University*

**42.022. Cultural Historical Research SIG Business Meeting.** SIG-Cultural Historical Research; Business Meeting  
Marriott, Fifth Level, Grand Ballroom J; 6:15-7:45pm  
Chair: *Peter Smagorinsky, University of Georgia*  
Participant: *Peter Smagorinsky, University of Georgia*

**42.023. Dewey Studies SIG Business Meeting and Lecture.** SIG-Dewey Studies; Business Meeting  
Convention Center, 100 Level, 102A; 6:15-7:45pm  
Chair: *Craig A. Cunningham, National Louis University*  
Participants: *Craig A. Cunningham, National Louis University; Donna A. Breault, Missouri State University; Lynda Stone, University of North Carolina - Chapel Hill; Laura M. Jewett, The University of Texas - Brownsville; C. Gregg Jorgensen, Western Illinois University*  
Participant:  
Professors STILL on Guard: John Dewey, Academic Freedom, and the Present Retreat From Intellectual Courage. *Deron R. Boyles, Georgia State University*

**42.024. Disability Studies in Education SIG Business Meeting.** SIG-Disability Studies in Education; Business Meeting  
Convention Center, 100 Level, 107B; 6:15-7:45pm  
Chair: *Emily A. Nusbaum, University of Colorado - Colorado Springs*

**42.025. Educational Change SIG Business Meeting.** SIG-Educational Change; Business Meeting  
Convention Center, 100 Level, 115B; 6:15-8:15pm  
Chair: *Dennis Lynn Shirley, Boston College*  
Participants: *Helen Janc Malone, Institute for Educational Leadership; Michael Fullan, OISE/University of Toronto; Andrew Hargreaves,*

*Boston College; Ann Lieberman, Stanford University; Louise Stoll, Institute of Education - London; Pak Tee Ng, National Institute of Education - Nanyang Technological University*

**42.026. Educational Statisticians SIG Business Meeting.** SIG-Educational Statisticians; Business Meeting  
Convention Center, 100 Level, 113A; 6:15-8:15pm  
Chair: *D. Betsy Mccoach, University of Connecticut*  
Participant:  
Ghosts of Statistics Software: Past, Present, and Future. *Richard G. Lomax, The Ohio State University*

**42.027. Faculty Teaching, Evaluation, and Development SIG Business Meeting.** SIG-Faculty Teaching, Evaluation, and Development; Business Meeting  
Marriott, Fifth Level, Grand Ballroom L; 6:15-7:45pm  
Chair: *Marilla D. Svinicki, The University of Texas - Austin*

**42.028. Hispanic Research Issues SIG Business Meeting.** SIG-Hispanic Research Issues; Business Meeting  
Convention Center, 100 Level, 103A; 6:15-7:45pm  
Chair: *Mariela Aime Rodriguez, The University of Texas - San Antonio*

**42.029. Holistic Education SIG Business Meeting. Martin Buber and Education for the 21st Century: From Measuring to Meeting.** SIG-Holistic Education; Business Meeting  
Marriott, Fourth Level, 414; 6:15-7:45pm  
Chair: *Bruce J. Novak, Indiana University of Pennsylvania*  
Participant:  
Martin Buber and Education for the 21st Century. *Nel Noddings, Stanford University; Sean T. Blenkinsop, Simon Fraser University; Thomas Allen Peterson, The University of West Georgia; Bruce J. Novak, Indiana University of Pennsylvania*

**42.030. Indigenous Peoples of the Pacific SIG Business Meeting. Talk Story: The Power of Educational Research for Innovation in Indigenous Practice and Policy.** SIG-Indigenous Peoples of the Pacific; Business Meeting  
Marriott, Fourth Level, Franklin 3; 6:15-8:15pm  
Chair: *Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa*  
Participants: *Jo-ann Archibald, The University of British Columbia; Bryan McKinley Jones Brayboy, Arizona State University; Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga; Margie Kahukura Hohepa, The University of Waikato; Huia Tomlins Jahnke, Massey University; Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi; Margaret J. Maaka, University of Hawaii - Manoa; Katrina Kapaanaokalaokoala Oliveira, University of Hawaii; Kekailoa Perry, University of Hawaii - Manoa; Graham H. Smith, Te Whare Wananga o Awanuiarangi; Linda T. Smith, The University of Waikato; Sam L. Warner, University of Hawaii - Manoa; Kerry Laiana Wong, University of Hawaii - Manoa*

**42.031. Leadership for Social Justice SIG Business Meeting.** SIG-Leadership for Social Justice; Business Meeting  
Convention Center, 100 Level, 104A; 6:15-7:45pm  
Chair: *Whitney Sherman Newcomb, Virginia Commonwealth University*  
Participants: *Frank Hernandez, The University of Texas of the Permian Basin; Hollie Jonel Mackey, The University of Oklahoma; Joanne M. Marshall, Iowa State University; Maysaa Y. Barakat, Auburn University*

**42.032. Learning Environments SIG Business Meeting.** SIG-Learning Environments; Business Meeting  
Convention Center, 100 Level, 109A; 6:15-7:45pm  
Chair: *David B. Zandyliet, Simon Fraser University*

**42.033. Literature SIG Business Meeting. Reading to Transgress: "Controversial" Texts, Literary Imagination, and Subjugated Ways of Knowing in the Age of the Common Core.** SIG-Literature; Business Meeting  
Marriott, Fourth Level, 405; 6:15-7:45pm  
Chairs: *Maria Paula Ghiso, Teachers College, Columbia University; Denise Davila, University of Georgia - Athens; Maureen P. Boyd, University at Buffalo - SUNY*  
Participants: *Maren S. Aukerman, Stanford University; Vanessa Irvin Morris, Drexel University; Ebony Elizabeth Thomas, University of Pennsylvania*

- 42.034. Lives of Teachers SIG Business Meeting.** SIG-Lives of Teachers; Business Meeting  
Convention Center, 200 Level, 203A; 6:15-8:15pm  
Chair: *Maria J. Oreshkina, University of Scranton*
- 42.035. Longitudinal Studies SIG Business Meeting.** SIG-Longitudinal Studies; Business Meeting  
Convention Center, 100 Level, 112A; 6:15-7:45pm
- 42.036. Mentorship and Mentoring Practices SIG Business Meeting.** SIG-Mentorship and Mentoring Practices; Business Meeting  
Convention Center, 100 Level, 115C; 6:15-7:45pm  
Chair: *Ruben Garza, Texas State University*
- 42.037. Moral Development and Education SIG Business Meeting.** SIG-Moral Development and Education; Business Meeting  
Marriott, Fourth Level, Franklin 2; 6:15-7:45pm  
Chair: *Wiel M. Veugelers, University of Amsterdam*  
Participant:  
Two in One: On the Differences Between Professional Ethos and Professional Morality. *Fritz K. Oser, University of Fribourg*
- 42.038. Organizational Theory SIG Business Meeting.** SIG-Organizational Theory; Business Meeting  
Marriott, Fourth Level, 415; 6:15-7:45pm  
Chair: *S. David Brazer, Stanford University*
- 42.039. Out-of-School Time SIG Business Meeting.** SIG-Out-of-School Time; Business Meeting  
Marriott, Fourth Level, Franklin 12; 6:15-7:45pm  
Chair: *Ellen Markowitz, University of Virginia*
- 42.040. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting and the Paulo Freire Lecture.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting  
Convention Center, 100 Level, 113C; 6:15-7:45pm  
Chair: *Pierre W. Orelus, New Mexico State University*
- 42.041. Peace Education SIG Business Meeting, Networking Reception, and Book Series Celebration.** SIG-Peace Education; Business Meeting  
Convention Center, 100 Level, 104B; 6:15-8:15pm  
Chair: *Kathy Bickmore, OISE/University of Toronto*
- 42.042. Research on Evaluation SIG Business Meeting. Featuring 2013 RoE Distinguished Scholar Award Presentation, Empowerment Evaluation: Building Capacity and Fostering Self-determination in Education.** SIG-Research on Evaluation; Business Meeting  
Convention Center, 100 Level, 116; 6:15-7:45pm  
Chair: *Elizabeth J. Oyer, EvalSolutions Inc.*  
Speaker: *David M. Fetterman, Fetterman and Associates*
- 42.043. Research, Education, Information, and School Libraries SIG Business Meeting.** SIG-Research, Education, Information and School Libraries; Business Meeting  
Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm  
Chair: *Michelle Kowalsky, Rowan University*
- 42.044. Safe Schools and Communities SIG Business Meeting.** SIG-Safe Schools and Communities; Business Meeting  
Marriott, Fourth Level, Franklin 13; 6:15-7:45pm  
Chair: *Decoteau J. Irby, University of Wisconsin - Milwaukee*
- 42.045. School Effectiveness and School Improvement SIG Business Meeting.** SIG-School Effectiveness and School Improvement; Business Meeting  
Convention Center, 100 Level, 118A; 6:15-7:45pm  
Chair: *Marlene J. Darwin, American Institutes for Research*  
Participant: *Steve Strand, University of Oxford*
- 42.046. Self-Study of Teacher Education Practices (S-STEP) SIG Business Meeting: The Exciting Enterprise of the S-STEP Community.** SIG-Self-Study of Teacher Education Practices; Business Meeting  
Convention Center, 100 Level, 121A; 6:15-7:45pm  
Chair: *Anastasia P. Samaras, George Mason University*
- 42.047. Service-Learning and Experiential Education SIG Business Meeting.** SIG-Service-Learning & Experiential Education; Business Meeting  
Marriott, Fourth Level, 413; 6:15-7:45pm  
Chair: *Kathleen Tice, The University of Texas - Arlington*
- 42.048. Sociology of Education SIG Business Meeting.** SIG-Sociology of Education; Business Meeting  
Convention Center, 100 Level, 109B; 6:15-7:45pm  
Chair: *Eric Grodsky, University of Wisconsin*
- 42.049. Stress and Coping in Education SIG Business Meeting and Distinguished Address.** SIG-Stress and Coping in Education; Business Meeting  
Convention Center, 100 Level, 105A; 6:15-8:15pm  
Chair: *Russell L. Carson, Louisiana State University*  
Participants: *Christopher J. McCarthy, The University of Texas - Austin; Gretchen Maria Reeve, California State University - East Bay; Rebecca A. Robles-Pina, Sam Houston State University*  
Participant:  
What Impact Have Accountability Policies and Practices Had on the Retention of Teachers? *Richard Ingersoll, University of Pennsylvania*
- 42.050. Studying and Self-Regulated Learning SIG Business Meeting.** SIG-Studying and Self-Regulated Learning; Business Meeting  
Convention Center, 100 Level, 121B; 6:15-7:45pm  
Chairs: *Timothy J. Cleary, Rutgers University; Daniel Charles Moos, Gustavus Adolphus College*  
Speaker: *Stuart A. Karabenick, University of Michigan*
- 42.051. Talent Development of Students Placed at Risk SIG Business Meeting.** SIG-Talent Development of Students Placed at Risk; Business Meeting  
Convention Center, 100 Level, 111B; 6:15-7:45pm
- 42.052. Technology, Instruction, Cognition, and Learning SIG Business Meeting: Reception and Keynote by Jeroen van Merriënboer.** SIG-Technology, Instruction, Cognition & Learning; Business Meeting  
Marriott, Fourth Level, Franklin 11; 6:15-7:45pm  
Chair: *Dirk Ifenthaler, Deakin University*  
Speaker: *Jeroen J.G. Van Merriënboer, Maastricht University*
- 42.053. Urban Learning, Teaching, and Research SIG Business Meeting.** SIG-Urban Learning, Teaching, and Research; Business Meeting  
Convention Center, 100 Level, 105B; 6:15-7:45pm  
Chair: *Lori Kim, California State University - Los Angeles*  
Participant:  
Impact of Collaborative Project-Based Learning on the Self-Efficacy of Urban Minority Students in Engineering. *Jane Dong, California State University - Los Angeles; Pearl Chen, California State University - Los Angeles*
- 42.054. Vocabulary SIG Business Meeting.** SIG-Vocabulary; Business Meeting  
Marriott, Fourth Level, Franklin 5; 6:15-7:45pm  
Chair: *Guy Trainin, University of Nebraska - Lincoln*

## Friday, 6:30 pm

### Division Sessions

- 43.010. National Council on Measurement in Education and AERA Division D Welcome Reception for Current and New Members.** Division D - Measurement and Research Methodology; Reception  
Loews, Thirty-Third Level, Howe; 6:30-8:00pm

## Saturday, 6:45 am

### AERA Related Activities

- 44.010. Undergraduate Student Education Research Training Workshop: Closed Session (Day 3 of 3).** AERA Related Activities; Invited Session  
Marriott, Fourth Level, Franklin 4; 6:45-8:00am  
Chair: *George L. Wimberly, American Educational Research Association*