

64.049. Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Business Meeting. SIG-Test Validity Research and Evaluation Cosponsored with SIG-Cognition and Assessment; Business Meeting

Convention Center, 100 Level, 112B; 6:15-8:15pm

Chairs: *Timothy A. Sares, American Board of Internal Medicine; Andrew Jones, American Board of Surgery; Andre A. Rupp, Educational Testing Service (ETS)*

Participants: *Ellen E. Forte, EdCount, LLC; Timothy A. Sares, American Board of Internal Medicine*

Sunday, 8:00 pm

SIG Sessions

65.010. Research Focus on Black Education SIG Reception. SIG-Research Focus on Black Education; Reception
Valanni Restaurant, 1229 Spruce Street, Philadelphia, PA; 8:00-11:00pm

Monday, 7:00 am

Governance Meetings and Events

66.001. AERA Executive Director and Division Vice Presidents: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 7:00-8:00am

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

Monday, 7:30 am

Governance Meetings and Events

67.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 4; 7:30-10:15am

Chairs: *Ruth Lopez Turley, Rice University; George L. Wimberly, American Educational Research Association*

Monday, 8:15 am

Governance Meetings and Events

68.001. AERA Open Business Meeting. AERA Governance; Governance Session
Convention Center, 100 Level, 109B; 8:15-9:45am

Chair: *Barbara Schneider, Michigan State University*

The New AERA Website and Member Input and Engagement, *Tony Pals, American Educational Research Association; Brian Pagels, Forum One*
Concluding Remarks and Transition to 2015 AERA President

Presidential Sessions

68.010. Eco-Cultural Frames: Examining Challenges of Race, Ethnicity, and Class for Youth Learning, Development, and Resilience. AERA Presidential Session Cosponsored with Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 119A; 8:15-9:45am

Chair: *Yolanda J. Majors, The University of Minnesota*

Participants:

Building Integrated Data Infrastructure for Community-Level Research on the Developmental Life Span From Cradle to Career. *William F. Tate, Washington University in St. Louis*

Theorizing and Studying Race, Ecology, and Trauma for African American Youth. *Nailah Suad Nasir, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; David Philoxene, University of California - Berkeley*

Culture, Identity, Resilience Through Literacy, and Wraparound Identity-Focused Supports in an Urban High School. *Carol D. Lee, Northwestern University*

Toward a Multisited Sensibility for Research on Connected Learning Across Ecologies, Borders, and Diasporic Communities. *Kris D.*

Gutiérrez, University of Colorado - Boulder; Shirin Vossoughi, Stanford University

Discussant: *Barbara Rogoff, University of California - Santa Cruz*

68.011. National Center for Education Statistics Longitudinal Surveys: A Bold Vision for the Future From the Research Community. AERA Presidential Session

Convention Center, 100 Level, 119B; 8:15-9:45am

Chair: *Laura M. Desimone, University of Pennsylvania*

Participants: *Pat Rubio Goldsmith, Texas A&M University - College Station; Chris Chapman, National Center for Education Statistics; John R. Warren, University of Minnesota*

Discussant: *Mark Berends, University of Notre Dame*

Committee Sessions

68.012. Division K Fireside Chat. Teacher Education Research and Policy: Local, National, and International Perspectives. Graduate Student Council Cosponsored with Graduate Student Council, Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 112B; 8:15-9:45am

Chairs: *Kathryn Struthers, University of Southern California; Tuesda Roberts, Michigan State University*

Participants: *Lauren Anderson, Connecticut College; Wanda J. Blanchett, University of Missouri - Kansas City; Jason G. Irizarry, University of Massachusetts - Amherst; Ee-Ling Low, National Institute of Education - Nanyang Technological University; Aaron Pallas, Teachers College, Columbia University*

Division Sessions

68.013. Examining Restructuring and Reconceptualizing Efforts in High Schools. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115B; 8:15-9:45am

Chair: *John A. Freeman, The University of Tennessee - Chattanooga*

Participants:

All Academies Are Not Created Equal: Exploring Sorted Outcomes and Stratified Experiences at Ormond High. *Brianna Rebecca Irene Atkins, University of California - Los Angeles*

High School Size and College Readiness in Texas. *Robin Moore, Conroe Independent School District; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

The Viability of Combining Academic and Career Pathways: A Study of Linked Learning. *Lea A. Hubbard, University of San Diego*

Variations in the Intensity of Specialized STEM High Schools. *Colby Tofel-Grehl, Utah State University; Carolyn M. Callahan, University of Virginia; Elizabeth Jean Gubbins, University of Connecticut*

Discussant: *Winona M. Taylor, Bowie State University*

68.014. From Data and Evidence to Decisions for School and District Improvement: Synthesizing Findings and Extending Theory. Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 115A; 8:15-9:45am

Chairs: *Caitlin Farrell, University of California - Berkeley; Julie A. Marsh, University of Southern California*

Participants:

Research Use in District Decision Making: A Methodological Approach. *Cynthia E. Coburn, Northwestern University; William R. Penuel, University of Colorado - Boulder; Annie Allen, University of Colorado - Boulder; Caitlin Farrell, University of California - Berkeley*

Research Use as Learning: The Case of Fundamental Change in School District Central Offices. *Meredith I. Honig, University of Washington; Nitya Venkateswaran, University of Washington - Seattle; Patricia*

Wentworth McNeil, University of Washington; Jenee Myers Twitchell, University of Washington

What Are You Driving At? How School Leaders Fill Gaps in Data and Evidence When Making School Improvement Decisions. *Lydia Rainey, University of Washington*

Data Properties Matter: How Data Characteristics Shape Teachers' Responses. *Caitlin Farrell, University of California - Berkeley; Julie A. Marsh, University of Southern California*

Discussant: *James P. Spillane, Northwestern University*

68.015. Where the Rubber Meets the Road: Navigating Race, Space, and Place. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115C; 8:15-9:45am

Chair: *Ty-Ron M.O. Douglas, University of Missouri - Columbia*

Participants:

Race and Leadership: A White Administrator Grapples With the Racial Practices of Her White Colleagues. *Myosha Monique McAfee, Harvard University*

"Able to Be Heard and Courageous Enough to Deliver": White School Leaders Refereeing Whiteness. *Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Tiffany Octavia Harris, University of Illinois; Montrisha Money Williams, University of Illinois at Urbana-Champaign*

Two Education Liaison Models Seek to Improve Educational Outcomes of Foster Youth. *Lois A. Weinberg, California State University - Los Angeles; Michael Oshiro, University of California - Los Angeles; Nancy Shea*

We're Still Not There: Preservice Teachers' Attitudes Toward Race, Equity, and Mathematics. *Kathryn Bell McKenzie, California State University - Stanislaus; Glenn Allen Phillips, Texas A&M University*

What Does Cross-Sector Data Integration Reveal About Student and Family Homelessness? *Peter Michael Miller, University of Wisconsin - Madison; Alexis K. Bourgeois, University of Wisconsin - Madison; Katy Collins*

Discussant: *Terrance Green, The University of Texas - Austin*

68.016. Reconfiguring Relationships as Methodological Innovation.

Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 12; 8:15-9:45am

Chair: *Jeong-Hee Kim, Kansas State University*

Participants:

Involving Students in Curriculum Development. *Jeroen Gerard Bron, SLO - The Netherlands Institute for Curriculum Development*

The Prosocial Classroom: Creating Dialogically Interactive Spaces in a Curriculum Framework. *Susan Ann Latona, State University of New York at Buffalo*

Reframing Place and Replacing Frames: Re(con)figuring Relationships to Place Through an Intra-Active Pedagogy of Visual Storying. *Marc Roderick Higgins, The University of British Columbia*

They Blinded Me With Science! Promoting a Community View of Science for Science Education. *Kamran Shaikh, Bishop's University*

Discussant: *William M. Reynolds, Georgia Southern University*

68.017. Threats to the Discipline: Problematizing Progress. Division B - Curriculum Studies; Paper Session

Marriott, Fourth Level, Franklin 13; 8:15-9:45am

Participants:

From Prescription to Deliberation: A Reconstruction of the Activities of the National Society for the Study of Education's Committee on Curriculum-Making. *William G. Wraga, University of Georgia*

Pragmatic Philosophy and Education for Developing Countries. *Joseph L. Watras, University of Dayton*

Schooled for Work: Origins and Development of Accountability Reforms. *Ronald W. Evans, San Diego State University*

When Progress Poses Problems: Taming the Monsters of Mathematics. *Amy B Holmes, Vanderbilt University*

Discussant: *James C. Jupp, Georgia Southern University*

68.018. A New STEM Education Model for a New Era: Integrating Social Justice, Urban Ecology, and Career Development. Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 121C; 8:15-9:45am

Chair: *Michael Barnett, Boston College*

Participants:

A Psychology of Working Perspective on the Science Career Development Pathways of Diverse Students. *Sheron L. Mark, Loyola Marymount University*

Twenty-First-Century Urban Renewal: Mathematical Self-Efficacy and Understanding of Real-World Graphical Data Using Geospatial Technologies. *Dennis J DeBay, Boston College*

Infusing Social Justice Education Into an Out-of-School STEM Education Program. *Saliha Kozan, Boston College; Alice Connors-Kellgren, Boston College; David L. Blustein, Boston College; Michael Barnett, Boston College; Catherine Wong, Boston College; Amie Patchen, Boston College; James Haley, Boston College*

A Longitudinal Study of an Integrative STEM Career Development Program for Urban High School Students. *Alice Connors-Kellgren, Boston College; Saliha Kozan, Boston College; David L. Blustein, Boston College; Michael Barnett, Boston College; Catherine Wong, Boston College; James Haley, Boston College; Amie Patchen, Boston College*

Discussant: *Caroline E. Parker, Education Development Center, Inc.*

68.019. Antecedents and Consequences of Academic Engagement. Division C - Learning and Instruction; Paper Session

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

Chair: *Karee E. Dunn, University of Arkansas at Fayetteville*

Participants:

Antecedents and Consequents of Online Emotional, Behavioral, and Cognitive Engagement on Academic Reading. *Sara M. Fulmer, SUNY - College at Oneonta; Sidney K. D'Mello, University of Notre Dame*

School Engagement Enhanced Through Mindful Instruction. *Jingjing Sun, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*

The Effects of Teacher Framing on Student Engagement During Collaborative Reasoning Discussions. *Amanda R. Baker, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Jing Chen, The Ohio State University - Columbus; Narmada Paul, The Ohio State University; Sarah Murtha, The Ohio State University; Richard C. Anderson, University of Illinois at Urbana-Champaign*

Analyzing Profiles of Student Engagement Dispositions. *Michael A. Lawson, Binghamton University - SUNY*

Discussant: *David J. Shernoff, Rutgers University*

68.020. Antecedents and Consequences of Emotions in Learning. Division C - Learning and Instruction; Paper Session

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

Chair: *Benjamin C. Heddy, University of Southern California*

Participants:

Online Attributional Retraining and Self-Esteem: Assessing Cognitive, Emotional, and Learning Outcomes in College Students. *Kyle Adam Hubbard, McGill University; Rebecca Lynn Maymon, McGill University; Marina Astahova, University of Konstanz; Nathan C. Hall, McGill University*

Deconstructing Constructive Criticism: The Nature of Academic Emotions Associated With Constructive, Positive, and Negative Feedback.

Carlton Jing Fong, The University of Texas - Austin; Jayce R. Warner, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Ling-Hui Chen, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin; Zachary H. Williamson, The University of Texas - Austin

An Analysis of Emotions in Educationally Relevant Tweets. *John Ranellucci, McGill University; François Bouchet, McGill University; Eric G. Poitras, McGill University; Susanne P. Lajoie, McGill University; Roger Azevedo, North Carolina State University*

Modifying Attitudes, Emotions, and Conceptual Knowledge About Genetically Modified Foods. *Benjamin C. Heddy, University of Southern California; Gale M. Sinatra, University of Southern California; Robert William Danielson, University of Southern California*

Discussant: *Thomas Goetz, University of Konstanz*

68.021. Division C Invited Session. Jan Hawkins Award Address: Victor Lee and Angela Booker. Division C - Learning and Instruction; Invited Session

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

Chairs: *X. Christine Wang, University at Buffalo - SUNY; Erica Rosenfeld Halverson, University of Wisconsin - Madison*

Participants:

How It Is, How It Is, and How It Could Be: A Reflection on Strategies for Bringing Body Data Technologies Into Designed Learning Environments. *Victor R. Lee, Utah State University*

Legitimate Peripheral Technology: When Youth Act to Disrupt Social Patterns. *Angela N. Booker, University of California - San Diego*

68.022. Promoting Epistemic Practices in Science Classes. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 109A; 8:15-9:45am

Chair: *Clark A. Chinn, Rutgers University*

Participants:

Epistemic Practices of Coordinating Conflicting Data With Competing Theories. *Clark A. Chinn, Rutgers University; Ron Rinehart, Rutgers University*

Emphasizing Evidence Evaluation in Model-Based Inquiry. *Ron Rinehart, Rutgers University; Ravit Golan Duncan, Rutgers University; Clark A. Chinn, Rutgers University*

Interpreting Anomalous Primary Data in the Laboratory: Findings From a Longitudinal Study. *Maria Pilar Jimenez-Alexandre, Universidad de Santiago de Compostela; Beatriz Crujeiras, University of Santiago de Compostela*

Elementary School Students' Engagement and Emotions When Participating in Scientific Practices. *Christiana Theophani Nicolaou, University of Cyprus; Maria Evagorou, University of Nicosia; Chrystalla Lymboridou, Ministry of Education and Culture of Cyprus*

Discussant: *Richard A. Duschl, The Pennsylvania State University*

68.023. Studying Designed Environments. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113C; 8:15-9:45am

Chair: *Emily W. Fox, University of Maryland*

Participants:

Boundary Crossing of Discourses in Chat Interaction During Creative Collaboration in School and Out. *Kristiina P. Kumpulainen, University of Helsinki; Anna Mikkola, University of Helsinki*

Empirical Evidence in Support of Gameful Learning Environments. *Stephen Aguilar, University of Michigan - Ann Arbor; Barry J. Fishman, University of Michigan - Ann Arbor; Caitlin Holman, University of Michigan - Ann Arbor*

In Search of Optimal Scaffolding for Informal Learning in Science Museums. *Susan A. Yoon, University of Pennsylvania; Karen J. Elinich, The Franklin Institute; Joyce Wang, University of Pennsylvania; Jacqueline Gayle Van Schooneveld, University of Pennsylvania; Emma Anderson, University of Pennsylvania*

Discussant: *Sebnem Cilesiz, University of Louisiana at Lafayette*

68.024. Diagnostic Assessment: Recent Advances From Psychometric Modeling to Classroom Applications. Division D - Measurement and Research Methodology; Symposium
Convention Center, 100 Level, 111B; 8:15-10:15am

Chair: *Jessica Masters, Measured Progress*

Participants:

Modeling Ordered Multiple-Choice Items With the Attribute Hierarchy Method to Facilitate Learning Progression Classifications. *Derek C. Briggs, University of Colorado; Ruhan Circi Kizil, University of Colorado - Boulder; Katie Larsen McClarty, Pearson; Changjiang Wang, Pearson*

Teachers' Interpretations of Score Reports Based Upon Ordered Multiple-Choice Items Linked to a Learning Progression. *Alicia C. Alonzo, Michigan State University; Xeng Elizabeth de los Santos, California State University - Long Beach; Jennifer L. Kobrin, Pearson*

The Diagnostic Geometry Assessment System: Results From a Randomized Controlled Trial. *Jessica Masters, Measured Progress*

Psychometric Model for Diagnostic Classification for Multiple-Choice Option-Based Scoring: Application to a Diagnostic Classroom Assessment Instrument. *Louis V. DiBello, University of Illinois at Chicago; Robert Henson, University of North Carolina - Greensboro; William F. Stout, University of Illinois; Louis A. Rousso, Measured Progress*

Diagnostic Measurement Models for Item Response Dependencies Caused by Misconception Effects. *Laine Bradshaw, University of Georgia - Athens*

Employing Distracter-Driven Assessments in Measuring Teacher Knowledge and Effectiveness. *Philip M. Sadler, Harvard University*
Discussant: *Jim Minstrell, FACET Innovations*

68.025. Living It Out: Disrupting Qualitative Inquiry as Practice and Practice in the Academy. Division D - Measurement and Research Methodology; Symposium
Convention Center, 100 Level, 111A; 8:15-10:15am

Chair: *Candace Ross Kuby, University of Missouri - Columbia*

Participants:

Identity as Inquiry: Living and Researching From the Borderlands. *Z Nicolazzo, Miami University - Oxford*

Advancing Nondominant Methodological Perspectives in Educational Qualitative Research Through Teaching and Learning. *Penny A. Pasque, University of Oklahoma*

Disrupting the Dissertation, Phenomenologically Speaking: A Reflexive Dialogue Between Adviser and Advisee. *Hilary E. Hughes, Virginia Commonwealth University; Mark D. Vagle, University of Minnesota*
Methodological Freedom: A Journey. *Nana Osei-Kofi, Oregon State University*

Discussant: *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

68.026. School Characteristics and Student Connectedness. Division E - Counseling and Human Development; Paper Session
Convention Center, 100 Level, 103B; 8:15-9:45am

Chair: *Judith L. Meece, University of North Carolina - Chapel Hill*

Participants:

Changes in School Connectedness and Deviant Peer Affiliation Among Sixth-Grade Students From High-Poverty Neighborhoods. *Kate Niehaus, University of South Carolina; Kathleen Moritz Rudasill, University of Nebraska - Lincoln; Lisa Crockett, University of Nebraska - Lincoln; Christopher R. Rakes, University of Maryland - Baltimore County*

Ethnic Variations in High School Students' School Engagement and Future Expectations. *Cynthia Hudley, University of California - Santa Barbara*
School Characteristics and Experiences of Youth From Minority Backgrounds in Rural Communities: Relation to Educational Aspirations. *Matthew J. Irvin, University of South Carolina; Soo-yong Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina - Chapel Hill; Thomas W. Farmer, Virginia Commonwealth University*

Perceptions of Success Among Urban African American Middle School Youth. *April Z. Taylor, California State University - Northridge; Hannah Levy; Erika Aguilar, California State University - Northridge; Sandra Angelica Saucedo-Salgado, California State University - Northridge*

68.027. Division H Vice-Presidential Invited Session: Do African American Male Students Still Lag Behind Given the Multiplicity of Changes in Programs, Policies, and Practices? Division H - Research, Evaluation and Assessment in Schools Cosponsored with Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 116; 8:15-10:15am

Chair: *Debra Hinderliter Orloff, Finger Lakes Community College*

Participants:

A Legacy of Contestation: Lessons From Black School Reform History. *Khuram Hussain, Hobart and William Smith Colleges*

Reexamining Large-Scale Research Designs to Inform Best Practices: The Case of High-Achieving Black Males. *Kenneth Alonzo Anderson, Howard University*

Relational Dynamics: African American Male School Personnel and the Schooling Experiences of African American Male Students. *Lionel Howard, The George Washington University*

Educating Tomorrow's Men: The Buffering Effect of School Support on the Association Between Negative Youth Experiences and Stage-Specific Outcomes in Adolescent African American Males. *Charles Sumner Corprew, Loyola University New Orleans*

The Pact: Retaining First-Year African American Engineering Men. *Tremayne Waller, Cornell University*

Discussant: *James Earl Davis, Temple University*

68.028. Value-Added Use: Applied Research to Inform Educational Practice and Policy. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 117; 8:15-9:45am

Chair: *Audrey Amrein-Bearsley, Arizona State University*

Participants:

Teachers' Perspectives on the Utility of Value-Added Measures for Formative and Summative Evaluation Purposes. *Jessica Holloway-Libell, Arizona State University - Tempe; Sarah A. Polasky, Arizona State University*

Teacher Retention in High-Poverty Schools: Predicting Retention Using Multiple Measures of Teacher Effectiveness. *Wendy Miedel Barnard, Arizona State University; Sarah A. Polasky, Arizona State University*

Charter Accountability: High-Stakes Decisions Informed Using Value-Added Data. *Ildiko I. Laczko-Kerr, Arizona Charter Schools Association*

Using Value-Added Models for Evaluating Teacher Preparation Program Effectiveness. *Kerry Chase Lawton, Arizona State University; Audrey Amrein-Bearsley, Arizona State University; Wendy Miedel Barnard, Arizona State University*

Discussant: *Katherine Furgol Castellano, Educational Testing Service*

68.029. Curves in the Road: Career Choice Game Changers. Division I - Education in the Professions; Paper Session

Convention Center, 100 Level, 120A; 8:15-10:15am

Chair: *Eunmi Park, Johns Hopkins University*

Participants:

Dental School Deans' Perceptions of Dental Education Costs and Dental Student Borrowing. *Gwen Garrison, American Dental Education Association; Dora Elias McAllister, American Dental Education Association*

Medical Students' Early Interaction With Research: Exposure and Experiences That Matter. *Daniel M Read, University of Virginia; Robert H. Tai, University of Virginia; Claire Mitchell, Albion College; Mary T. Hall, University of Virginia; Xiaoqing Kong, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia*

Perspectives of Female Biomedical-Science Faculty About the Transition From Student to Independent Researcher. *Devasmita Chakraverty, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, Lumina Foundation; Robert H. Tai, University of Virginia*

The Motivations, Experiences, and Intentions of Matriculating Medical Students: A Study of Five Cohorts. *Celia O'Brien, The University of Arizona; Jeffrey F. Milem, The University of Arizona*

Perspectives on Building and Maintaining a Career in Higher Education: Special Education Teacher-Scholars. *Lisa Jo Vernon-Dotson, Coastal Carolina University; Lorry Ollison Floyd, North Carolina A&T State University*

The Unique Opportunity of Community-Based Training: Promoting the Supply of Primary Care Physicians. *Joel B. Goodin, Tallahassee Community College; Mary Johnson, Des Moines University; Brian P Levey, College of William and Mary; Vanessa Marie D'Brot, Florida State University*

Discussant: *Karen Novak, The University of Texas - Health Science Center at Houston*

68.030. Impacts and Innovations in Assessment Methods for Professions Education. Division I - Education in the Professions; Paper Session

Convention Center, 100 Level, 103C; 8:15-9:45am

Chair: *Rebecca A. Baranowski, American Board of Internal Medicine*

Participants:

Development and Initial Validation of a Program Director's Evaluation Form for Medical School Graduates. *Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences*

Editorial Changes and Item Performance: Implications for Recalibration and Pretesting. *Heather A Stoffel, National Board of Medical Examiners; Mark R. Raymond, National Board of Medical Examiners; S. Deniz Bucak, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners*

Goal Orientation, Scoring Accuracy, Judgments of Learning, and Perceptions of Grade Fairness Among Medical Students Using Peer Assessment. *Sara A. Abercrombie, Bowling Green State University; Jay Parkes, University of New Mexico; Teresita Mccarty, University of New Mexico*

Investigating the Effect of Motivation on the Results of a High-Stakes Medical Examination. *Irina Grabovsky, National Board of Medical*

Examiners; Michael Jodoin, National Board of Medical Examiners; Carol A. Morrison, National Board of Medical Examiners; John Phebus, National Board of Medical Examiners

Reading Between the Lines: Using Essays to Assess the Teacher Reflection of Residents in a Pharmacy College. *Ashley Castleberry, University of Arkansas for Medical Sciences; Amanda L. Nolen, University of Arkansas at Little Rock*

Discussant: *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

68.031. Contemporary Applications of the Weidman Model of Undergraduate Socialization. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 8:15-9:45am

Chair: *Karen A Connors, University of Virginia*

Participants:

Educational Expectations and Progress of Public Two-Year College Students: Does Socialization Matter? *Xueli Wang, University of Wisconsin - Madison*

The College Experience, Academic Major, and Early-Career Earnings: A Test of Weidman's Socialization Model. *Linda Deangelo, University of Pittsburgh; John C. Weidman, University of Pittsburgh; Andrew McIntyre, University of Pittsburgh*

The Matthew Effect in STEM Ph.D. Programs: A Mixed-Method Study. *David F. Feldon, Utah State University; Michelle A. Maher, University of South Carolina; Josipa Roksa, University of Virginia; James Peugh, University of Virginia*

The Weidman Model of Undergraduate Socialization: Continuity and Change. *John C. Weidman, University of Pittsburgh; Linda Deangelo, University of Pittsburgh; Kathryn Bethea, University of Pittsburgh*

Discussant: *Tonya N. Saddler, Marywood University*

68.032. Creating Conditions That Support Students' Postsecondary Pathways and Success: The College Readiness Indicator Systems Initiative. Division J - Postsecondary Education; Symposium

Convention Center, 100 Level, 105A; 8:15-9:45am

Chair: *Milbrey W. McLaughlin, Stanford University*

Participants:

The College Readiness Indicator Systems Initiative. *Manuelito Biag, Stanford University; Graciela Borsato, Stanford University; Kara Dukakis, John W. Gardner Center for Youth and their Communities/Stanford University; Amy Gerstein, Stanford University; Edward H. Haertel, Stanford University; Milbrey W. McLaughlin, Stanford University*

Partnerships for College Readiness. *Jacob Mishook, Brown University; Warren Simmons, Brown University*

A Framework for Selecting Effective Indicators: Lessons From Chicago's Free Application for Federal Student Aid Tracking System. *Jenny K. Nagaoka, University of Chicago; Melissa R. Roderick, University of Chicago*

Implementing a College Readiness Indicator System: Insights and Perspectives From the Dallas Independent School District. *Linda K Johnson, Dallas Independent School District*

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

68.033. Educational Outcomes and the Role of Institutional Type. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108B; 8:15-9:45am

Chair: *Ching-Hui Lin, Indiana University - Bloomington*

Participants:

College Completion and Remedial Education: Do Institutional Characteristics Make a Difference? *Katherine A. Shields, Boston College; Laura M. O'Dwyer, Boston College*

Linking Institutional Policies to Student Success: Evidence From 57 Institutions. *Bradley E. Cox, Florida State University; Robert D. Reason, Iowa State University; Barbara F. Tobolowsky, The University of Texas - Arlington; Rebecca Brower, Florida State University*

Precollege Factors That Affect Spirituality Among Non-Christian Students at Christian Colleges and Universities: A Comparison With Christian Students. *Wally Rude, Ambrose University College; Oscar Espinoza-Parra, Touro University - Nevada; John Lommel, Azusa Pacific University; David Edens, Cal Poly Pomona; Young K. Kim, Azusa Pacific University*

The Challenges of Comparing Postsecondary Outcomes of Hispanic-

Serving Institutions (HSIs) and Non-HSIs. *Awilda Rodriguez, University of Pennsylvania; Emily Calderon Galdeano, Excelencia in Education*

Discussant: *Cassie L. Barnhardt, University of Iowa*

68.034. Organizational Culture, Sense-Making, and Decision Making.

Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 120C; 8:15-9:45am

Chair: *Kate Bresonis, University of Massachusetts - Boston*

Participants:

A Cultural Examination of Institutional Decision Making. *Leslie R. Zenk, University of North Carolina - Charlotte*

Consolidation and Culture: Faculty Perceptions of Organizational Type.

Lorraine Evans, Georgia Regents University; Saundra Reinke, Augusta State University

Making Sense of Academic Priorities: The Sense-Making and Sense-

Giving of Academic Deans. *Nathan F. Harris, University of Michigan*

Negotiating Cultural Boundaries: How Individuals Traverse the

Fragmented Terrain of Higher Education. *Carrie Klein, George Mason University; Jaime R. Lester, George Mason University*

Discussant: *Matthew Hartley, University of Pennsylvania*

68.035. Power, Prestige, Legitimacy, and Identity. Division J -

Postsecondary Education; Paper Session
Convention Center, 100 Level, 102B; 8:15-9:45am

Chair: *Ji Zhou, University of Southern California*

Participants:

Embedded Neoliberalism Within Faculty Professional Identity. *John S.*

Levin, University of California - Riverside; Aida Aliyeva, University of California - Riverside

From the Faculty Perspective: A Multisite Study of Legitimacy. *Leslie D.*

Gonzales, Clemson University; Aimee LaPointe Terosky, Saint Joseph's University

Faculty Experiences and Perceptions of Academic Capitalism: An

Examination Across Three Humanities and Social Sciences Disciplines in China. *Jingning Zhang, Southeast University*

Trust Networks, Prestige, and the Management of Uncertainty in Graduate Admissions. *Julie Renee Posselt, University of Michigan*

Discussant: *Susan Marine, Merrimack College*

68.036. Pushing Back as a Means of Moving Forward: Disrupting Neoliberal Pedagogical Approaches. Division K - Teaching and

Teacher Education; Paper Session

Convention Center, 100 Level, 121A; 8:15-9:45am

Chair: *Keffrelyn D. Brown, The University of Texas - Austin*

Participants:

(Giving Ourselves) Permission to Teach: Permission-Seeking, Teacher Collaboration, and Teacher Agency. *Kira J. Baker-Doyle, Arcadia University; Leif C. Gustavson, Arcadia University*

Inquiry, Policy, Teacher Communities: Countermandates and Teacher Resistance in an Urban School District. *Katherine Crawford-Garrett, University of New Mexico; Kathleen Riley, West Chester University of Pennsylvania*

Speaking Back to the Neoliberal Discourse on Teaching: How Teachers Have Used Social Media to Reframe Teaching and Push Back Against Neoliberal Policies. *Jessica Shiller, Towson University*

Teachers Blaming "Other Teachers": Considering Neoliberal Constraints in Urban Education. *Heidi Katherine Pitzer, Saint Lawrence University*

Teaching Conditions During Common Core State Standards Implementation: A Single-State Case Study. *Jason L. Endacott, University of Arkansas; Christian Zachary Goering, University of Arkansas; Vicki S. Collet, University of Arkansas at Fayetteville; Ki Matlock, University of Arkansas; George S. Denny, University of Arkansas; Ginney Wright, University of Arkansas; Jennifer Jennings-Davis, University of Arkansas*

Discussant: *Rohit Setty, University of Michigan*

68.037. The In/Exclusion of LGBT Issues in Preservice Education.

Division K - Teaching and Teacher Education Cosponsored with SIG-Queer Studies; Symposium

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

Chair: *Emily Greytak, GLSEN: Gay, Lesbian & Straight Education Network*

Participants:

Themes of LGBT Representation and Curricular Location Within

Educator Preparation. *Todd Jennings, California State University - San Bernardino*

The (In)visibility of LGBTQ Bias and Liberation in U.S. Multicultural Teacher Education Courses. *Paul Cameron Gorski, George Mason University*

The Role of Preservice Education in LGBT-Supportive Practices of Elementary Teachers. *Emily Greytak, GLSEN: Gay, Lesbian & Straight Education Network*

Preparing School Counselors, Psychologists, and Social Workers to Support LGBT Students: The Role of Preservice Education and Training. *Ryan M. Kull, GLSEN; Joseph G. Kosciw, Gay, Lesbian and Straight Education Network*

68.038. Optimizing Algebra Policies: Evidence on the Impact of Acceleration, Early Exposure, and Credit Recovery. Division L - Educational Policy and Politics; Symposium

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

Chair: *Shaun Michael Dougherty, University of Connecticut*

Participants:

If Not Now, When? A Survival Analysis of Student Course-Taking Under an Algebra Acceleration Policy. *Erica Litke, Harvard University*

Algebra for Eighth Graders: Evidence on Its Effects From 10 North

Carolina Districts. *Helen F. Ladd, Duke University; Charles T.*

Clofelter, Duke University; Jacob Vgdor, Duke University

Improving on Algebra for All? Evidence of a Middle School Math

Acceleration Policy. *Shaun Michael Dougherty, University of*

Connecticut; Joshua S. Goodman, Harvard University; Darryl Vernois

Hill, Wake County Public School System; Erica Litke, Harvard

University; Lindsay Coleman Page, University of Pittsburgh

Getting Back on Track: Payoffs to Expanding Summer Credit Recovery in

Ninth-Grade Algebra. *Elaine M. Allensworth, University of Chicago;*

Takako Nomi, St. Louis University

Discussant: *Heather C. Hill, Harvard University*

68.039. Scaling Up a Social-Psychological Intervention to Combat Stereotype Threat and Narrow Achievement Gaps. Division L - Educational Policy and Politics; Symposium

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

Chair: *Geoffrey D. Borman, University of Wisconsin - Madison*

Participants:

Scaling Up Self-Affirmation: The Theory and the Method. *Geoffrey D. Borman, University of Wisconsin - Madison*

Closing Achievement Gaps at Scale Through Self-Affirmation: First-Year

Findings From Two Cohorts. *Jeffrey A. Grigg, University of Wisconsin*

- Madison; Paul Hanselman, University of Wisconsin - Madison;

Geoffrey D. Borman, University of Wisconsin - Madison

Psychological Moderators and Mediators of Stereotype Threat:

Implications for Self-Affirmation Interventions. *Chris Rozek,*

University of Wisconsin - Madison; Jaymes Ray Pyne, University of

Wisconsin; Geoffrey D. Borman, University of Wisconsin - Madison;

Sarah Bruch, University of Iowa; Paul Hanselman, University of

Wisconsin - Madison

School Composition and Self-Affirmation Treatment Effect Heterogeneity.

Paul Hanselman, University of Wisconsin - Madison; Sarah Bruch,

University of Iowa; Adam Gamoran, William T. Grant Foundation

Identifying the Critical Components of Values Affirmation: Fidelity

of Implementation in a Large-Scale Randomized Controlled Trial.

Dominique Bradley, University of Wisconsin - Madison; Evan

Crawford, University of Wisconsin; Sara Elizabeth Dahill-Brown, Wake

Forest University

Discussant: *Joshua M. Aronson, New York University*

SIG Sessions

68.040. Democratic Citizenship in Education Paper Session 1. SIG-

Democratic Citizenship in Education; Paper Session

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

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

Participants:

Adolescents' Perspectives on Developing Attitudes Concerning Democracy

in the Netherlands. *Hessel Nieuwelink, Amsterdam University of*

Applied Sciences; Femke Geijssel, University of Amsterdam; Geert Ten

Dam, University of Amsterdam; Paul Dekker, University of Tilburg

Building Active Citizens Through Pupil Self-Government: Learning From

Chinese Schools in the Republican Period, 1912-1949. *Zhen-yu Gao, Hangzhou Normal University*

Changing Attitudes, Motivating Action: A Cross-Disciplinary Approach to Developing Global Citizenship Identity Among Privileged Adolescents. *Sherri Robyn Sklarwitz, Boston University; Susan Fields, Boston University; Scott Clifford Seider, Boston University*

Competing Conceptions of Civic Education: Lessons From Three Israeli Civics Classrooms. *Aviv Cohen, Hebrew University of Jerusalem*

Constructing Civic Knowledge for Secondary Schools: What Can We Learn From an Israeli Civics Curriculum? *Hillel Wahrman, Oranim Academic College of Education*

Democratic Education in Elementary Classrooms: Critical Curriculum and Skills for Participation. *Katherina Ann Payne, University of Texas - Austin*

Using Controversial Issues to Help Middle School Students to Become Informed and Active Citizens: A Randomized Evaluation of the Word Generation Program. *Alex Lin, University of California - Irvine; Joshua Fahey Lawrence, University of California; Catherine E. Snow, Harvard University*

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

68.041. Instructional Technology SIG Paper Session: Information and Communications Technology, Technological Pedagogical Knowledge, Technological Pedagogical Content Knowledge (TPACK), and Technology Integration in the Classrooms. SIG-Instructional Technology; Paper Session
Marriott, Fourth Level, Franklin 11; 8:15-9:45am

Chair: *Eugene Gary Kowch, University of Calgary*

Participants:

E-TPCK: An Adaptive Learning Environment for the Development of Teachers' Technological Pedagogical Content Knowledge. *Charoula M. Angeli, University of Cyprus; Anna Mavroudi; Kyriakoula Georgiou, University of Cyprus; Nicolaos C. Valanides, Frederick University*

Examining the Effects of Technological Knowledge, Pedagogical Knowledge, and Technological Pedagogical Knowledge on Preservice Teachers' Technological, Pedagogical, and Content Knowledge (TPACK). *Valerie Shinas, Lesley University; Rachel A. Karchmer-Klein, University of Delaware; Chrystalla Mouza, University of Delaware; Sule Yilmaz Ozden, University of Delaware; Joseph J. Glutting, University of Delaware*

The Impact of Professional Development on Science Teachers' Technology Integration: Using Information and Communication Technologies as Cognitive Tools. *Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology*

Measuring Teachers' Background Knowledge for the Study of Teachers' Role in Knowledge Community and Inquiry. *Naxin Zhao, OISE/University of Toronto; James D. Slotta, University of Toronto*

How Is Technology Integration Learned? Identifying the Structure of Knowledge Acquisition on Technology Integration. *Jiyoon Jung, Indiana University - Bloomington*

Discussant: *Enilda Jannet Romero-Hall, University of Tampa*

68.042. New Research on Global Policy Processes in Education. SIG-International Studies; Symposium
Convention Center, 100 Level, 121B; 8:15-9:45am

Chair: *Karen Mundy, University of Toronto - OISE*

Participants:

Global Norm Setting and Local Agendas: An Exploration Into the Statistical Eradication of Teacher Shortage in the Post-Socialist Region. *Gita Steiner-Khamsi, Teachers College, Columbia University*

Joined-Up Policy: Network Connectivity and Global Education Policy. *Stephen J. Ball, Institute of Education - London*

World Society and the Globalization of Educational Policy. *John Meyer, Stanford University; Francisco O. Ramirez, Stanford University*

The Global Construction of Higher Education Reform. *Simon W. Marginson, University of Melbourne*

Exceptional Spaces? Policies for Education in Conflict and Postconflict Reconstruction. *Sarah Dryden-Peterson, Harvard University*

Rational Intentions and Unintended Consequences: On the Interplay Between International and National Actors in Education Policy. *Kerstin Martens, University of Bremen; Tonia Bieber, University of Bremen; Timm Fulge, University of Bremen*

68.043. Teaching and Learning in Linguistically Diverse Settings.

SIG-Language and Social Processes Cosponsored with Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 112A; 8:15-10:15am

Chair: *Maria Jose Botelho, University of Massachusetts - Amherst*

Participants:

Positioning Through Hedging: How Adolescents Frame Suggestions in Bilingual Small Groups. *Amanda Kibler, University of Virginia; April Simun Salerno, University of Virginia*

Spanish-English Bilingual Children's Interactional Competence and Identities in Oral Language Assessments. *Meghan Corella Morales; Jin-Sook Lee, University of California - Santa Barbara*

"Yes or No?" Exploring Overscaffolding in Peer-Led Literacy Activities for English Learners. *Shannon Mary Daniel, Vanderbilt University - Peabody College; Melinda E. Martin-Beltran, University of Maryland - College Park; Megan Madigan Peercy, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Maria Elliker Crassas, Iowa State University*

The Use of Questioning in Inquiry-Based Lessons: Developing Academic Language and Discourse. *Sharon H. Ulanoff, California State University - Los Angeles; Alice Maris Leilani Quiocho, California State University - San Marcos*

Finding Power in an Ideological Stance: Three Urban Teachers' Orientations Toward Linguistic Diversity. *Denise Ives, University of Massachusetts - Amherst*

68.044. Antecedents and Correlates of Teachers' Relational Work. SIG-Motivation in Education; Symposium
Convention Center, 100 Level, 114; 8:15-10:15am

Chairs: *Paul W. Richardson, Monash University; Helen M.G. Watt, Monash University*

Participants:

Antecedents and Effects of Teacher Expressiveness. *Betty Becker-Kurz, Betty Becker-Kurz Leopoldstraße 14; Helen M.G. Watt, Monash University; Anne C. Frenzel, University of Munich (LMU); Reinhard Pekrun, University of Munich*

Teacher-Student Relatedness and Teachers' Emotional Lives. *Jamie Taxer; Ludwig-Maximilians-Universität München; Anne C. Frenzel, University of Munich (LMU)*

Personal Antecedents of Teachers' Socioemotional Support for Students. *Ruth Butler, Hebrew University of Jerusalem; Limor Shibaz, Hebrew University of Jerusalem; Liat Levontin, Interdisciplinary Center*

The Impact of Teaching Career Motivations and Coping Resources on Early-Career Teachers' Relational Style. *Paul W. Richardson, Monash University; Helen M.G. Watt, Monash University*

Discussant: *Robert William Roeser, Portland State University*

68.045. What Methods Do: New Materialisms and the Consequences of Qualitative Inquiry. SIG-Qualitative Research; Symposium
Convention Center, 100 Level, 118C; 8:15-10:15am

Chair: *Jerry L. Rosiek, University of Oregon*

Participants:

Material Enactments of Language in Qualitative Research. *Lisa A. Mazzei, University of Oregon*

A Turn to Where We Already Were? Settler Inquiry, Indigenous Philosophy, and the Ontological Turn. *Eve Tuck, SUNY - College at New Paltz*

Semiotics and the Future in/of Qualitative Research. *Jerry L. Rosiek, University of Oregon*

New Materialist Ontologies of Chance: How Research Methods Theorize Indeterminism. *Elizabeth De Freitas, Adelphi University*

Discussant: *Maggie Maclure, Manchester Metropolitan University*

68.046. Creating an Environment for High-Achieving African American Students. SIG-Research Focus on Black Education; Paper Session
Convention Center, 100 Level, 103A; 8:15-10:15am

Chair: *Daren Graves, Simmons College*

Participants:

I Want to Be a Doctor in Education When I Grow Up: A Practical Guide to Creating an African American Male Ph.D. Pipeline. *Brian Woodward, University of California - Los Angeles*

Just Cruising: An Exploration of Why Eligible Black Students Do Not Enroll in Advanced Placement Courses. *faye lewis, Rowan University; MaryBeth Walpole, Rowan University*

Motivated to Succeed via the Fear of Failure Among High-Achieving

Urban African American Students. *Ebony Omotola McGee, Vanderbilt Peabody College; Rich Milner, University of Pittsburgh*

What's Race Got to Do With It? Racial Identity and Academic Achievement. *Antonia Szymanski, Indiana University - Northwest*

The Silent Struggle: African American Stutterers in a Fluency-Dominant Society. *Antonio Latrell Ellis, Howard University; Nicholas Daniel Hartlep, Illinois State University; Cleveland Hayes, University of La Verne*

Race, Gender, and Age: Schooling Experiences of Overage, Undercredited African American High School Students. *Iesha Jackson, Teachers College, Columbia University*

68.047. Facilitating Teachers' Learning: Practices That Support Math Teachers in Developing Ambitious Practice. SIG-Research in Mathematics Education; Symposium
Convention Center, 100 Level, 124; 8:15-9:45am

Chair: *Megan Elizabeth Webster, McGill University*

Participants:

Press for Pedagogical Reasoning: Decomposition of a High-Leverage Practice in Facilitating Professional Development for Teachers. *Megan Elizabeth Webster, McGill University*

Using Curriculum to Facilitate Mathematics Teacher Learning in Professional Development. *Mollie H. Appelgate, Vanderbilt University; Jonee Wilson, Vanderbilt University*

Leveraging Student Achievement Data for Teachers' Learning: The Facilitator's Role. *Britnie Delinger Kane, Vanderbilt University*

Practices for Facilitating Video-Based Discussions in Mathematics Professional Development. *Hilda Borko, Stanford University; Karen A. Koellner, Hunter College - CUNY; Jennifer K. Jacobs, University of Colorado - Boulder; Edit Khachatryan, Stanford University; Charmaine Mangram, Stanford University; Rajeev Virmani, University of San Francisco*

Discussant: *Elizabeth A. van Es, University of California - Irvine*

68.048. Strategic Approaches for Literacy Development. SIG-Research in Reading and Literacy; Paper Session
Convention Center, 100 Level, 125; 8:15-10:15am

Chair: *Jacquelynn A. Malloy, Clemson University*

Participants:

Development and Validation of a Multidimensional Measure of Reading Strategy Use. *Diana J. Arya, University of Colorado - Boulder; Susan Ebbers, University of California - Berkeley; Andrew Maul, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder; Amy Lynn Boele, University of Colorado - Boulder*

Differences in the Components and Relations of a Multidimensional Model of Reading Comprehension in Low and Average 8- to 11-Year-Old French Readers. *Laurent Lima, Université Grenoble Alpes; Maryse Bianco, Université Grenoble Alpes; Gwenaëlle Joet, Université Grenoble Alpes; Aurélie Nardy, Université Grenoble Alpes; Pascale Colé, Université de Provence; Hakima Megherbi, Université Paris 13*

Following in Durkin's (1978-1979) Footsteps: What Classroom Observations Reveal About K-5 Reading Comprehension Instruction. *Molly Ness, Fordham University*

Investigating Complexity of Leveled Passages Used in Classroom Reading Assessments. *Yukie Toyama, University of California - Berkeley; Elfrieda H. Hiebert, University of California - Santa Cruz; P. David Pearson, University of California - Berkeley*

The Contribution of Cognate Awareness to Word Reading and Reading Comprehension in French Immersion Children. *Kathleen Hipfner-Boucher, University of Toronto - OISE; Xi Chen, University of Toronto - OISE; Adrian Pasquarella; Helene Deacon*

Discussant: *Kirsten D. Hill, University of Michigan - Dearborn*

68.049. Teacher Education in Linguistically Diverse Settings: Understanding Teacher Voice and Development. SIG-Second Language Research; Paper Session
Convention Center, 100 Level, 105B; 8:15-9:45am

Chair: *Hidehiro Endo, Akita International University*

Participants:

Investigating Teachers' Perception of Integrating Multimodality Into Classroom Practices. *Youngjoo Yi, The Ohio State University - Columbus; Jayoung Choi, Georgia State University*

Listening to What Second Language Teachers Say About Communicative

Language Teaching. *ChiuYin Wong, Monmouth University*
Mutual Growth and Engagement: Student Teacher and L2 Writer in an Asynchronous Online Writing Tutorial. *Pei-Jie Jenny Chen, University of Maryland - College Park*

Implementation of an Aesthetic Art Curriculum for English Learners. *Audrey Figueroa Murphy, Saint John's University*

Innovation or Limitations? A Comparative Study of Mentoring in a Foreign Language Teacher Certification Program. *Wenxia Wang, Michigan State University*

68.050. Self-Regulated Learning Across Diverse Contexts and Populations. SIG-Studying and Self-Regulated Learning; Paper Session

Convention Center, 100 Level, 107B; 8:15-9:45am

Chair: *Marie Catherine White, Nyack College*

Participants:

Fostering At-Risk Elementary School Children's Self-Regulated Learning by Means of Student Tutoring: A Challenging Endeavor. *Sabrina Vandeveld, Ghent University; Hilde Van Keer, Ghent University*

Self-Regulation of Learning and Performance Among Students Enrolled in a Disciplinary Alternative School. *J. Stephan Herndon, School District of Lee County, FL; Hefer Bembenutty, Queens College - CUNY*

Prompting Knowledge Construction as an Instructional Support for Principle Learning in Simulations. *Jennifer R. Morrison, Johns Hopkins University; Linda Bol, Old Dominion University; Steven M. Ross, Johns Hopkins University; Ginger S. Watson, Old Dominion University*

The Effects of Self-Regulated Learning on Community College Students' Metacognition and Achievement in Developmental Math. *Linda Bol, Old Dominion University; Karen Campbell, Old Dominion University*

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

Division and SIG Roundtables

68.051. Roundtable Session 23; Roundtable Session

68.051-1. Arab and Muslim Experiences in School Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Hamsa Aburumuh Mahfaza*

Participants:

Predictive Factors of Teacher Maltreatment in Schools for Bedouin Arabs in Israel: An Examination by the Hierarchical Linear Modeling Approach. *Shiyang Su; William M. Bart, University of Minnesota; Salman M. Elbedour, Howard University*

Qualitative Research and the Empowerment of Teachers in Post-Soviet, Islamic Contexts. *LaNette Dellinger, Virginia Polytechnic Institute and State University*

The Intersection of Race and Religion in the Educational Experiences of Sudanese Muslim Women. *Awatif Elnour, The Ohio State University*
"Narrow-Minded and Problematic" or a "Superior Culture"? Implications of Divergent Representations of Islam for Pakistani American Youth. *Ameena Ghaffar-Kucher, University of Pennsylvania*

The Habitus of Empowerment: Constructing Intersectional and Transnational Muslim Womanhood Through Education. *Ayesha Khurshid, Florida State University*

68.051-2. Asian Children in Educational Contexts: Diverse Cultures and Perspectives. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Participants:

Ethnicity, Gender, Acculturation, Family Relations, and Sense of Belonging as Academic Predictors in Asian Americans. *Helen Chung, Education Development Center, Inc.; Ruth Gim Chung, University of Southern California; Matthew Jung, Loyola Marymount University*

"Photo Voicing" Lived Experiences of Adjustment Processes: Asian International Students in a Nonanglophone Study Environment. *Qingchun Wang, Katholieke Universiteit Leuven; Karin Hannes, Katholieke Universiteit Leuven*

"Best of Both Worlds": Negotiated Identity of Second-Generation Youth of Asian Indian Descent. *Lavina Sequeira, Bergen Community College*

68.051-3. Asian Communities and U.S. Education. Division G - Social Context of Education; Roundtable Session

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

Chair: *Wayne E. Wright, The University of Texas - San Antonio*

Participants:

The Power of Coethnic Communities: Understanding Diverse Asian American Experiences in Education. *Stacy Kula, Claremont Graduate University; Lorine Erika Saito, Claremont Graduate University; Zaynah Rahman, Claremont University - Claremont Graduate University; Matthew A. Witenstein, Claremont Graduate University; Susan J. Paik, Claremont Graduate University*

Struggles and Negotiations of Identity: A Case of a Korean Immigrant Boy's Identity Construction. *Minjung Ryu, Johns Hopkins University*

Educational Aspirations of Asian American Students: Examining Heterogeneity Among Ethnic Subgroups. *Kye-Hyoung Lee, The University of Texas - Austin*

How Does an Immigrant Mother Participate in Her Child's Schooling? An Autoethnography of a Korean Mother. *Seon-Young Kim, The University of Texas - Austin*

68.051-4. Immigrant Experiences and Perspectives in U.S. Education.

Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Krystal Smalls, University of Pennsylvania*

Participants:

Assessment of Burmese Refugee Students' Meaning-Making of Scientific Informational Texts. *Keri-Anne Croce, Towson University*

Changes in Computer Use and the Academic Achievement of Children From Immigrant Families. *Ui Jeong Moon, Lyndon State College; Sandra L Hofferth, University of Maryland - College Park*

Coming to America: Perspectives of an English Language Learner Student Navigating an American High School. *Elizabeth Holbrook, Northside ISD*

68.051-5. Inequality and the Racialization of Education. Division G -

Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Maia B. Cucchiara, Temple University*

Participants:

Beyond Black-White: The Intersection of Residential Segregation and School Choice Policy in School Segregation. *M Felicity Rogers-Chapman, Claremont Graduate University*

Influence of School Racial Composition on Academic Achievement in Math. *William A. Smith, University of Utah; Man Hung, University of Utah; Jeremy D. Franklin, University of Utah*

Maintaining Their Advantage: How Parents Re-Create and Reproduce the Boundaries in a Diverse Public School. *Allison Roda, Rutgers University - Newark*

Statewide Improvements Conceal Increasing Inequalities in Pennsylvania's Metro Areas: Socioeconomic Segregation in Pennsylvania's Public Schools. *Stephen Kotok, The Pennsylvania State University; Katherine Reed, Texas A & M University*

The Distribution of Race Among Head Principals Across Varying School Contexts: Understanding Principal and Student Racial Congruence. *Amy Patterson Lippa, The University of Texas - Austin; Bradley W. Davis, The University of Texas at Arlington; Christian Bell, Austin Independent School District; Meghan Dwyer Lehr, The University of Texas - Austin*

68.051-6. Involving Parents to Improve Student Engagement and Success.

Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Will J. Jordan, Temple University*

Participants:

From Involvement to Empowerment: Urban Parents Quest Toward Advocacy and Social Justice in Urban Schools. *Constance D. Jordan, Pepperdine University*

It's a "Win/Win": Inviting Parents to Participate With Their Children. *Jean P. Rohr, Elon University; Ye He, University of North Carolina - Greensboro; Mary Beth Murphy; Gerald Knight*

New Paradigm for Parent Engagement and School Reform: Mercy College School of Education Parent Center. *Aramina Vega Ferrer, Mercy College; JungKang Miller, Mercy College*

68.051-7. It's a Two-Way Street: Understanding the Interactional Nature of Students, Teachers, and Reading. Division G - Social Context of

Education; Roundtable Session

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

Chair: *Julie Frear Schappe, The Pennsylvania State University*

Participants:

A Study of School Contexts: How Teachers Understand Reading Difficulty and Ways Those Understandings Mediate Youth Reading. *Julie E. Learned, University of Michigan*

Considering Reading Capital in Two Low-Income Families. *Rohany Nayan, University of North Carolina - Charlotte; Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Dynamic Responses of Kindergarten Children During Read-Alouds: Adjusting to the Semiotized World of School Culture. *Cynthia B. Leung, University of South Florida St. Petersburg*

68.051-8. Preparing Teachers for Today's Classroom. Division G - Social Context of Education; Roundtable Session

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

Chair: *Joni Boyd Acuff, The Ohio State University*

Participants:

Confronting Issues of Diversity in Teacher Preparation Through a Radical Field Experience. *Paul Chamness Miller, Akita International University; Erin A. Mikulec, Illinois State University*

Linguistically Diverse Pedagogical Content Knowledge Mathematics and Science Observation Tool for Elementary Teachers. *Jenni L. Harding-DeKam, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado; Youngjin Song, University of Northern Colorado*

Multicultural Teacher Education: Developing Knowledge, Skills, and Sensitivity. *Sungok "Reina" Park, University at Buffalo - SUNY; Keun Kyu Kim, Delaware State University*

Promoting Culturally Responsive Pedagogy in Tomorrow's Educational Leaders. *Jennifer L. Martin, The University of Mount Union*

68.051-9. Race and Racialized Experiences in the Context of Multiple Languages and Literacies. Division G - Social Context of Education; Roundtable Session

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

Chair: *Sandra Quinones, Duquesne University*

Participants:

Contesting Language Proficiency Among the Proficient: The Everyday Production of the Triracial System. *Rachel Garver, New York University*

Japanese Immigrant Youth Contesting Racialized Linguicism at School: Explicating Counternarratives and Discursive Enactments of Transnational Identity. *Rachel Endo, Hamline University*

"Sista-Girl Rock": Groundbreaking With Female Hip-Hop Deejays in the Making of Raced+Gendered Knowledge. *Todd Craig, Medgar Evers College - CUNY; Carmen Kynard, John Jay College of Criminal Justice - CUNY*

Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners. *Ran Chen, Arizona State University*

68.051-10. Reel Education: Exploring Issues of Learning, Teaching, and Schooling in and Through Film. Division G - Social Context of Education; Roundtable Session

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

Chair: *Ian Renga, University of Colorado - Boulder*

Participants:

The Dialectic Between *Waiting for "Superman"* and *The First Year*. *James Trier, University of North Carolina - Chapel Hill*

Who Are the Heroes? *Waiting for "Superman," The Inconvenient Truth Behind Waiting for Superman*, and Taking Sides in Debates About Public Schools. *Michael W. Apple, University of Wisconsin - Madison; Katy Swalwell, University of Maryland - College Park*

Precious Knowledge: Book Banning, Censorship, and Ethnic Studies in Urban Schools. *Jose Garcia, University of Texas - Austin; Luis Urrieta, The University of Texas - Austin*

The Pursuit of Excellence in *Kings of Pastry*. *Jennie A. Whitcomb, University of Colorado - Boulder*

Dilemmas of Becoming in *Searching for Bobby Fischer*. *Kevin O'Connor, University of Colorado - Boulder; Lisa Comparini, Texas A&M - Corpus Christi; Skip Dine Young, Hanover College*

68.051-11. Research on the Experiences of Chinese Students in U.S.

School Contexts and Abroad. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *James W. Bequette, University of Minnesota*

Participants:

Different Is Not Deficient: How Context and Change Influence Mainland Chinese Undergraduates in U.S. Colleges. *Tang T. Heng, Teachers College, Columbia University*

Home Computing and Digital Equity in Education: A Hong Kong Story. *Allan H.K. Yuen, The University of Hong Kong; Wilfred W.F. Lau, The University of Hong Kong; Jae Park, The Hong Kong Institute of Education; Gervas Lau, The University of Hong Kong; Albert Chan*

Relationship Between Students' Perceived Science Teaching Approaches and Their Science Achievement of Process Knowledge: A Study of Two Racial Groups of Chinese Students at the Eighth-Grade Level. *Su Gao, University of Nevada - Las Vegas; Jian Wang, Texas Tech University; Zhiyong Zhong, Minzu University of China*

68.051-12. Words and Worlds: Considering the Power of Literacy in

Classrooms and Communities. Division G - Social Context of Education; Roundtable Session

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

Chair: *Gisela Ernst-Slavit, Washington State University - Vancouver*

Participants:

Apprenticing Literate Citizens Through Morning Meeting: Engaged Participation Through Structures, Space, and Activities. *Maureen P. Boyd, University at Buffalo - SUNY; Tina Bampton, University at Buffalo - SUNY; Joel Staples, University at Buffalo - SUNY*

Adult Immigrant Students and Coconstructed Learning: Talking Within and About Their Literacy Practices. *Carolyn A. Colvin, University of Iowa*

Literacy as a Means of Empowerment for Children Living in Poverty. *Cory Hansen, Arizona State University; Shelia Wells, Isaac School District; Debby M. Zambo, Arizona State University*

68.051-13. Issues in Adolescence and Youth Development. SIG-

Adolescence and Youth Development; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Colleen M. Gibbons, Syracuse University*

Participants:

The Impact of School Delinquency on Self-Worth Development Among Minority Adolescents. *Sara E. Tomek, The University of Alabama; Heather M. Moore, The University of Alabama; Jeremiah Jagers, East Tennessee State University; Wesley Church, The University of Alabama*

Effect of Parental Expectations on Postschool Outcomes for Individuals Who Are d/Deaf or Hard of Hearing. *Stephanie W. Cawthon, The University of Texas - Austin; Jacqueline M Caemmerer, The University of Texas - Austin; Carrie Lou Garberoglio, The University of Texas; Mark Bond, University of Texas - Austin; Erica Wendel, The University of Texas - Austin*

Others Don't Like Me If I Am Good at School? Reciprocal Effects of Adolescents' Academic and Social Self-Concepts. *Franzis Preckel, University of Trier; Christoph Niepel, University of Trier; Martin Brunner*

68.051-14. Special Education, Special Needs, and Disproportionality

Related to Race, Gender, and Empowerment. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

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

Chair: *Danielle M. Cowley, San Francisco State University*

Participants:

Because the Majority of the Students Are Not White: A Critical Race Case Pedagogy of Urban Youth Who "Drop Out" and Return to High School. *Dorothy Elizabeth Hines, Michigan State University*

Gangbanger and Wheelchairs: Intersections Between Race, Gender, and Disability Status. *Joy Banks, Bowie State University; Kimetta Reynolds Hairston, Bowie State University*

How Effectively Do Educators Engage in Dialogue About Racial Disproportionality in Special Education? *Jill Brown, Blue Springs School District; Barbara Nell Martin, University of Central Missouri*
Intersections of Race, Income, and Language on Parent Empowerment: A National Study. *Jungnam Kim, University of Maryland - College Park; Julia Bryan, The Pennsylvania State University - University Park*

Understanding Disproportionality: Learning the Lessons of Four Decades of Research to Remove the Albatross. *Kristin K. Hall, Texas A&M University - College Station*

68.051-15. Early Childhood Classroom Technology Issues. SIG-Early

Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Marie L. Masterson, Dominican University*

Participants:

Constructing a Digital Habitus: Teachers and Digital Media in Early Learning Classrooms. *Margaret Ruth Clark, University of California - Santa Cruz*

Engaging Parents in Early Mathematical Learning Through Transmedia Games. *Elizabeth M. McCarthy, WestEd; Linlin Li, WestEd; Ursula M. Sexton, WestEd; Sara Atienza, WestEd; Michelle Tiu, WestEd*

Scaffolding Preschoolers' Interactions With Educational Technology. *Sudha Swaminathan, Eastern Connecticut State University; Ariel Levesque, Eastern Connecticut State University; Erin Murphy, Eastern Connecticut State University; Suzanne Slater, Eastern Connecticut State University*

68.051-16. Innovative Replicable Early Childhood Anti-Harassment, Intimidation, Bullying, and Teasing Programs: School and Museum

Settings. SIG-Early Education and Child Development; Roundtable Session

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

Chair: *Blythe F. Hinitz, The College of New Jersey*

Participants:

The Anti-Bullying and Teasing Program: The College Perspective. *Blythe F. Hinitz, The College of New Jersey*

The Anti-Bullying and Teasing Program: The Museum Perspective—Part 1. *Lynne Azarchi, Kidsbridge Tolerance Museum; Meg Palladino, Kidsbridge Tolerance Museum*

The Anti-Bullying and Teasing Program: The Museum Perspective—Part 2. *Rebecca Erickson, Kidsbridge Tolerance Museum*

The Anti-Bullying and Teasing Program: The Center's Perspective. *Lisa Cipriano-Rogalski, Howley School*

68.052. Roundtable Session 24; Roundtable Session**68.052-1. Diverse Historical Perspectives.** SIG-Social Studies Research; Roundtable Session

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

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

Participants:

Ambitious Teaching Within Standards-Based Settings: Lost in Translation? *Stephanie D. Van Hover, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Elizabeth A. Washington, University of Florida*

Remembering the Asian American Past: The Portrayal of Asian Americans and Their Experiences in U.S. History Textbooks. *Yonghee Suh, Old Dominion University; Sohyun An, Kennesaw State University*

Resistance to Official History: Five African American Students' Journeys Through Family History Research. *Katie Anderson Knapp, Kent State University*

Singapore Social Studies Teachers' Perspectives of Socioeconomic Inequality, Distributive Justice, and Meritocracy. *Li-Ching Ho, National Institute of Education - Nanyang Technological University; Enrique Nino Leviste, National Institute of Education - Nanyang Technological University*

An Analysis of Elementary Preservice Teachers' Instructional Practices Using Primary Sources. *Theresa M. McCormick, Auburn University; Deborah L. Morowski, Auburn University*

68.052-2. African Americans and STEM Education. Division G - Social Context of Education; Roundtable Session

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

Chair: *Christopher Charlie Jett, The University of West Georgia*

Participants:

Appropriating Scientific Discourse: The Perceptions of Urban Adolescent African American Males. *Yolanda Stewart, Columbus City Schools*

Examining the Impact of a Culturally Relevant STEM Program for High School Students of Color. *Allison Scott, University of California - Berkeley; Alexis Martin, Level Playing Field Institute*

Learning Absent of Community: Black Student Experiences in STEM

Disciplines at a Predominately White Institution. *Oren L. McClain, University of Virginia*

“Representing the Race”: Black Mathematicians’ Paths to Excellence. *Erica Walker, Teachers College, Columbia University*

68.052-3. Fitness, Health, and Physical Activity: Possibilities for Curriculum Change. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Ted Nicholas Ingram, Bronx Community College - CUNY*

Participants:

“A National Curriculum That Cannot Be Adapted to My Pedagogy Does Not Exist”: Assessment and Pedagogy in Norwegian Physical Education After Implementation of the National Curriculum of 2006. *Trond Egil Arnesen, Stord Haugesund University College; Petter Erik Leirhaug, Norwegian School of Sport Sciences; Ann-Kristin Nilsen, Bergen University College*

Effect of Aerobic Exercise on Working Memory Among College Students in Taiwan. *Hui-Jung Fu, Southern Taiwan University of Science and Technology; Feng-Ru Sheu, Institute of Education - National Sun Yat-sen University; Meilun Shih, National Taiwan University*

The Role of Social Capital in a Comprehensive School Health Project. *Michelle Jordan, Arizona State University; Pamela H. Kulinna, Arizona State University; Michalis Stylianou, Arizona State University; Kent Lorenz, Arizona State University*

68.052-4. Philosophy, Pedagogy, and Perspective. Division F - History and Historiography; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Timothy Reese Cain, University of Georgia - Athens*

Participants:

Note to Self: The Genealogy of Internal Dialogue in Educational Material and Practice. *Norm Friesen, Boise State University*

Tracking the Humanizing Effect of John Dewey’s Pragmatism on the Cold War Era of Education. *Laura Moorhead, Stanford University*

Utilizing Multiple Perspectives and Situational Analysis to Demonstrate That Education Served Interests of Westerners in Hawaii During the 19th Century. *Carl Kalani Beyer, Ashford University*

68.052-5. Meaningful, Relevant, and Responsive Education: A Review of Ethnic Studies Policy, Politics, Pedagogies, and Praxis. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Augustine Francis Romero, Tucson Unified School District*

Participants:

Toward an Ethnic Studies Pedagogy: Implications From the Research. *Allyson Tintiango-Cubales, San Francisco State University; Rita Kohli, San José State University; Jocyl Sacramento, University of California - Berkeley; Nicholas Simon Henning, California State University - Fullerton; Ruchi Agarwal-Rangnath, San Francisco State University; Christine E. Sleeter, California State University - Monterey Bay*

Humanizing Teacher Professional Development: Critical Race Dialogue Among High School Teachers. *Jocyl Sacramento, University of California - Berkeley*

Reconceptualizing *Comunidad*: Chicana/o-Latina/o Studies at Pomona High School and Pomona College. *Cati V. de los Rios, Teachers College, Columbia University; Gilda Laura Ochoa, Pomona College*

(Counter)narrating the Curriculum: A Survey of California High School Ethnic Studies Courses. *Cati V. de los Rios, Teachers College, Columbia University*

68.052-6. The Interplay of Equality and Human Difference. SIG-Philosophical Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Elizabeth J. Grace, National-Louis University*

Participants:

Abating a Simple Fact: Recent Attempts to Reduce the Positional Aspect of Higher Education. *John Peter Fantuzzo, Teachers College, Columbia University*

Flourishing Amid Dilemmas of Difference. *Jaime L. Ahlberg, University of Florida*

Separate Educational Aims? Philosophical Reasoning About Educational Justice for Children With Intellectual Disabilities Within Unjust Social

Contexts. *Ashley Taylor, Syracuse University*

The Voucher Fallacy: Thomas Paine, Democratic Schooling, and Educational Inequality. *James Stillwaggon, Iona College; Conor Callagy, Iona College; Kristen Brescia, Iona College*

68.052-7. Teacher Beliefs and Minority Youth. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

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

Participants:

Hidden Biases of “Good Nonimmigrant Teachers”: Implicit Attitudes, Explicit Expectations, and the Ethnic Achievement Gap—A Mixed-Methods Study. *Neda Forghani-Arani, University of Vienna; Corinna Geppert, University of Vienna; Tamara Katschnig, University of Vienna*

Race, Culture, and Teachers’ Inquiry Into the Comforts and Discomforts of Preparing to Teach. *Vivian L. Gadsden, University of Pennsylvania; Katharine Emily Bartow Jacobs, University of Pennsylvania; Nora Peterman, University of Pennsylvania; Karim A. Mostafa, University of Pennsylvania; Danielle Gioia, University of Pennsylvania*

Teachers as Socializers of Immigrant Youth? The Importance of Teachers’ Personal Relationships With Racial/Ethnic-Minority and Immigrant Adolescents. *Hua-Yu Sebastian Cherng, University of Pennsylvania*

“Why Do Students Fail? Maybe It’s Their Own Fault”: One Biracial Prospective Teacher’s Story. *Mary Louise Gomez, University of Wisconsin - Madison*

68.052-8. Rural School, College, and Career Transitions. SIG-Rural Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *John Maddaus, University of Maine*

Participants:

Appalachian Students Face Postsecondary Challenges With Agency: The Need for Critically Engaged Research in Appalachian Communities. *Brandi Slider Weekley, West Virginia University; Audra Slocum, West Virginia University*

Framework for the Assessment of Rural Clinical Experiences: Assessing the Change Process. *Kristine M. Reed, University of South Dakota; Linda Reetz, University of South Dakota*

How Population Loss Impacts Teachers’ Views of the Role of Educators, Their Community, and the School: A Comparative Case Study. *Alan Hastings, Michigan State University*

“That’s What I’ve Got Now, Options”: Exploring Dialogue as a Research Method to Understand Rural Youth Social and Economic Opportunities. *Zane Hamm, University of Alberta*

“Kind of Make-Your-Own Pathway”: Rural College Graduates’ Social Capital During the College Process. *Ingrid Nelson, Bowdoin College; Kaylee Wolfe, Bowdoin College; Luisa Lasalle, Bowdoin College*

68.052-9. Taking Professional Development to Scale in Arts Education. SIG-Arts and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Michelle Zoss, Georgia State University*

Participants:

Collaboration by Design: A School-University Partnership Facilitates Arts Specialist Communities of Practice. *Catherine Larsen, DePaul University*

Ensuring the Power of Educational Research: Can a Rigorous Training Paradigm Promote Intervention Fidelity? *Wendy K. Mages, Mercy College*

Integration of the Arts in STEM: A Collective Case Study of Interdisciplinary University Programs. *Sheena Ghanbari, University of California - San Diego*

68.052-10. Problematizing Pedagogy and Curriculum. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Julie Garlen Maudlin, Georgia Southern University*

Participants:

Defying Borders: Curriculum History and Orientations of Remembrance. *Ann G. Winfield, Roger Williams University*

Humanity, Affect, Monstrosity: Clarifying the Processes of Public Pedagogy to Inform Activist Interventions. *Jake Burdick, Purdue University; Jennifer April Sandlin, Arizona State University*

Engaging Bodhisattva Compassion in Pedagogical Aporias. *Mei W. Hoyt,*

University of North Texas

Of Metaphors and Spaces Within: The Language of Curriculum in the Hyperspace. *Sandro Barros, DePaul University*

68.052-11. Rethinking the Interview. SIG-Qualitative Research; Roundtable Session

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

Chair: *Elsa M. Gonzalez Y Gonzalez, Texas A&M University*

Participants:

Intentionality and Serendipity in Practitioner Research: Data Collection in the "Spaces-in-Between". *Andy Danilchick, University of Pennsylvania; Sharon M. Ravitch, University of Pennsylvania*

Interview Participant Contributions to (Re)Shaping Qualitative Interviews. *Audra Skukauskaitė, University of the Incarnate Word*

The Challenged Subject and the Focus Group Interview: A Methodological Construction of In-Betweenness. *Lotta Johansson, Lund University*

Using Hartman's Eco-Map Tool to Gather Qualitative Data on Relationships: The Case of Kindergarten Transition. *Jessica Kirchen, Towson University; Susan Swayze, The George Washington University; Maxine B. Freund, The George Washington University*

68.052-12. Validity and Reliability Concerns in Evaluating Teacher Effectiveness. Division D - Measurement and Research Methodology;

Roundtable Session

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

Chair: *Yun Xiang, Northwest Evaluation Association*

Participants:

A Novel Approach to Measure Teachers' Work and Teachers' Work Context. *Esther Quintero, Albert Shanker Institute*

Assessing Interrater Reliability With Multiple Raters: Coefficients to Report in an Educational Context. *Albert Manuel Jimenez, University of Georgia; Sally J. Zepeda, University of Georgia*

Rating Teaching Quality: Differences in Observation Scoring Between Certification and Operational Contexts. *Katherine E. Allison, University of Colorado - Boulder; Courtney A. Bell, ETS*

The Role of Topic and Activity Structure in Teacher Observation Scores. *Yi Qi, Educational Testing Service; Courtney A. Bell, ETS; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*

Using Student Test Scores to Evaluate Teacher Performance: Validity and Reliability Evidence. *Amanda Corby Soto, The National Board of Medical Examiners; Lisa A. Keller, University of Massachusetts - Amherst*

68.052-13. Perspectives on the Research Process. SIG-Professors of Educational Research; Roundtable Session

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

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

Participants:

Assessing Faculty Perspectives on Organizational Research Climate Including Integrity, Ethics, and Productivity. *Amanda Mulcahy Maddocks, Concordia University*

Exploring Students' Conceptions of Research and Inquiry. *Karen Ross, Indiana University; Pengfei Zhao, Indiana University-Bloomington; Peiwei Li, Indiana University; Barbara Dennis, Indiana University*

Mapping Saldaña's Coding Methods Onto the Literature Review Process. *Anthony J. Onwuegbuzie, Sam Houston State University; Eunjin Hwang, Sam Houston State University; Rebecca K. Frels, Lamar University*

68.052-14. The Development of Vocabulary and Comprehension in Spanish-Speaking English Learners. SIG-Bilingual Education Research; Roundtable Session

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

Chair: *Diane L. August, American Institutes for Research*

Participants:

The Spanish-Speaking Language-Minority Learners' Academic Conundrum: Low Student Performance Despite High Parent and Student Aspirations. *Nonie K. Lesaux, Harvard University; Jeannette Mancilla-Martinez, University of California - Irvine*

Patterns of Vocabulary Growth for Young Bilingual Students. *Kavita Venkatesh, Boston College; Mariela M. Paez, Boston College; Zhushan Mandy Li, Boston College*

Long-Term Effects of a Tier 1 Vocabulary Intervention for Young English Learners. *Lauren Artzi, University of Maryland - College Park; Diane L. August, American Institutes for Research*

Learning Connectives in Second Grade: Student and Word-Level Factors That Contribute to English Learners' Progress. *Christopher Daniel Barr, University of Houston; Paola Uccelli, Harvard University; Franne Rosenthal, Harvard University*

68.052-15. Disrupting Social Injustice in the Age of Standardization. SIG-Critical Educators for Social Justice; Roundtable Session

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

Chair: *Valerie Hill-Jackson, Texas A&M University*

Participants:

Academic Disobedience: Engaging Michael Apple's Nine Tasks of the Critical Scholar in an Age of Standardization. *Ruth P. Silverberg, College of Staten Island - CUNY; Arlo Kempf, University of California - Los Angeles*

Beyond Bullies and Victims: Using Case Story Analysis to Address Academic Mobbing. *Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D'Youville College; Bradley J. Porfilio, Lewis University*

Capitalist Education and the Pedagogy of Debt. *Sheila L. Macrine, University of Massachusetts - Dartmouth; João Menelau Paraskeva, University of Massachusetts*

Countering Neoliberal Perspectives Through Active Faculty Senates: A Case Study and Wake-Up Call. *Dilys Schoorman, Florida Atlantic University; Rosanna Gatens, Florida Atlantic University; Traci Palmer Baxley, Florida Atlantic University*

68.052-16. Climate Change: Welcoming LGBTQ Issues and Identities Into Educational Spaces. SIG-Queer Studies; Roundtable Session

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

Chair: *Mary Louise Rasmussen, Monash University*

Participants:

Ladylike, Sporty, Butch, Dandy: Exploring "Gender Climate" With Australian LGBTQ Students Using Stage-Environmental Fit Theory. *Jacqueline Ullman, University of Western Sydney*

Making Schools Better for LGBT Youth: Experiences of Gay-Straight Alliance Advisers in Ontario, Canada. *Julian D. Kitchen, Brock University; Christine Bellini, Peel District School Board*

Tilling the Soil for LGBTQ-Inclusive Policies: Learning From Desegregation to Cultivate Communities of Safety and Inclusivity. *Bethy Leonardi, University of Colorado - Boulder*

"I Think I Can. I Think I Can": Preservice Teachers' Sense of Self-Efficacy Working With and for LGBTQ Students and Families. *Cathy A.R. Brant, The Ohio State University - Columbus*

68.052-17. Engagement, Inquiry, and Community in Immersive Learning Environments. SIG-Applied Research in Immersive Environments for Learning; Roundtable Session

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

Chair: *Patrick O'Shea, Appalachian State University*

Participants:

Developing Students' Sense of Community in 3-D Immersive Learning Environments. *Krista Terry, Appalachian State University; Les Bolt, Appalachian State University; Amelia Cheney, Appalachian State University; Terry McClannon, Appalachian State University; Robert Sanders, Appalachian State University*

Virtual Inquiry in an Authentic Classroom. *Stephanie L. Knight, The Pennsylvania State University; Aubree M. Webb, The Pennsylvania State University; X. Ben Wu, Texas A&M University; Melisa Jill Ziegler, The Pennsylvania State University - University Park; Jane Schielack, Texas A&M University*

The Effects of Customization on Player Engagement in an Extended Online Social Game. *Selen Turkay, Harvard University*

68.052-18. Beyond Technology Integration: What Other Variables Matter? SIG-Computer and Internet Applications in Education; Roundtable Session

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

Chair: *Amy Louise Pittenger, University of Minnesota*

Participants:

Leadership and Vision in a High School 1:1 iPad Innovation in Practice. *Joan E. Hughes, The University of Texas - Austin; Audrey De Zeeuw, The University of Texas - Austin; Mimwook Ok, The University of Texas - Austin*

The Rise of Blended Learning in K-12: Khan Academy to Personalize

Math Instruction. *Ahmet Uludag, Accord Institute for Education Research*

Factors Affecting Online Group Work Interest: A Multilevel Analysis. *Jianxia Du, University of Macau; Jianzhong Xu, Mississippi State University; Xitao Fan, University of Macau*

Choice of Targets in Identified and Anonymous Online Peer-Assessment Learning Situations. *Fu-Yun Yu, National Cheng Kung University*
Web 2.0 Technologies and Parent Involvement: Multicultural Perspectives. *Dong-shin Shin, Northern Illinois University*

68.052-19. Impacts of Finance Policy on Educational Quality. SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Tammy Kolbe, The University of Vermont*

Participants:

Citizens' Perceptions of the Impact of School Spending Cuts on Educational Quality. *Komla Dzighede, Georgia State University*

Do Charter Schools Ruin Local Public Schools in Poor Neighborhoods? The Impact of Charter Schools on New York City Public Schools Resources. *Sarah A. Cordes, New York University*

Understanding Performance Funding Through Organizational Theory: A Comparative Analysis. *Mark Umbricht, The Pennsylvania State University; Frank Joseph Fernandez, The Pennsylvania State University - University Park; Justin C. Ortagus, The Pennsylvania State University - University Park*

68.052-20. Identities Matter: Considering Ourselves and Learning in Relation to the World. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Jennifer Keys Adair, The University of Texas - Austin*

Participants:

Religious Practices and Mathematical Problem Solving: The Role of Problem Context in Rational Number Understanding. *Tracy Dobie, Northwestern University; Edd V. Taylor, University of Colorado - Boulder*

Shaping Girls' Science Identity: Exploring the Role of Classroom Experiences and Popular Images. *Susan Elisabeth Fallier, Harvard University*

Who Does Science? Program Practices Supporting "Holistic" Science Identities for Racially/Ethnically Underrepresented Youth. *Tammie Visintainer, University of California - Berkeley*

68.052-21. Twenty-First-Century Teacher Learning and Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Eric Bernstein, University of Southern California*

Participants:

Immersive and Disruptive: 21st-Century Teacher Professional Development. *Pamela L. Whitehouse, Midwestern State University; Janise McIntyre, Midwestern State University*

Information and Communication Technologies as Agents: Exploring Preservice Teachers' Perceived Affordances of YouTube in Teaching. *Annie Y.N. Cheng, The Hong Kong Institute of Education; Elson S.Y. Szeto, The Hong Kong Institute of Education*

Online *Concientização*: How Effective Is E-Learning on Cultural Diversity? *Marta P. Baltodano, Loyola Marymount University*

Technology as a Tool for Teacher Retention. *Rhonda R. Christensen, University of North Texas; Gerald A. Knezek, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas*

68.052-22. Social Relationships as Enabling Structures in Schools.

Division A - Administration, Organization and Leadership; Roundtable Session

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

Chair: *Charlie Naylor, British Columbia Teachers' Federation*

Participants:

Enabling School Structure and Student-Teacher Relations: Cultivating a Culture of Student Trust. *Ellen Dollarhide, University of Oklahoma; Lauren P. Bailes, The Ohio State University*

Reaching for Rigor by Increasing Student Ownership and Responsibility. *Marisa A. Cannata, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University; Thomas M. Smith, Vanderbilt University*

Should We Track or Should We Mix Them? *Margarita Pivovarova, Arizona State University - Tempe*

Monday, 10:15 am

Governance Meetings and Events

69.001. AERA Orientation for New Council Members: Closed Meeting.

AERA Governance; Governance Session
Marriott, Third Level, 306; 10:15am to 12:05pm

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

Monday, 10:35 am

Governance Meetings and Events

70.001. Review of Research in Education (2015) Closed Editorial Board Meeting. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 9&10; 10:35am to 12:05pm

Chairs: *Jamal Abedi, University of California - Davis; Christian J. Faltis, University of California - Davis*

Presidential Sessions

70.010. Implementing Teacher Evaluation: Research and Practice Perspectives. AERA Presidential Session

Convention Center, 100 Level, 119A; 10:35am to 12:05pm

Chair: *William A. Firestone, Rutgers University*

Participants: *Melissa Fincher, Georgia Department of Education; Timothy Daly, The New Teacher Project; Brian Gong, National Center for the Improvement of Educational Assessment, Inc.; Courtney A. Bell, ETS; Julie A. Marsh, University of Southern California*

Discussant: *William A. Firestone, Rutgers University*

70.011. Transitioning to the Common Core State Standards (CCSS): An Overview of the Activities of the Partnership for Assessment of Readiness for College and Careers and Smarter Balanced to Build Capacity for Implementation of the CCSS and CCSS-Aligned Assessments With a Focus on Technology Readiness. AERA Presidential Session

Convention Center, 100 Level, 119B; 10:35am to 12:05pm

Chair: *Antionette D. Stroter, Liberty University*

Participants: *Jeanne M. Burns, Louisiana Board of Regents; Kristen L. Huff, Regents Research Fund; Beverly Young, California State University - Los Angeles; Neal D. Finkelstein, WestEd; Paolo DeMaria, Education First; James W. Pellegrino, University of Illinois at Chicago*

Participants:

Update on the Comprehensive Assessment Consortia. *Pascal D. Forgione, K-12 Center at ETS; Nancy Doorey, K-12 Center at ETS*

Online Testing: What Is Required, and Will States and Schools Be Ready? *Douglas Levin, State Educational Technology Directors Association (SETDA)*

How the Partnership for Assessment of Readiness for College and Careers and Smarter Balanced Digital Systems (Item Banks, Libraries of Resources, Etc.) Will Support Innovation, Research, and Efficiencies. *Nancy Doorey, K-12 Center at ETS*

Discussant: *Raymond Hart, Council of the Great City Schools*

AERA Sessions

70.012. Poverty and Opportunities to Learn—A Task Force Report in Progress (World Education Research Association). AERA Sessions; Invited Session

Convention Center, 100 Level, 122B; 10:35am to 12:05pm

Chair: *Sari Lindblom-Ylanne, University of Helsinki*

Presenters: *Liesel Ebersohn, University of Pretoria; Carol D. Lee, Northwestern University; Michael T. Nettles, ETS*

Discussants: *James A. Banks, University of Washington - Seattle; Lori Diane Hill, AERA and University of Michigan*

70.013. Value-Added Meets the Schools: The Effects of Using Test-Based Teacher Evaluation on the Work of Teachers and Leaders. AERA Sessions; Invited Session
Convention Center, 100 Level, 113A; 10:35am to 12:05pm

Chairs: *Carolyn D. Herrington, Florida State University; Douglas H Harris, Tulane University*

Participants:

Exploring the Potential of Value Added to Affect the Quality of the Teacher Workforce. *Dan Goldhaber, University of Washington*

Moving on Out: Value Added Measures, Principals' Human Capital Decisions, and the Emergence of Teacher Observation Data. *Ellen B. Goldring, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Marisa A. Cannata, Vanderbilt University; Christine M. Neumerski, Vanderbilt University - Peabody College; Timothy Drake, Vanderbilt University; Mollie Rubin, Vanderbilt University; Patrick Schuermann, Vanderbilt University*

Implementing Teacher Evaluation in NYC. *Jennifer Jennings, New York University; Aaron Pallas, Teachers College, Columbia University*
Will VAMS Reinforce the Walls of the Egg-crate School? *Susan Moore Johnson, Harvard University*

Discussants: *Stephen W. Raudenbush, University of Chicago; Linda Darling-Hammond, Stanford University*

Committee Sessions

70.014. Division C Fireside Chat. From Research to Real Life: Insights Into Designing and Implementing Classroom-Based Interventions. Graduate Student Council Cosponsored with Graduate Student Council, Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 112B; 10:35am to 12:05pm

Chairs: *Ariana Christine Crowther, The University of Texas - Austin; Benjamin C. Heddy, University of Southern California; Stephanie V. Wormington, Michigan State University*

Speaker: *Allan L. Wigfield, University of Maryland - College Park*

70.015. Enhancing Teacher Quality: Developing and Implementing Nationally Consistent Professional Standards for Teachers in Australia. International Relations Committee; Symposium
Convention Center, 100 Level, 121B; 10:35am to 12:05pm

Chair: *Lorraine J. Graham, University of New England*

Participants:

Establishing National Standards: Policy Rationale. *Keren Caple, Australian Institute for Teaching and School Leadership*

Validation of National Standards: Capturing the "Voice" of the Profession. *John E. Pegg, University of New England*

Piloting Implementation of National Standards. *Gregory K McPhan, University of New England; Joy Hardy, University of New England*

Policy and Praxis: The Assessor Training Program. *Joy Hardy, University of New England; Gregory K McPhan, University of New England*

Discussant: *Edmund Misson, Australian Institute for Teaching and School Leadership*

70.016. What's Love Got to Do With It? Shifting Womanist Pedagogies and Praxes. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Convention Center, 100 Level, 104B; 10:35am to 12:05pm

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

Participants:

Pedagogy of the Womb. *Cindy Huynh, University of Utah*

Grounded in Love: Pedagogy and the Differential Consciousness. *Cindy Ochoa Fierros, University of Utah*

Metabolizing the Pain: Pedagogies From the Wound. *Melissa-Ann Nielo Nievera-Lozano, University of California - Santa Cruz*

Pedagogies of Care: Teaching and Learning Toward Decolonial Love. *Jocyl Sacramento, University of California - Berkeley*

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

Division Sessions

70.017. Advancing Curriculum Studies Through Duoethnography:

Adapting a Research Methodology to a Form of Pedagogical Inquiry. Division B - Curriculum Studies; Symposium

Marriott, Fourth Level, Franklin 12; 10:35am to 12:05pm

Chair: *Joe Norris, Brock University*

Participants:

From Currere to Duoethnography: Understanding Self in the Face of the Other. *Joe Norris, Brock University; Richard D. Sawyer, Washington State University - Vancouver*

The Means Are the End: A Quest for Mutualist Classrooms. *Joe Norris, Brock University; Olenka S. Bilash, University of Alberta*

Implementing Duoethnography in Preservice Teacher Education Classes. *Hilary Ann Brown, Brock University; Joseph Barrett, Brock University*

The Use of Duoethnography in a Doctoral Curriculum Studies Course. *Richard D. Sawyer, Washington State University - Vancouver*

70.018. Advances in Engineering Education Research. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113B; 10:35am to 12:05pm

Chair: *Mitchell J. Nathan, University of Wisconsin - Madison*

Participants:

Design Challenges at a Science Center: Are Children Engineering? *Jennifer Wang, University of California - Berkeley*

Drawing Connections and Building Bridges: Spatial Thinking, Sketching, and Modeling in Middle School Engineering Activities. *Kay Ellen Ramey, Northwestern University; David Henry Uttal, Northwestern University*

Interventions for Ideation: Impact of Framing, Teaming, and Tools on High School Students' Design Fixation. *Eli M. Silk, University of Michigan; Shanna Daly, University of Michigan; Kathryn Jablow, The Pennsylvania State University - Great Valley; Seda Yilmaz, Iowa State University; Meisha Rosenberg, Iowa State University; Umair Rehmat, The Pennsylvania State University - Great Valley*

Modeling Engineering Choice Using Student Attitudes and Self-Beliefs. *Allison Godwin, Clemson University; Geoff Potvin, Clemson University*

Physical and Virtual Manipulatives in Mechanical Engineering Education. *Edward Pan, University of Virginia; Jennifer L. Chiu, University of Virginia; Karen K. Inkelas, University of Virginia; Shawn D. Russell, University of Virginia; Edward Berger, University of Virginia*

Testing the Efficacy of Concept Inventories With Bilingual Engineering Students. *Aidsa Ivette Santiago Roman, University of Puerto Rico - Mayagüez*

Discussant: *Mitchell J. Nathan, University of Wisconsin - Madison*

70.019. Developing Evidence of Understanding Complex Systems.

Division C - Learning and Instruction; Structured Poster Session
Convention Center, 100 Level, 121C; 10:35am to 12:05pm

Chair: *Catherine Eberbach, Rutgers University - New Brunswick/Piscataway*

Participants:

1. Assessing the Complexity in Complex Causal Learning: Discrete Knowledge, Perception, Attention, and Reasoning. *Tina A. Grotzer, Harvard University; Michael Shane Tutwiler, Harvard University; S. Lynneth Solis, Harvard University; Kasia Derbiszewska, Harvard University; Caroline J Courter, University of North Carolina - Wilmington*

2. Observing Complex Systems Thinking in the Zone of Proximal Development. *Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Luis Alejandro Andrade-Lotero, Indiana University - Bloomington; Branden J Bryan, Indiana University*

3. Understanding Teachers' Learning and Implementation Challenges in Teaching to Learn About Complex Systems. *Susan A. Yoon, University of Pennsylvania; Jessica Koehler, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Eric D. Klopfer, Massachusetts Institute of Technology; Ilana Schoenfeld; Hal Scheintaub, Massachusetts Institute of Technology*

4. Using Educational Data Mining to Assess Students' Experimentation Skills During Inquiry Within Complex Systems. *Janice D. Gobert, Worcester Polytechnic Institute; Michael A. Sao Pedro, Worcester Polytechnic Institute; Cameron Betts*

5. Mining Student Designs for Evidence of Systems Thinking. *Melissa Sommefeld Gresalfi, Vanderbilt University; Kylie A. Pepler, Indiana University - Bloomington; Jacqueline Barnes, Indiana University - Bloomington*

6. Exploring Transfer of Complex Systems Understanding: A Tale of

Two Lenses. *Suparna Sinha, Rutgers University; Yawen Yu, Indiana University - Bloomington; Cindy E. Hmelo-Silver, Indiana University; Rebecca Jordan, Rutgers University*

7. Analyzing Trajectories for Learning About Ecosystems. *Catherine Eberbach, Rutgers University - New Brunswick/Piscataway; Cindy E. Hmelo-Silver, Indiana University; Rebecca Jordan, Rutgers University*
8. Developing Explanations of Emergent Phenomena in Physics Through Visualization and the Analysis of "Midlevel" Representations. *Pratim Sengupta, Vanderbilt University; Gokul Krishnan, Vanderbilt University*
9. Learning Climate Change as a Complex System: Analogical Encoding Meets Agent-Based Models. *Michael J. Jacobson, The University of Sydney; Yong Moon Jung, Polly Kuanling Lai, The University of Sydney; Paul G. Stokes, Hornsby Girls School*

Discussants: *Richard Lehrer, Vanderbilt University; Britte Haugan Cheng, SRI International*

70.020. Effective Literacy Interventions in Elementary and Middle School. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 115C; 10:35am to 12:05pm

Chair: *Sharon Zumbrunn, Virginia Commonwealth University*

Participants:

A Quasi-Experimental Study of Engaged Reading in Engagement-Focused Versus Traditional English Classrooms. *Gay Ivey, University of Wisconsin - Madison; Peter H. Johnston, University at Albany - SUNY*

Predictors of Reading Comprehension in Middle School: Cognitive and Motivational Factors. *Ana M. Taboada Barber, George Mason University; Michelle M. Buehl, George Mason University; Melissa Gallagher, George Mason University; Leila N. Richie, George Mason University; Swati Mehta, George Mason University*

Word Knowledge and Comprehension Outcomes for the Second Year of Implementation of an Academic Word Vocabulary Intervention. *Margaret G. McKeown, University of Pittsburgh; Amy C. Crosson, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Nancy Artz, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh; Debra W. Moore, University of Pittsburgh*

Examining the Relationship Between Reading Comprehension and Science Achievement in Elementary School Children: Evidence From Schools' Science and State English Assessment. *Xuechun Zhou, Pearson Assessment & Information; Michelle Williams, Michigan State University; Joi Merritt, Arizona State University; Liyang Mao, Michigan State University*

Features of Dialogic Instruction Related to Reading Outcomes. *Catherine J. Michener, Boston College; Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland - College Park*

Discussant: *Jacquelynn A. Malloy, Clemson University*

70.021. Improving Instruction About Fractions: Different Approaches to Supporting Teachers and Students in the Classroom. Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 115B; 10:35am to 12:05pm

Chair: *Maria Angela Mendiburo, The Carnegie Foundation for the Advancement of Teaching*

Participants:

The Eliciting Mathematical Misconceptions Assessment System (EM2): Helping Teachers Uncover Students' Thinking About Fractions. *Peggy Clements, Education Development Center, Inc.; Cheryl M. Tobey, Maine Mathematics and Science Alliance; Pamela J. Buffington, Education Development Center, Inc.*

How to Use Multiple Graphical Representations to Support Conceptual Learning: Research-Based Principles in the Fractions Tutor. *Martina A. Rau, Carnegie Mellon University; Vincent Alevan, Carnegie Mellon University; Nikol Rummel, Institute of Education - Ruhr-Universität Bochum*

Supporting Teachers Implementing New Technologies: What Do Teachers Need to Know, Learn, and Be Able to Do to Effectively Implement a Technology-Based Fractions Intervention? *Maria Angela Mendiburo, The Carnegie Foundation for the Advancement of Teaching; Laura K. Williams, Vanderbilt University; James Segedy, Vanderbilt University; Ted Stephen Hasselbring, Vanderbilt University*

Challenges in Supporting Teachers in Rational Numbers Instruction: Contextualizing the Results of an Experimental Study of Teacher Professional Development. *Kirk Walters, American Institutes for Research*

Discussant: *Aki Murata, University of California - Berkeley*

70.022. From Fixed Test to Endless Data Systems: Analyzing and Communicating Ongoing Formative Assessment. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 111A; 10:35am to 12:05pm

Chair: *Thomas McTavish, Pearson*

Participants:

Psychometric, Computational, and Interactional Issues in Designing Integrated Assessment and Learning Systems. *Quinn Nathaniel Lathrop, University of Notre Dame; John T. Behrens, Pearson*

Network-Based Tools for the Visualization and Analysis of Domain Models. *Hua Wei, Pearson*

Leveraging Student Interactivity Data to Inform Instruction and Monitor Learning Progress. *Thomas McTavish, Pearson; Johann Ari Larusson, Pearson*

Designing Interactive Assessment Reporting Tools Based on Extended User Feedback. *Stephanie E. Butler, LightSide Labs; Paul Mandel, Carnegie Mellon University; Auldyn Matthews, Red Privet; KeVon Ticer, Carnegie Mellon University; Nina Xu, Carnegie Mellon University*

Discussant: *Roy Levy, Arizona State University*

70.023. Uses and Issues in Cognitive Diagnostic Modeling. Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 111B; 10:35am to 12:05pm

Chair: *Jessalyn Smith, CTB/McGraw-Hill LLC*

Participants:

Evaluating Cognitive Diagnosis Model Misspecification at the Test and Item Levels. *Jinsong Chen, Sun Yat-Sen University; Jimmy de la Torre, Rutgers University*

Modeling Nonignorable Missing Responses in Cognitive Diagnostic Models. *Xiaomin Li, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education; Kuan-Yu Jin, The Hong Kong Institute of Education*

Predicting Student Performance by Incorporating Decision Trees Into Cognitive Skill Diagnostic Models. *Yun Jin Rho, Pearson*

Statistical Methods for Assessments in Simulations and Serious Games. *Jianbin Fu, ETS; Diego Zapata-Rivera, Educational Testing Service; Elia Mavronikolas, Educational Testing Service*

When the Nonparametric Cognitive Diagnosis Approach Performs Better: Effectiveness of Proximity to Ideal Response Patterns. *Lokman Akbay, Rutgers University*

Discussant: *Yigal Rosen, Pearson*

70.024. Educational Needs and Experiences of Immigrant Students in the United States. Division E - Counseling and Human Development; Paper Session

Convention Center, 100 Level, 105A; 10:35am to 12:05pm

Chair: *Kathy Nakagawa, Arizona State University*

Participants:

Connection to Collectivist Culture and Adjustment in U.S. Children of Asian Origins. *Tony Xing Tan, University of South Florida; Travis Marn, University of South Florida*

Educational Involvement Among Immigrant and U.S.-Born Families: Antecedents and Trajectories During Elementary School. *Erin Sibley, Boston College*

Factors That Influence Undocumented Students' College Search Process. *H. Kenny Nienhusser, University of Hartford; Blanca E. Elizabeth Vega, Teachers College, Columbia University; Mariella Saavedra, Teachers College, Columbia University*

Longitudinal Dual-Language Profiles of Young, Latino Children of Immigrants: Associations of Cognitive, Home, School, and Child Risk Factors. *Brian A. Collins, Hunter College - CUNY; Claudio O. Toppelberg, Harvard University*

70.025. Lessons Lost in Six Decades Since *Brown*: Resurrecting the Sociocultural Dimensions of Race and Education. Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 120A; 10:35am to 12:05pm

Chair: *Bianca J. Baldrige, University of Wisconsin - Madison*

Participants:

School "Outer-gration" and "Tokenism": Segregated Black Educators Critique the Implementation of Desegregation, 1954-1970. *Vanessa Siddle Walker, Emory University*

From the Assimilative to the Transformative: Another Consideration of the Diverse and Integrated School 60 Years After *Brown*. *Prudence L. Carter, Stanford University*

Race and Rigidity: Sociocultural Practices in a Market of Racially Segregated Charter Schools. *Terrenda Corisa White, Teachers College, Columbia University*

Commonality Amid Growing Differences: Can the Common Core Standards Advance Schools' Ability to Explore the Educational Benefits of Diversity? *Amy Stuart Wells, Teachers College, Columbia University; Lauren Fox, Teachers College, Columbia University*

Discussants: *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Susan E. Eaton, Harvard University*

70.026. Studying Curriculum Reform: China Comes to America While America Leaves. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 120C; 10:35am to 12:05pm

Chair: *Thomas S. Popkewitz, University of Wisconsin*

Participants:

Curriculum Reform: Western Theories and Chinese Experience. *Yahui Chang, School of Education, Shaanxi Normal University*

Reform at Risk: Internal Conflicts of Curriculum Reform and Its Projection of China's Modernization. *Liya Tu, Zhejiang University*

Endeavor of Nonprofit Organizations for Improving Educational Quality in a Rural Area of China. *Shanyun He, Zhejiang University*

Pragmatism and Curriculum Reform in China: How America Comes to China. *Wenjun Zhang, Zhejiang University*

The Cultural Consciousness of Curriculum and China's Reconstruction of the Basic Structure of Curriculum Study in the Global Era. *Liu Hui, Zhejiang University*

Discussants: *Lynn Fendler, Michigan State University; Jinting Wu, University of Macau*

70.027. Studying the Nexus of Aspiration and Masculinity in Working-Class Males: A Cross-Analysis of the African American (U.S.), Latino (U.S.), and White (U.K.) Working Class. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 121A; 10:35am to 12:05pm

Chair: *Marcus B. Weaver-Hightower, University of North Dakota*

Participants:

Living in Multiple Worlds: Latino Males From the Bronx and Their Disposition Toward College. *Alejandro E. Carrion, CUNY - Graduate Center*

College-Going Capital: Working-Class Males and the Necessary Evil of College. *Jeremy S Greenfield, City University of New York (CUNY) Graduate Center, Student*

Researching White Working-Class Boys' Identity Negotiations of Values, Aspiration, and Motivations. *Garth Stahl, University of South Australia*

The Role of Masculinity in Understanding Latino Males' Academic Experiences. *Mellie Torres, New York University*

Discussant: *Edward Fergus, New York University*

70.028. The Personal as Political: Toward a Black Cultural Definition of Communities of Practice. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 114; 10:35am to 12:05pm

Chair: *Valerie Kinloch, The Ohio State University*

Participants:

Epistemologies Anew? Research on Communities of Practice in Communities of Color. *Brooke Harris Garad, The Ohio State University*

The Personal, the Political, and Indigenous Ways of Knowing: Black Women's Community of Practice. *Eyatta Y. Fischer, The Ohio State University*

Youth Identities and African American Cultural Practices: Lessons From a High School Community of Practice. *Donja Bridges, Gahanna Jefferson Schools*

Discussant: *Valerie Kinloch, The Ohio State University*

70.029. Debate Participation and Student Achievement: Theory, Evidence, and Implementation. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 116; 10:35am to 12:05pm

Chair: *Eric Tucker, University of Oxford*

Participants:

The History and Conceptual Foundation of the Educational Value of Urban Debate Leagues. *Linda Listrom, National Association for Urban Debate Leagues*

Participating in a High School Debate Program and College Matriculation and Completion: Evidence From the Chicago Urban Debate League. *Briana Mezuk, Virginia Commonwealth University*

Positive Youth Development and Participation in an Urban Debate League. *Susannah Anderson, Tulane University*

Using Evidence to Guide Program Implementation: The Experience of the Boston Urban Debate League. *Steve Stein, Boston Urban Debate League; Tanya Bognia, Boston Urban Debate League*

70.030. Studies Investigating Demographic and Other Factors Impacting Assessment Development, Decision Making, Policy, and Practice. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Convention Center, 100 Level, 117; 10:35am to 12:05pm

Chair: *Shungwon Ro, IBM*

Participants:

A Critical Analysis of the Advanced Placement Program: Nationally and for Three States. *Bevan Koch, Sewickley Academy; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University*

The Role of Schools in Bridging the Achievement Gap Based on Socioeconomic Status: A Cross-National Comparative Study. *James Sebastian, University of Missouri - Columbia; Haigen Huang, University of Missouri - Columbia*

The Impact of Population Shift on Equating: An Empirical Study. *Yanxuan Qu, ETS*

Factors Promoting and Hindering Data-Based Decision Making in Schools. *Kim Schildkamp, Universiteit Twente; Cindy Louise Poortman, University of Twente; Johanna Ebbeler, University of Twente; Hans Luyten, Universiteit Twente*

Performance Assessment in the 20th Century: Lessons for Innovative Design, Policy, and Practice. *Ruth Chung Wei, Stanford University; Raymond Lee Pecheone, Stanford University; Katherine Wilczak, Stanford University*

Discussant: *Cara Marcinek Bliss, University of Pittsburgh*

70.031. Decision Making for the Emerging Professional. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103B; 10:35am to 12:05pm

Chair: *Jonathan D. Rubright, American Institute of Certified Public Accountants*

Participants:

Medical Residents' Perceptions of Where and How Learning Occurs. *Samuel C. Quiah, Columbia University; William Pluta, Rutgers University*

Self-Regulated Learning as an Aptitude and Event in Complex Multimedia Learning Environments. *Huiksoon S. Song, Georgian Court University; Jan L. Plass, New York University; Martin V. Pusic, Teachers College, Columbia University; Adina L. Kalet, New York University*

Supporting Professional Learning in Low-Validity Environments: Lessons From Deliberate Practice. *Therese Grohnert, Maastricht University; Roger Meuwissen, Maastricht University; Wim H. Gijssels, Maastricht University*

The Emotional Dimension of Workplace Learning: An Analysis of Portfolio Assignments on Emotionally Meaningful Incidents. *Ann Deketelaere, University of Leuven*

Third-Year Medical Students' Perceptions and Use of Electronic Diagnostic Reasoning Tools in Clinical Settings. *Anju Relan, University of California - Los Angeles*

Discussant: *Carol R. Thrush, University of Arkansas for Medical Sciences*

70.032. Embracing Nontraditional Experiences: What Institutions Can Do Differently. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108A; 10:35am to 12:05pm

Chair: *Lydia F. Bell, National Collegiate Athletic Association*

Participants:

Keeping It Real: Working During College and Contributing to the Real World. *Cassie L. Barnhardt, University of Iowa; Teniell L. Trolan, University of Iowa*

No Adult Left Behind: Prevalence of Student Affairs Practices Offering

Social Support to Adult Undergraduates. *Rebecca Brower, Florida State University; Bradley E. Cox, Florida State University*

The Impact of a Summer Bridge Program on Nontraditional Student Development. *Leah D. Morgan, The Ohio State University; Lindsay Kutrybala, University of Houston*

Transfer Student Sustainability: Exploring Factors of College Experiences That Result in Educational Success and Risks. *Hyekyung Lee, University of Wisconsin - Madison; Tetyana Schneider, University of Wisconsin Madison*

Discussant: *Kristi Mindrup, Western Illinois University - Quad Cities*

70.033. Explorations of Diversity and Democracy. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 10:35am to 12:05pm

Chair: *Cindy A. Kilgo, University of Iowa*

Participants:

Going Against the Herd: Social Ecologies of Multicultural Engagement in College. *Chris R Glass, Old Dominion University; Kimberly Glass, DFCI Biostatistics and Computational Biology, Harvard School of Public Health*

Not All Diversity Interactions Are Created Equal: Cross-Racial Interaction, Close Interracial Friendship, and Student Outcomes. *Nicholas A. Bowman, Bowling Green State University; Julie J. Park, University of Maryland - College Park*

Preparing Students for a Diverse Democracy: College Diversity Experiences and Informed Citizenship After College. *Nida Denson, University of Western Sydney; Julie J. Park, University of Maryland - College Park; Nicholas A. Bowman, Bowling Green State University*

Construct Validity of the Culturally Engaging Campus Environments Scale for Asian American and White Students. *Samuel D. Museus, University of Denver; Kalehua Mueller, University of Hawaii - Manoa; MJ (Mee Joo) Kim, University of Washington - Seattle*

Discussant: *Marybeth Gasman, University of Pennsylvania*

70.034. Interrogating the Role of Identity as a Factor in the Retention Agenda. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 112A; 10:35am to 12:05pm

Chair: *Jennifer Michelle Johnson, Bowie State University*

Participants:

Factors Influencing College Students' Political Aspiration: An Analysis by Racial Group. *Shuai Li, University of California - Los Angeles*

Intersections of Race, Gender, and Sexuality: Postsecondary Gay-Identified, Queer-Identified, and Heterosexual Latino Male Coping Responses. *Sarah Rodriguez, The University of Texas - Austin; Beth E. Bukoski, University of Louisville*

Racial Differences in College Outreach and Academic Support Program Participants' Sense of Belonging and Learning Outcomes. *Marjorie L. Dorime-Williams, Baruch College - CUNY; Terrell Lamont Strayhorn, The Ohio State University; Joseph A. Kitchen, The Ohio State University; Leroy L. Long, The Ohio State University; Karleton Munn; Todd Suddeth, The Ohio State University*

Black Undergraduate Male Interpersonal Relationships With Other Men at a Predominantly White Institution. *Brian Lamont McGowan, Indiana State University*

Discussant: *Kevin Eagan, University of California - Los Angeles*

70.035. The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 122A; 10:35am to 12:05pm

Chair: *Lorri Michelle Johnson Santamaria, The University of Auckland*

Participants:

The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. *Lorri Michelle Johnson Santamaria, The University of Auckland*

The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. *Brenda Lloyd-Jones, University of Oklahoma*

The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. *Cosette M. Grant, University of Cincinnati*

The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. *Leslie D. Gonzales, Clemson University; Anne-Marie Nunez, The University of Texas - San Antonio*

Discussant: *Caroline Sotello Viernes Turner, California State University - Sacramento*

70.036. Watching "U": The Representation of Higher Education in Film and Television. Division J - Postsecondary Education; Working Group Roundtable

Marriott, Fourth Level, Franklin 8; 10:35am to 12:05pm

Chair: *Pauline J. Reynolds, University of Redlands*

Participants:

Depictions of 21st-Century Diversity in College Films. *Saran Donahoo, Southern Illinois University*

Discussion of Portrayed Gender Roles in the ABC Family Show *Greek*. *Jesse Perez Mendez, Oklahoma State University*

Communicating College: The Depiction of Community College in Film and Television. *Barbara F. Tobolowsky, The University of Texas - Arlington*

Religious Ideas, Social Values, and Faculty in American Film, 1930-1950. *Pauline J. Reynolds, University of Redlands*

70.037. Context Matters: Unpacking National Teacher Assessments and the edTPA in Four States. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 113C; 10:35am to 12:05pm

Chair: *Amy Ryan, Boston College*

Participants:

Teacher Assessment in California: Is It a Reliable Measure of Success? *Amy Reising, High Tech High; Zoltan G. Sarda, High Tech High*

A Tale of Two Universities: The edTPA in Massachusetts. *Amy Ryan, Boston College; Patricia C. Paugh, University of Massachusetts - Boston; Sarah Enterline, K12 Insight; Keridan Doyle, Boston College; Andrew Frederic Miller, Boston College; Kristen Wendell, University of Massachusetts - Boston; Michael Gilbert, University of Massachusetts - Boston; Laura E. Vanderberg, University of Massachusetts - Boston; Lisa M. Gonsalves, University of Massachusetts - Boston; Christine Power, Boston College*

Teacher Certification in New York: Scramble Toward Readiness, Protest Changes, or Ignore It for Now? *S. Marshall Perry, Dowling College*

The edTPA in Washington State: Dilemmas and Opportunities. *Nancy A. Place, University of Washington - Bothell*

Discussant: *Marilyn Cochran-Smith, Boston College*

70.038. Erasing the Deficits: Contemporary Perspectives on Successfully Educating Black Males for High Academic Achievement. Division K - Teaching and Teacher Education Cosponsored with SIG-Research Focus on Black Education; Symposium
Convention Center, 100 Level, 102B; 10:35am to 12:05pm

Chair: *Chezare Warren, University of Pennsylvania*

Participants:

Reframing Resilience: Amalgamating Postcolonial and Border Theory to Appreciate Black Bermudian Male Success. *Ty-Ron M.O. Douglas, University of Missouri - Columbia*

"I'm Trying to Get My A": Black Male Achievers Talk About Race, School, and Achievement. *Quaylan Allen, Chapman University*

"Leaving Bread Crumbs Along the Way": Developing Mentor Relationships That Facilitate School Success for African American Male Students. *Jonathan Andrew Carroll, University of California - Los Angeles*

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

70.039. Examining the Impact of edTPA on Teacher Candidates' Preparation. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm

Chair: *Kathlene Alysia Holmes, University of Texas - Austin*

Participants:

A Comparison of Teacher Performance Assessments in the Era of Accountability. *Victoria Kane Russell, University of Mary Washington; Ellen Ballock, Gordon College*

Assessing Opportunities for Culturally Relevant Teacher Preparation: An Analysis of Preservice Teacher Performance Assessment. *Maria E. Hylar, University of Maryland - College Park; Laura S. Yee, University of Maryland & Georgetown Day School; Roderick LaMar Carey, University of Maryland - College Park; Saroja R. Barnes, Am. Assoc. of Colleges for Teachers*

Assessing Teacher Candidates: Program Tensions. *Linda R. Valli, University of Maryland; Lisa A. Bote, University of Maryland - College*

Park; Jessica DeMink-Carthew, University of Maryland - College Park; Ann R. Edwards, Carnegie Foundation; Maria E. Hyler, University of Maryland - College Park

Comparing Preservice and In-Service Measures of Teaching Performance.

Susan McLean Benner, The University of Tennessee; Marcy Singer-Gabella, Vanderbilt University; Bill Wishart, The University of Tennessee - Knoxville; Denise D Miller, Meritus College Fund

Discussant: *Kenneth James Fasching-Varner, Louisiana State University*

70.040. Parental Choices. Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 115A; 10:35am to 12:05pm

Chair: *Cassandra M. Guarino, Indiana University*

Participants:

Choosing the Charter: Parents' Perspectives on the Shifting Meaning of Public Education. *Jesse Senechal, Virginia Commonwealth University*

Looking for a Way Out: Perceptions of Neighborhood Violence and the Clamor for School Choice. *Trinh Tran, University of California - Berkeley*

Pathways to an Elite Education: Application, Admission, and Matriculation to New York City's Specialized High Schools. *Sean Patrick Corcoran, New York University; Christine Baker-Smith, New York University*

Who Stays and Who Exits in Charter Schools and Traditional Public Schools? The Influence of Teacher and School Attributes. *Charisse Atibagos Gulosino, University of Memphis; Yongmei Ni, University of Utah*

70.041. The Elusive Battle for Educational Equity in Pennsylvania: 40 Years of Changes and Challenges. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 103C; 10:35am to 12:05pm

Chair: *Tiffanie Celeste Lewis, University of Louisville*

Participants:

Race and Segregation in Pennsylvania's Schools. *Katherine Reed, Texas A & M University; Stephen Kotok, The Pennsylvania State University*

Borders and Bridges: Negotiating the Politics of Belonging in Hazleton, Pennsylvania. *Hilario Lomeli, The Pennsylvania State University; Jenna Christian, Penn State University; Eric Ian Farmer, The Pennsylvania State University*

A Slow Failure: How Time Eroded the Promise of Integrated Schools in Philadelphia. *Alison Tyler, Pennsylvania State University; Steven Leonice Nelson, The Pennsylvania State University - University Park*

District Consolidation, Tracking, and Educational Equity: Lessons From the Woodland Hills School District. *Emily Hodge, The Pennsylvania State University*

Title VI: An Underutilized Tool for Educational Equity. *Santosh Madahar, The Pennsylvania State University - University Park*

Discussant: *Erica Frankenberg, The Pennsylvania State University*

SIG Sessions

70.042. Translanguaging and Dynamic Language Practices in Bilingual Education. SIG-Bilingual Education Research; Paper Session

Convention Center, 100 Level, 103A; 10:35am to 12:05pm

Chair: *Kate Seltzer, CUNY - Graduate Center*

Participants:

Collaborative Translation: A Study of Bilingual Students' Metalinguistic Awareness and Cultural Knowledge. *Mariana Pacheco, University of Wisconsin - Madison; Leanne Seemuth*

"I Don't Never Like Spanish": Language Identity as a Mediator of Culturally Relevant Pedagogy. *Mikel Walker Cole, Clemson University; Samuel David, Vanderbilt University*

Translanguaging Tareas: Emerging Bilingual Youth Language Brokering Homework. *Steven Alvarez, University of Kentucky*

Speaking "Educación": *Español* and Translanguaging as Languages of Instruction in the Bilingual Teacher Preparation Classroom. *Blanca Gabriela Caldas, The University of Texas - Austin*

Language Policy in Higher Education in Puerto Rico: Opening the Door for Translanguaging Practices. *Kevin S. Carroll, University of Puerto Rico - Mayaguez; Catherine Mazak, University of Puerto Rico - Mayaguez*

Discussant: *Jeff MacSwan, University of Maryland*

70.043. Examining the Implementation and Impact of Formative

Assessment Practices. SIG-Classroom Assessment; Paper Session

Convention Center, 100 Level, 102A; 10:35am to 12:05pm

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

Participants:

Understanding the Interplay Between the Cultural Context of Classrooms and Formative Assessment. *Heidi Kroog, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Deanna J. Sands, Seattle University*

Supporting Formative Assessment Through Formalized, Learning Progression-Based Classroom Tasks. *Christine Jennifer Lyon, ETS; Katherine Jueds, Educational Testing Service; Mary E. Fowles, ETS*

Channeling Teacher Noticing With Learning Progression-Based Formative Assessment. *E. Caroline Wylie, ETS; Meirav Arieli-Attali, ETS; Malcolm Bauer, ETS*

An Empirical Investigation of Criteria-Referenced Formative Assessment in the Arts. *Heidi L. Andrade, University at Albany - SUNY; Fei Chen, State University of New York; Angela M. Lui, University at Albany/SUNY; Hiram Mir, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY*

Gathering Information About Teachers' Formative Assessment Practices: On Sampling Strategies and the Accuracy of Inferences. *Maria Araceli Ruiz-Primo, University of Colorado - Denver; Heidi Kroog, University of Colorado - Denver; Jennifer A. Silverstein, University of Colorado - Boulder; Deanna J. Sands, Seattle University*

Discussant: *Susan M. Brookhart, Duquesne University*

70.044. Studying Diversity in Teacher Education: A Focus on Teacher Educators. SIG-Critical Educators for Social Justice; Symposium

Convention Center, 100 Level, 104A; 10:35am to 12:05pm

Chair: *Vera Stenhouse, Georgia State University*

Participants:

The Challenges Faced by Multicultural Teacher Educators. *Paul Cameron Gorski, George Mason University*

Is Conformity Required for Inclusion? *Todd Jennings, California State University - San Bernardino*

Teacher Educators and the Institutions in Which We Work: (How) Are We Modeling Multicultural Teacher Education? *Vera Stenhouse, Georgia State University*

Beyond the Common Core: A Framework for Teaching Social Studies and Literacy for Social Justice. *Ruchi Agarwal-Rangnath, San Francisco State University*

Discussant: *Sarah Schneider Kavanagh, University of Washington - Seattle*

70.045. The Effects of Teaching Development Programs on Doctoral Students in STEM. SIG-Doctoral Education across the Disciplines; Symposium

Convention Center, 100 Level, 107B; 10:35am to 12:05pm

Chair: *Mark R. Connolly, University of Wisconsin - Madison*

Participants:

Influences on STEM Doctoral Students' Participation in Teaching Development Programs. *Mark R. Connolly, University of Wisconsin - Madison; Yougeon Lee, University of Wisconsin - Madison; Ann E. Austin, Michigan State University*

Postsecondary Teaching, Doctoral Training, and "Women's Work" in STEM: A Mixed-Methods Analysis of Gendered Experiences in Teaching Development Programs. *Ross Benbow, University of Wisconsin - Madison; Mark R. Connolly, University of Wisconsin - Madison*

Effects of Doctoral Teaching Development Programs on STEM Doctoral Students' College Teaching Competency. *Mark R. Connolly, University of Wisconsin - Madison; Yougeon Lee, University of Wisconsin - Madison*

Discussants: *Ann E. Austin, Michigan State University; Sandra L. Laursen, University of Colorado Boulder*

70.046. The Interior Worlds of Environmental Education: Connecting Identity and Embodied Practices to Sociocultural Learning. SIG-Environmental Education; Symposium

Convention Center, 100 Level, 109B; 10:35am to 12:05pm

Chair: *Carol B. Brandt, Temple University*

Participants:

Time-Space Configurations of Learning and Identity Trajectories: Stories From Projects in Ecology and Gardening. *Audrey Lachaine, Université de Montréal; Jrene Rahm, University of Montreal*

Positional Identities and the Concept of Care: Environmental Contexts for Learning in an After-School STEM Club. *Carol B. Brandt, Temple University*

Promoting Identity Boundary Work in a Summer Field Ecology Enrichment Program for Diverse Youth. *Heidi Carlone, University of North Carolina - Greensboro; Lacey Denise Huffling, University of North Carolina at Greensboro; Tess Anne Hegedus, University of North Carolina - Greensboro; Terry M. Tomasek, Elon University; Catherine E. Matthews, University of North Carolina - Greensboro*

My Puget Sound: Students' Positional Identities, Lived Worlds, and Learning in Environmental Education. *Blakely K. Tsurusaki, Washington Alliance for Better Schools; Carrie T. Tzou, University of Washington - Bothell*

Discussant: *Dorothy Holland, University of North Carolina - Chapel Hill*

70.047. Instructional Technology SIG Paper Session: Students' Technology Experiences. SIG-Instructional Technology; Paper Session Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm

Chair: *Albert Dieter Ritzhaupt, University of Florida*

Participants:

Investigating the 5T Model of Internet Use Among U.S. College Students. *Sita Periathiruvadi, The University of Texas - Dallas; Tandra Lea Tyler-Wood, University of North Texas; Paeng Angnakoon, University of North Texas*

Predicting Student Inquiry Processes and Products: A Hierarchical Linear Modeling Approach. *Andrew Walker, Utah State University; Jody E. Clarke-Midura, Harvard University; Brett E. Shelton, Boise State University*

Exploring Continuities and Boundaries Between Formal, Informal, and Workplace Digital Technology Experiences. *Wan Ng, University of New South Wales*

Expanding Approaches for Understanding Impact: Integrating Technology, Curriculum, and Online Resources in Science Education. *Lei Ye, Utah State University; Andrew Walker, Utah State University; Heather Leary, University of Colorado - Boulder; Mimi M. Recker, Utah State University; Min Yuan, Utah State University*

How Middle School Students Investigated Water Quality, Evaluated Evidence, and Constructed Arguments: An Ethnomethodological Study. *Brian R. Belland, Utah State University; Jiangyue Gu, Utah State University; D. Jaden Turner, Utah State University; Nam Ju Kim, Utah State University; D. Mark Weiss, Utah State University*

Discussant: *Crystal Claudett Jensen, Touro University - California*

70.048. Reassessing International Assessments. SIG-International Studies; Paper Session Convention Center, 100 Level, 109A; 10:35am to 12:05pm

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

Participants:

A New Threat to Validity: An Examination of Cultural Discrepancies in Omission Rates on International Assessments. *Susan Gillmor, The University of Kansas; Tanya Longabach, University of Kansas Medical Center; John Poggio, The University of Kansas; Elena C. Papanastasiou, University of Nicosia*

Does a Rising Tide Lift All Boats? International Relative and Absolute Socioeconomic Status and Achievement. *Gregory J. Marchant, Ball State University; William Holmes Finch, Ball State University*

Key Indicators of Education in the United States Compared to Its G-20 Peers: 2013. *Laura Kolind Warren, American Institutes for Research; Ariana L. Harner, American Institutes for Research; Maria Stephens, American Institutes for Research*

Modesty Bias in Academic Self-Concept? Evidence From Three TIMSS (Trends in International Mathematics and Science Study) Studies. *Inah Park, University of Michigan; Kai S. Cortina, University of Michigan; Kevin F. Miller, University of Michigan - Ann Arbor*

Discussant: *David C. Miller, American Institutes for Research*

70.049. Preparing Administrators for Today's Complex Leadership Roles. SIG-Learning and Teaching in Educational Leadership; Paper Session Convention Center, 100 Level, 118A; 10:35am to 12:05pm

Chair: *Delois L. Maxwell, Bowie State University*

Participants:

Examining Leadership Preparation for the Complex Roles of Assistant Principals. *Kerry Kathleen Robinson, University of Tennessee Knoxville; Barbara Driver, Virginia Commonwealth University*

Globalization, Place, and Imagery in Educational Leadership. *Kami M. Patrizio, Virginia Tech*

Leader as Moral Architect in the Education Setting: Developing Moral Literacy Through Ethical Dilemma as Dramatic Rehearsal. *Patrick M. Jenlink, Stephen F. Austin State University*

Voices From the Principal's Office: Successful Principals Reveal How Leadership Coaching Builds Capacity. *Susan R. Warren, Azusa Pacific University*

Discussant: *Sharon I. Radd, St Catherine University*

70.050. Literacy, Expertise, and Experience in Gaming. SIG-Media, Culture, and Curriculum; Paper Session Marriott, Fourth Level, Franklin 13; 10:35am to 12:05pm

Chair: *Kathy Ann Mills, Queensland University of Technology*

Participants:

Collaborative Inquiry-Supported Game Design as a Context for Cultivating "Constructionist Digital Literacy". *Rebecca Reynolds, Rutgers University; John Wolf, New Jersey Institute of Technology*

Investigating Social Expertise in Online Affinity Spaces. *Sean C. Duncan, Indiana University*

Parallels Between the Gaming Experience and Rosenblatt's Reader Response Theory. *April Sanders, Spring Hill College*

Public Library Video Game Spaces and Innovative Practices: (Re)conceptualizing Design Dispositions and Student Literacies. *Sandra Schamroth Abrams, Saint John's University; Hannah R Gerber, Sam Houston State University*

Discussant: *Katie Davis, University of Washington*

70.051. Gender Issues in Community College Settings. SIG-Research on Women and Education; Symposium Convention Center, 100 Level, 125; 10:35am to 12:05pm

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

Participants:

"Good" Places to Work: Community Colleges, Academic Work, and Family Integration. *Kelly A. Ward, Washington State University*

What Happened to Revisioning Community College Leadership? A 20-Year Retrospective. *Pamela L. Eddy, College of William and Mary; Tehmina Khwaja, College of William and Mary*

Gendering Men of Color in the Community College. *Frank Harris, San Diego State University; J. Luke Wood, San Diego State University*

Discussant: *Marilyn J. Amey, Michigan State University*

70.052. Exploring the Geographic and Spatial Boundaries of Asian "Model Minorities". SIG-Research on the Education of Asian and Pacific Americans; Symposium Convention Center, 100 Level, 105B; 10:35am to 12:05pm

Chairs: *Nicholas Daniel Hartlep, Illinois State University; Bradley J. Porfilio, Lewis University*

Participants:

I Am Not Your Model Minority: Struggles for Learning and Learning From Struggles. *Miaochun Wei, The George Washington University*

Pleasing the "Aunties": Navigating Community Expectations Within the Model Minority. *Amardeep Kahlon, The University of Texas - Austin*

The Model Minority Stereotype and the Asian Americanization of Burmese Immigrants in an American High School. *Gilbert C. Park, Ball State University*

Do All Asians Look Alike? Asian Canadians as Model Minorities. *Rob Ho, University of California - Los Angeles*

Discussants: *Robert T. Teranishi, New York University; Stacey J. Lee, University of Wisconsin - Madison*

70.053. Standardized Education in Nonstandard Rural Places. SIG-Rural Education; Paper Session Convention Center, 100 Level, 118C; 10:35am to 12:05pm

Chair: *Michael J. Corbett, Acadia University*

Participants:

Designing for Learning Engagement in Remote Communities: Narratives From North of Sixty°. *Aaron Doering, University of Minnesota; Jeni Henrickson, University of Minnesota*

Disrespecting Rurality: The Inherent Placelessness of the Common Core State Standards. *Eric Freeman, Wichita State University*

Educational Assets, Resources, Barriers, and Social Capital in a Semi-Isolated Community of Appalachia. *John R. Roush, Southern State Community College; John H. Hitchcock, Indiana University -*

Bloomington; Jerry Johnson, *The Rural School and Community Trust*
 “Hey, I Saw Your Grandparents at Walmart”: Teacher Preparation for Rural
 Schools and Communities. Karen Eppley, *The Pennsylvania State*
University

**70.054. Promoting School Safety and Security: Considering the Impact of
 Student Support on Student Engagement.** SIG-School Community,
 Climate, and Culture; Paper Session
 Convention Center, 100 Level, 118B; 10:35am to 12:05pm

Chair: Sue Ellen Henry, *Bucknell University*

Participants:

Developing a Supportive Learning Culture Across a Diverse Network of
 Schools. Sherrie Reed, *University of California - Davis*; Patrick Lee,
New Tech Network

Fewer Incidents but Feeling Less Safe: Revisiting the Climate and Culture
 Distinction in the Context of a School Safety Initiative. Decoteau J.
 Irby, *University of Wisconsin - Milwaukee*

Parental Support and Hindrance of Student Educational Agency. Nicole
 Leach, *The Ohio State University*; Lauren C. Hensley, *The Ohio State*
University; Tawna R. Fowler, *The Ohio State University*

Predicting Academic Achievement in Early College: The Impact of School
 Culture and Student Engagement. Omer Ari, *Bloomsburg University*
of Pennsylvania; Jim Killackey; Roma B. Angel, *Appalachian State*
University

The Influence of Gang Presence on Sexual Harassment in One Middle
 School Environment. Anjali Forber-Pratt, *University of Kansas*; Steven
 R. Aragon, *Texas State University - San Marcos*; Dorothy L.
 , *University of Illinois at Urbana-Champaign*

Discussant: Leslie Ann Locke, *University of Southern Mississippi*

**70.055. Qualitative Insights Into Multilinguals' Language Learning
 Experiences.** SIG-Second Language Research; Paper Session
 Convention Center, 100 Level, 120B; 10:35am to 12:05pm

Chair: Denise Egéa, *Louisiana State University*

Participants:

Long-Term English Language Learners' Perceptions of Their Language
 and Academic Learning Experience. Won Gyoung Kim, *Texas A&M*
International University

Phenomenological Study of the Lived Experiences of English Learners.
 Jennifer Stegall, *University of Missouri - Columbia*

From Attitudes to Settings: Factors That Make a Difference in Attaining
 Multilingual Proficiency. Jin-Sook Lee, *University of California - Santa*
Barbara

Îkawkwi nihiyawiyân: An Autoethnographic Study of Urban Adult
 Indigenous Language Learning. Onowa McIvor, *University of Victoria*

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

Division and SIG Roundtables

70.056. Roundtable Session 25; Roundtable Session

**70.056-1. Comparisons of Teacher Literacy Knowledge and Practice in
 the United States and Abroad.** Division K - Teaching and Teacher
 Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: Rachel G. Ragland, *Lake Forest College*

Participants:

Elementary Teachers' Conception of Effective Text-Based Writing Tasks.
 Elaine Lin Wang, *University of Pittsburgh*

Five Portraits of Teachers' Experiences Teaching Writing: Negotiating
 Knowledge, Student Need, and Policy. Juliet Michelsen Wahleithner,
University of California - Davis

Teachers' Pedagogical Practices in Grade 3 English Classes in the United
 States and Costa Rica. Beverly J. Irby, *Texas A&M University - College*
Station; Rafael Lara-Alecio, *Texas A&M University*; Fuhui Tong, *Texas*
A&M University - College Station; Yanan Fan, *Texas A&M University*;
 Cindy Lynn Guerrero, *Texas A&M University*

Multiple Spheres of Knowledge Required: An International Study on the
 Professional Development of Literacy Teacher Educators. Bethan-
 Jane Marshall, *Kings College, London*; Clare Kosnik, *University of*
Toronto; Cathy Marie Miyata, *University of Toronto*; Pooja Dharamshi,
University of Toronto - OISE; Yiola Cleovoulou, *OISE/University of*
Toronto; Lydia Menna, *OISE/University of Toronto*; Clive M. Beck,
OISE/University of Toronto

70.056-2. Contexts in Teaching. Division K - Teaching and Teacher
 Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
 Chair: Julio E. Diniz-Pereira, *Federal University of Minas Gerais*
 Participants:

Advancing the Academic-Pedagogical Spanish Competencies of Bilingual
 Teacher Candidates: A Case of Self-Reflective Practice. Cristian R.
 Aquino-Sterling, *San Diego State University*

Prospective Teachers as Cultural Mediators: Negotiating Experiences and
 Hurdles. Patricia L. Bullock, *Kennesaw State University*; Karthigeyan
 Subramaniam, *University of North Texas*; Incho Lee, *University of*
Wisconsin - Eau Claire; Lisa Cabulong Buenaventura, *University of*
Massachusetts - Boston

Threshold Concepts in Language Teacher Knowledge: Practice Versus
 Policy. Ann Devitt, *Trinity College Dublin*; Eugene McKendry, *Queen's*
University - Belfast

Upward, Downward, and Horizontal Social Comparisons in Teachers:
 Effects on Adjustment and Student Engagement. Sonia Rahimi, *McGill*
University; Nathan C. Hall, *McGill University*; Hui Wang, *McGill*
University; Rebecca Lynn Maymon, *McGill University*; Melanie M.
 Keller, *University of Konstanz*

70.056-3. Critical Reflection for Change in Teacher Practice. Division K -
 Teaching and Teacher Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
 Chair: Sherry Lynn Deckman, *Ithaca College*

Participants:

Examining Teacher Candidate Readiness, Resistance, and Responsibility
 Regarding Incorporating Indigenous Understandings and Pedagogies
 in Teaching. Kathy Broad, *OISE/University of Toronto*; Jean-Paul
 Restoule, *University of Toronto*; Angela Nardozi, *University of Toronto*

Supporting Critically Reflective Practitioners in Science Teacher
 Education. Regina E. Toolin, *The University of Vermont*

Exploring Perceptions and Practices Among Preservice Teachers and
 Participating Elementary Teachers: A Clinical Immersion Model.
 Christopher Michael Hansen, *Illinois State University*; Roland Kerry
 Schendel, *Illinois State University*

An Examination of Self-Efficacy Over the Course of a Clinically
 Rich Graduate Teacher Education Program: Changes in Residents'
 Perceptions and Behaviors. Heather Meyer Reynolds, *SUNY Empire*
State College; Donna Mahar, *Empire State College - SUNY*; Leigh
 Yannuzzi, *Empire State College*; Amanda J. Wagle, *Empire State*
College - SUNY

Dialogic Understanding of Student In-Service Teachers' Online
 Transformative Learning Experiences in a Double-Layered Community
 of Practice. Kyung Mee Lee, *University of Toronto - OISE*; Clare M.
 Brett, *University of Toronto*

**70.056-4. Culturally Responsive Practice Within a Context of
 Standardization.** Division K - Teaching and Teacher Education;
 Roundtable Session
 Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
 Chair: Zachary A. Casey, *University of Minnesota*

Participants:

Developing Professionals: Findings From Educators Involved in a Lesson
 Study Network. Candice Bocala, *Harvard University*

Enacting Critical Literacy With and for Students: The Intellectual
 Resources of English/Language Arts Teachers in an Era of
 Standardization. Kathleen Riley, *West Chester University of*
Pennsylvania

Examining Context and Process of Professional Development for
 Culturally Responsive Practice: A Cross-Case Synthesis. Letitia C.
 Fickel, *University of Canterbury*

**70.056-5. International Perspectives on Teacher Education Policy and
 Practice.** Division K - Teaching and Teacher Education; Roundtable
 Session

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
 Chair: Joshua H. Barnett, *National Institute for Excellence in Teaching*

Participants:

A Policy Analysis of Teacher Education Reform in Chile. Maria Beatriz
 Fernandez Cofre, *Boston College*

Context as Key to (Re)Shaping Teacher Education: Informing Policy in

Australia. *Diane E. Mayer, Victoria University; Jodie Kline, Deakin University; Bernadette Mary Walker-Gibbs, Deakin University; Simone Jane White, Monash University; Michelle Ludecke, Deakin University*
Two Teacher Quality Measures and the Role of Teacher, School, and Municipal Characteristics in Those Measures. *Maria Veronica Santelices, Catholic University of Chile*

70.056-6. Lesson Study as Sustained Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Jeongmi Kim, South Dakota State University*

Participants:

Developing Critical Praxis in an Online Social Justice Seminar. *Elyse L. Hambacher, University of New Hampshire; Elizabeth Bondy, University of Florida; Amy S Murphy, University of Florida; Rachel Wolkenhauer, University of Florida; Desirae Eva Krell, University of Florida*

Mapping Teachers' Understanding of the Mathematical Learning Progression Through Vertical Articulation During Lesson Study.

Jennifer M. Suh, George Mason University; Padmanabhan Seshaiyer, George Mason University

Technology-Infused Lesson Study Professional Development: The Study of a Failed Initiative. *Sara Jolly Jones, University of Houston*

70.056-7. Intersections of Theory, Belief, and Pedagogical Practice in the Classroom. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Kelly Sassi, North Dakota State University*

Participants:

Integrating Coursework in Methods With Practice: Purposeful Support for the Theory-to-Practice Morass by Providing the "Information Needed When Needed". *Paula M. Carbone, University of Southern California*

The Future Starts Now: "Professional" Community in a Second-Grade Literacy Workshop Classroom. *Trevor Lowell Bogard, University of Dayton; Jo Worthy, The University of Texas - Austin; Annamary Consalvo, Fitchburg State University*

Launching Pedagogical Relationships on the First Day of School: Teacher Strategies for Developing Disciplinary Learning Communities. *Brian Girard, The College of New Jersey*

70.056-8. Locating the Self in Identity as Teacher in Career Choice. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Ereka R. Williams, North Carolina Agricultural and Technical State University*

Participants:

Humanizing Pedagogy in Teacher Education: Dilemma Cases and Novice Teachers' Dispositional Development. *Jenna Cushing-Leubner, University of Minnesota - Twin Cities*

Relationship Between Novice Teachers' Beliefs and Their Ways of Teaching. *Gaoyin Qian, Lehman College - CUNY; Liqing Tao, College of Staten Island - CUNY; Serigne Mbaye Gningue, Lehman College - CUNY*

Uncovering the Motivations for Career-Changers to Become Teachers: An Untapped Source of Highly Qualified Educators. *Gary O. Bunn, University of Central Arkansas; Donna Wake, University of Central Arkansas*

70.056-9. Mathematics Teaching and Student Achievement. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Jian Wang, Texas Tech University*

Participants:

Enhancing Middle-Year Students' Engagement in Mathematics. *Janette M. Bobis, The University of Sydney; Jenni Way, The University of Sydney; Judy Anne Anderson, The University of Sydney; Maryam Khosronejad, University of Sydney*

Examining Correlates of Mathematics Achievement in the Fourth Grade in the United States: A Hierarchical Analysis. *Haniza Yon, MIMOS Berhad; Nur Ayu Binti Johar, MIMOS Berhad*

The Impact of Teachers' Characteristics and Self-Reported Practices on Students' Algebra Achievement. *Liza Marie Cope, Delta State University*

Using Generic and Content-Specific Teaching Practices in Teacher

Evaluation: An Exploratory Study of Teachers' Perceptions. *Charalambos Y. Charalambous, University of Cyprus; Andreas Komittis, University of Cyprus; Maria Papacharalambous, University of Cyprus; Afroditi Stefanou, University of Cyprus*

70.056-10. Supporting Teacher Leading and Learning. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Catherine Larsen, DePaul University*

Participants:

Investigating a Professional Development Facilitator's Moves to Enhance Teacher Knowledge and Practices. *Rukiye Didem Taylan, MEF University; Amanda Thomas, The Pennsylvania State University - Harrisburg; Luz Edith Valoyes, University of Missouri - Columbia; Kathryn B. Chval, University of Missouri - Columbia*

Learners as Leaders: Teacher Leadership as an Essential Component of Team-Based Professional Development. *Megin Charner-Laird, Salem State University; Jacy C. Ippolito, Salem State University; Christina L. Dobbs, Boston University*

Supporting Teachers to Focus on Student Learning in Evidence-Informed Data Conversations. *Anna E. Richert, Mills College; Julie M. Nicholson, Mills College; Carrie Wilson, Mills College; Claire G. Bove, Mills College*

70.056-11. Systemic Approaches to Large-Scale Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Jane E. Neapolitan, Towson University*

Participants:

Exploring the Level of Turkish Teachers' Involvement in Professional Development Activities. *Sedat Gumus, Mustafa Kemal University*

Strengthening In-Service Teacher Educator Practice. *Rosanne Mary Parsons, Education Review Office; Joanna Higgins, Victoria University of Wellington*

Train the Trainer Version 2.0: Following an Innovative Professional Development Model Implemented Through a School Improvement Grant. *Michele K. Pollnow, National Assessment of Educational Progress; Margarita Jimenez-Silva, Arizona State University*

70.056-12. Technology in the Lives of Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Daljit Kaur, Francis Marion University*

Participants:

Profession Driven: Teachers' Genres of Participation in Social Media. *Margaret Polizos Peterson, University of Maryland; Thor Gibbins, University of Maryland - College Park; Elizabeth Singleton, University of Maryland - College Park*

Teachers' Knowledge Development Within a Technology-Mediated Professional Learning Community. *Mary Kooy, University of Toronto - OISE; Carlos Ossa, University of Toronto - OISE*

The Fragmented Educator: Social Networking Sites and Acceptable Identity Fragments. *Royce Kimmons, University of Idaho; George Veletianos, The University of Texas - Austin*

70.056-13. Using Embedded Technologies for Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Juan Pablo Jimenez, Columbia University*

Participants:

A Transformational Coaching Journey: Creating Success in Teacher Learning Through an Online Coaching Course. *Mary Kathleen Rodgers, University of Florida; Alyson J. Adams, University of Florida*

Design-Based Research on Continuous Professional Development and Discipline-Based Inquiry With Pervasive Technology. *Sharon Friesen, University of Calgary; Michele Jacobsen, University of Calgary*

Sustained Inquiry-Focused Professional Development for Teacher Learning. *Helenrose Fives, Montclair State University; Tammy Mills, Montclair State University; Charity Mack Dacey, Montclair State University*

Toward Self-Sustainable Teacher Professional Development Communities Through Participatory Media. *Richard C. Miller, University of*

Wisconsin - Madison; Katrina Liu, University of Wisconsin - Whitewater

70.056-14. Using Fidelity Data to Improve Initiatives for Early Childhood Teachers. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Stephanie C. Smith, University of Florida*

Participants:

Using Fidelity Data "Midstream": Garnering Principal Support for School-Based Services in an Early Math Intervention. *Jennifer S. McCray, Erikson Institute; Jie-Qi Chen, Erikson Institute; Suzanne Budak, Erikson Institute*

School Improvement for Early Childhood Teachers: The Florida Master Teacher Initiative. *Stephanie C. Smith, University of Florida; Philip E. Poekert, University of Florida*

Implementation Fidelity in a Multiyear Professional Development Intervention for Preschool to Third-Grade Teachers: Decisions, Decisions, Decisions. *Erika Gaylor, SRI International; Ximena Dominguez, SRI International; Donna Spiker, SRI International*

Measuring Implementation Fidelity: Decoding a Multifaceted Early Childhood Initiative. *Marjorie E. Wechsler, SRI International; Shari Golan, SRI International*

70.056-15. Current State and Future Directions of Mobile and Online Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Penny Marie Thompson, Oklahoma State University*

Participants:

Definitions and Indefinite: A Critical Examination of Mobile Learning and Implications for Use, Research, and Instructional Design. *Michael M. Grant, The University of Memphis*

A Model for Supplementing Reader's Advisory Services to K-3 Students Using Augmented Reality Mobile Technologies. *Tamara Meredith, University of North Texas*

Using Social Network Analysis to Measure Learners' Participation in Facebook Discussion. *Hyeon Woo Lee, Sangmyung University; Hye Yeon Lee, Sangmyung University; Myounghee Jo, Sangmyung University*

Motivation and Interaction in Peer-Moderated Online Asynchronous Discussions Using Case Method Teaching. *Rashmi Chhetri, University of Houston; Sara G. Mcneil, University of Houston*

70.056-16. Programs for the Gifted, Creative, and Talented. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *Rose A. Rudnitski, Felician College*

Participants:

Do Advanced Placement Courses Provide a More Rigorous High School Experience? *Craig L. Esposito, Goodwin College; Anyisia P. Mayer, University of Connecticut*

Fidelity of Implementation and the Impacts of a Math, Reading, and Creative Curriculum on School Readiness in Head Start Students. *Tracy Christine Missett, Sweet Briar College; Carolyn M. Callahan, University of Virginia*

The Effect of an Advanced Math Curriculum on the Math Achievement and English Proficiency of Mathematically Promising English Language Learners. *Seokhee Cho, St. John's University; Jenny Yang, St. John's University; Marcella Mandracchia, St. John's University*

The Impact of Elementary Gifted Mathematics Programming: Moving Into Middle School. *Josie Zayac, Anne Arundel County Public Schools*

The Reading First Initiative: How Did Advanced Readers Fair? *Catherine M. Brighton, University of Virginia; Tonya R. Moon, University of Virginia; Francis Howard Lim Huang, University of Virginia*

70.056-17. Interrogating Patterns in Teaching for Social Justice. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Chair: *SJ Miller, University of Colorado - Boulder*

Participants:

Research Informing Practice: How Preservice Teachers Understand Multicultural Education. *Cathy A.R. Brant, The Ohio State University - Columbus*

Long Overdue: Rethinking Research on Social Justice in Teacher Education From an Intersectionality Perspective. *Marleen Carol Pugach, University of Southern California; Joyce Melissa Gomez, University of Southern California; Ananya Mukhopadhyay, University of Southern California*

Stopping at Culture, Ignoring Societal Critique? What Does Culturally Relevant/Responsive Teaching Really Mean? *Keffrelyn D. Brown, The University of Texas - Austin; Racheal Rothrock, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin*

The Influence of Diversity Courses on Culturally Responsive Teaching Practices Among Early Childhood Educators. *Cara M. Moore, The University of Tennessee; Linda Traum, The University of Tennessee - Knoxville*

70.057. Roundtable Session 26; Roundtable Session

70.057-1. Family and Parent Involvement in the Education of Students With Disabilities. SIG-Special Education Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Brent A. McBride, University of Illinois at Urbana-Champaign*

Participants:

Father Involvement and the School Readiness of Children With Disabilities. *Brent A. McBride, University of Illinois at Urbana-Champaign; Daniel J. Laxman, University of Illinois at Urbana-Champaign; Rosa M. Santos, University of Illinois at Urbana-Champaign; Wm. Justin Dyer, University of Illinois at Urbana-Champaign; Laurie M. Jeans, University of Illinois at Urbana-Champaign; Niwako Sugimura, University of Illinois at Urbana-Champaign; Jenna Weglarz-Ward, University of Illinois at Urbana-Champaign*

Parent Perspectives About Alternate Assessments. *Kwang-Lee Chu, Pearson; Carol Dyer, Pearson; Carolee Gunn, Pearson; Deborah Hill, Pearson*

Parental Perspectives of Transition and Postsecondary Outcomes for Their Children Who Are d/Deaf or Hard of Hearing. *Jacqueline M Caemmerer, The University of Texas - Austin; Carrie Lou Garberoglio, The University of Texas; Mark Bond, University of Texas - Austin; Rachel Harper Tarantolo Leppo, The University of Texas; Sarah Schoffstall, The University of Texas - Austin*

Social Competence Reflected in the Lives of Employed Blind Adults: Implications for Research and Education. *Kathryn D Botsford, University of Northern Colorado*

70.057-2. Effective Early Childhood Classroom Instruction. SIG-Early Education and Child Development; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Tomoko Wakabayashi, HighScope Educational Research Foundation*

Participants:

Is It Enough? Examining Opportunities for Early Childhood Educators to Engage in Mathematics Professional Development. *Sandra Mammano Linder, Clemson University; Amber Simpson, Clemson University*

Teachers' Ideal and Actual Instructional Priorities in the Ever-Changing World of Kindergarten. *Mary Anne Duggan, Arizona State University; Larissa Michelle Gaias, Arizona State University; Ashley Lauren Firth Indorf, Arizona State University*

The Roles of Teaching Assistants in Pre-Kindergarten Classrooms: Consequences of a Demanding Curriculum. *Sascha C. Mowrey, Vanderbilt Peabody College; Dale C. Farran, Vanderbilt University*

70.057-3. Race, Culture, Class, and Gender in Early Childhood Contexts: From Research to Policy and Practice. SIG-Early Education and Child Development; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Beth Blue Swadener, Arizona State University*

Participants:

Bridging Research Traditions About Stereotyping and Prejudice in Young Children and Antibias Practices. *Flora Farago, Arizona State University*

Learning From Latino Families: Child Care and Early Education Perspectives. *Elizabeth J. Cahill, New Mexico State University; Beth Blue Swadener, Arizona State University*

Cultural Congruency Between Home and Head Start Environments: Its Relation to Childhood Outcomes. *Eva Marie Shivers, Indigo Cultural Center, Inc.; Kay Sanders, Whittier College*

Keeping the Television out of the Classroom: Teachers as Regulators of Working-Class Media Knowledge. *Allison Sterling Henward, University of Hawaii at Manoa*

70.057-4. Self-Study in the Process of Creating Prospective Teachers. SIG-

Self-Study of Teacher Education Practices; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Nora J. Krieger, Bloomfield College*

Participants:

Can Student Teachers Do Self-Study Research? A Cross-Institutional Case Study. *Andrew L. Hostetler, Vanderbilt University; Alexander Cuenca, Saint Louis University; Todd S. Hawley, Kent State University*

More Than Hoop Jumping: Making Accreditation Matter. *Mary D. Burbank, University of Utah; Melissa Goldsmith, University of Utah; Alisa J. Bates, Willamette University*

Nurturing Reflexivity: Teacher Education as Case-Based Collaborative Inquiry. *Sabre Lynn Cherkowski, University of British Columbia Okanagan; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Pamela Richardson, The University of British Columbia*

"She Doesn't Care About Us!" Varying Perceptions of Care. *Jodi Meyer-Mork, Luther College*

70.057-5. Issues in Teacher Education and Social Studies. SIG-Social Studies Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Lisa Brown Buchanan, University of North Carolina - Wilmington*

Participants:

Economic Pedagogical Content Knowledge: A Self-Study of an Economic Methods Course. *Cheryl A. Ayers, University of North Carolina - Greensboro*

Elementary Social Studies Methods Instructors: Exploring Their Backgrounds, Courses, Challenges, and Potential for Professional Development. *Thomas H. Levine, University of Connecticut; Cory Wright-Maley, St. Mary's University College*

History and Geography Course Requirements of Elementary Education Programs: A Descriptive Analysis. *Patrick Womac, Clemson University*

Use of Mentoring to Improve Discussion Facilitation by Teachers. *Jada Kohlmeier, Auburn University; John W. Saye, Auburn University*

Teacher Political Disclosure as *Parrhēsia*: Making a Case for Disclosure in Social Studies Classrooms. *Wayne Journell, University of North Carolina - Greensboro*

70.057-6. Youth Participatory Action Research: Empowering Students as Knowledge Producers. SIG-Action Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Courtney M. Clayton, University of Mary Washington*

Participants:

Practicing Science and Activism Alongside Youth: Voices From an After-School Science Club. *Allison Ritchie, University of Toronto - OISE; Daniel James Atkinson, University of Toronto - OISE; John Lawrence Benze, OISE/University of Toronto*

Understanding Youth Participatory Action Research (YPAR): The Individual and Group Experience of YPAR at a Competitive School for Girls. *Charlotte E. Jacobs, University of Pennsylvania; Nicole Mittenfelner Carl, University of Pennsylvania*

Youth Historians in Harlem: A Youth Participatory Action Research Study Rethinking History in Urban Schools. *Barry Goldenberg, Institute for Urban and Minority Education - Teachers College - Columbia University*

Youth-Led Participatory Action Research: Contexts for Learning, Leadership, Voice, and Agency. *Dana E. Wright, Connecticut College*

70.057-7. Schools, Communities, and Teacher Education: Considering New Perspectives. Division F - History and Historiography; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Carter Julian Savage, Morehouse College*

Participants:

Early Childhood Teacher Education: How the Ideals of the Rachel McMillan Teacher Training College Influence Contemporary Teacher Education in a London Institution of Higher Education. *Betty J. Liebovich, University of London - Goldsmiths*

Read My Lips! Schools and Taxes in South Kansas City, 1950-2000. *Aaron*

Rife, The University of Kansas

"There Is No School Building, Only the 'Wasted' Space of the Community": Deschooling in Philadelphia During the 1970s. *Annamarie Valdes, Loyola University Chicago*

70.057-8. The Effects of Technology Integration in Literacy Instruction and Assessment. SIG-Research in Reading and Literacy; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Kathleen M. Wilson, University of Nebraska - Lincoln*

Participants:

Can the Use of Text-to-Speech Software Improve the Reading Proficiency of Struggling High School Readers? *Kelly Drew Roberts, University of Hawaii - Manoa; Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii; Robert A. Stodden, University of Hawaii*

Dialect: Integrating Technology and Reading Assessment to Diagnose Spanish Reading Difficulties. *Pelusa Orellana, Universidad de los Andes; Carolina Melo, University of Virginia*

Effectiveness of Educational Technology Applications for Struggling Readers in Secondary Grades: A Best-Evidence Synthesis. *Alan Cheung, The Chinese University of Hong Kong*

70.057-9. Exploring Pedagogical Processes and Possibilities Across Diverse Contexts Through Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Tony Perone, The University of Memphis*

Participants:

Autoethnography in Early Childhood Music Research: A Pedagogical Tale From the Piano Studio. *Peter J. Gouzouasis, The University of British Columbia; Jee Yeon Ryu, The University of British Columbia*

Do With Me: The Action Orient of Arts-Based Educational Research.

Brooke Anne Hofsess, Appalachian State University

Interactive Notebook: Arts-Based Approach to Physics Instruction. *Vani Jaladanki, Texas A&M University - Corpus Christi*

70.057-10. Using Life Stories to Illuminate Marginalized Voices. SIG-Biographical and Documentary Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Victoria M. MacDonald, University of Maryland - College Park*

Participants:

Brutally Revealing: Voices Rising out of San Quentin State Prison. *Diane P. Ketelle, Mills College*

Reconstructing the Como Narrative: Creating Space for Neglected Voices in an African American Community. *Julie F. Vu, Texas Christian University; Chloe Anderson, Texas Christian University*

The Body, Separated: Experiences of Non-White Professionals at Evangelic Christian Colleges and Universities. *Andrew Pollom, Benedictine University*

70.057-11. Critical Issues in Catholic Education. SIG-Catholic Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Shane P. Martin, Loyola Marymount University*

Participants:

Data Use in Catholic Schools: Challenges and Implications. *Vincent Cho, Boston College; Joshua Littenberg-Tobias, Boston College*

Investigating Inquiry and Curriculum Mapping in Catholic Schools With a 200-Day Academic Calendar. *Franca Dell'Olio, Loyola Marymount University; Karie Huchting, Loyola Marymount University; Ursula S. Aldana, Loyola Marymount University; Catherine Cichocki Muzzy, Serra Catholic School*

Moving Beyond the College-Preparatory High School Model to a College-Going Culture in Urban Catholic High Schools: The Importance of a College-Going Discourse. *Ursula S. Aldana, Loyola Marymount University*

Parent-Child Home Numeracy Intervention and the Mathematics Scores of First-Grade Students in Urban Catholic Schools. *Millicent Lavelle-Lore, Montgomery County Intermediate Unit 23; Aubrey H. Wang, Saint Joseph's University*

70.057-12. Accounting for Parental Influence: School Readiness, Enrollment, and Achievement. Division A - Administration,

Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Catherine Dunn Shiffman, Shenandoah University*

Participants:

Effects of Segregated Schooling on Academic Achievement. *Jason Giersch, University of North Carolina - Charlotte; Martha Cecilia Bottia, University of North Carolina - Charlotte*

Parent Publics: A Mixed-Methods Analysis of Communication Through School Websites. *Jaime Madison Vasquez, University of Illinois at Chicago*

Parenting and College Enrollment: The Effects of Parenting Style and Practice on College Enrollment for Black, Hispanic, and White Students Across Different Economic and Family Contexts. *Erica Shannel Johnson, ETS*

The Efficacy of Full-Day Kindergarten to Mitigate Community-Level Early Childhood School-Readiness Gaps. *Scott D. Tunison, Saskatoon Public Schools; Nazeem Muhajarine*

Development and Validation of the Distributed Leadership Scale. *Chih Feng Lai, Feng Chia University*

70.057-13. Advancing the Leadership Pipeline Through University and District Partnerships: Perspectives on Building and Cultivating Relationships. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Gretchen Givens Generett, Duquesne University*

Participants:

University and District Partnerships: The Role of Trust and Mutual Respect. *Dawn G. Williams, Howard University; Pamela Shetley, University of California, Berkeley, Principal Leadership Institute:*

Breadth of Regional Impact and Strength of Model. *Rebecca Cheung, University of California - Berkeley*

Planning University-Urban District Partnerships: Implications for Principal Preparation Programs. *Mark A. Gooden, The University of Texas - Austin; Rodney Watson, Houston Independent School District*

The University of Illinois at Chicago and Chicago Public Schools: A Decade of Shared School Leader Development. *Steven E. Tozer, University of Illinois at Chicago*

70.057-14. Broader Considerations: Lessons From International and Rural Contexts. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Jahni Madrica Ann Smith, University of Southern California*

Participants:

Global Cities, Educational Policy, and School Leadership: Timelines, Actors, and Programmatic Evidence From Toronto, New York City, and London. *Paul Armstrong, Institute of Education-London; Karen E. Edge, Institute of Education - London; Samuel Antonio Mejias, Institute of Education - London; Katherine Descours*

Professional Identity of a Female Principal: Swedish Successful School Contexts. *Monika Tornsen, Umea University; Elizabeth T. Murakami, University of Texas of the Permian Basin*

The Children of Lake Wobegon: Competing With Training Wheels in a Global Race to the Top. *Laura Desportes, James Madison University*

The Troupe With Applied Courses in Ontario: Applied Course-Taking, Demographics, and Achievement. *Kelly A. Gallagher-Mackay, People for Education; Annie Kidder, People for Education; Kerrie Proulx, People for Education*

Black, Brown, and Rural All Over: The Impact of Rural Identity on the Educational Aspirations of High School Students. *Janeula M. Burt, Bowie State University; Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

70.057-15. Data and Student Achievement. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Nathalie Carrier, OISE/University of Toronto*

Participants:

How to Promote Teachers' Use of Student Data. *Jingping Sun, The University of Alabama; Robert Przybylski, The University of Alabama; Bob L. Johnson, Jr., The University of Alabama*

Identifying Factors Related to Student Success. *John M. Decman,*

University of Houston - Clear Lake; Kevin Wayne Badgett, The University of Texas of the Permian Basin; Felix Simieou, University of Houston - Clear Lake

Making Meaning of Data: School Improvement Through Appropriate Use of Assessment Data. *Ellen B. Meier, Teachers College, Columbia University; Dawn M. Horton, Teachers College, Columbia University; Jessica Yusaitis Pike, Teachers College, Columbia University*

Challenges to Teacher Use of Data to Inform Instruction in Urban Schools. *Elizabeth McEaney, University of Massachusetts - Amherst; Meg Gebhard, University of Massachusetts - Amherst; Kathryn A. Accurso, University of Massachusetts - Amherst*

School-Level Organizational Routines for Learning: Supporting Data Use. *Leanne Kallemeyn, Loyola University Chicago*

70.057-16. International Perspectives on School Improvement. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Samina Hadi Tabassum, Dominican University*

Participants:

A School-Wide Approach to Data-Informed School Improvement in the

Republic of Ireland. *Marie Ryan, Mary Immaculate College*

Innovative Education Partnership Model for School Improvement:

Studying a Rural-Urban School Continuum Model in China. *Yumei Han, University of Massachusetts - Boston; Wenfan Yan, University of Massachusetts - Boston; Ling Li, Southwest University; Yuping Han, Southwest University*

Student Activists in Chile as Educational Leaders: The Intersection of School Improvement and Social Movements. *Sarah W. Nelson, Texas State University - San Marcos; Michael Patrick O'Malley, Texas State University; Tanya Long, Texas State University*

Joining the Dots: The Challenge of Creating Coherent School Reform. *Viviane M. Robinson, University of Auckland; Linda Margaret Bendikson, The University of Auckland; Stuart Menaughton, The University of Auckland; Aaron Wilson, University of Auckland*

70.057-17. Leadership Development for District Superintendents. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Robert G. Smith, George Mason University*

Participants:

Conversational Routines and Instruction-Specific Talk in a Network of District Superintendents. *David Allen, College of Staten Island - CUNY; Rachel Roegman, Teachers College, Columbia University*

Ongoing Professional Learning for Superintendents: A Descriptive Analysis of a Network Approach to Professional Development. *Thomas B. Timar, University of California - Davis; Kelsey Krausen, University of California - Davis; Mary G Briggs, University of California - Davis*

The Culture of the Superintendency in the State of Texas: Knowledge, Networks, Policy, and Politics. *Danna M. Beaty, Tarleton State University*

70.057-18. The Process of Principal Leadership Development. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Kimetta Reynolds Hairston, Bowie State University*

Participants:

How Leadership Development Evolves in an Interprofessional Team: Crossing Timescales and Boundaries. *Ruth Jensen, University of Oslo*

Professional Norms Guiding School Principals' Educational Leadership. *Ulf Leo, Umeå universitet*

70.057-19. Understanding School Leadership: Three Dynamic Spectra Within Collaborative Inquiry. Division A - Administration, Organization and Leadership; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Judi Kokis, Ontario Ministry of Education*

Participants:

Principals as Learners: Balancing Tensions Between Structural Constraints of the Principal Role and Agency Within School-Based Collaborative Inquiry. *Rachel Ryerson, Ontario Ministry of Education; David Hagen Cameron, Ministry of Education, Ontario*

The Role of Facilitators in Engaging and Co-constructing Understanding and Learning. *Hana Saab, Ontario Ministry of Education; Ben*

Shannon, Ministry of Education, Ontario

Educator Dialogue in Teacher Collaborative Inquiry: Intersections, Constraints, and Possibilities of Teacher Leadership Within School and District Hierarchies. *David Hagen Cameron, Ministry of Education, Ontario; Rachel Ryerson, Ontario Ministry of Education*

70.057-20. Equity, Disparity, and Educational Policy. Division L - Educational Policy and Politics; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Julie Renee Posselt, University of Michigan*

Participants:

Advanced Placement Programs: Promoting Equity or Reinforcing Disparities? *Clara G. Muschkin, Duke University; Kara Bonneau, Duke University*

The Differential Effects of Math Instruction by Race and Income. *Laura M. Desimone, University of Pennsylvania; Kristie J.R. Phillips, Brigham Young University; Elizabeth Covay Minor, Michigan State University; Kailey Lauren Spencer, University of Pennsylvania; Daniel Stuckey, University of Pennsylvania*

Head Start Children's Developmental Trajectories in Math: An Ecological Perspective. *Ji Young Choi, Purdue University; James Elicker, Purdue University; Sharon L. Christ, Purdue University*

Demands for Test Performance and 21st Century Learning: How High Performing Schools in Massachusetts Respond. *James H. Nehring, University of Massachusetts - Lowell; Stacy Agee Szczesniak, University of Massachusetts - Lowell; Jean-Marie Kahn, University of Massachusetts - Lowell; Heather Leonard, University of Massachusetts - Lowell; Brian Twomey, University of Massachusetts - Lowell*

Toward Measures of Different and Useful Aspects of Schooling: Why Schools Need Both Teacher-Assigned Grades and Standardized Assessments. *Alex J. Bowers, Teachers College, Columbia University*

70.057-21. Literacy Practices and New Technologies in and out of School. SIG-Writing and Literacies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Nadia Behizadeh, Georgia State University*

Participants:

Becoming a Songwriter: How Out-of-School Literacy Learning Can Inform Formal Literacy Instruction. *Wendy R. Williams, Arizona State University*

Literacy Achievement in an Age of Technology: Deaf Readers and Writers With Cochlear Implants. *Connie C. Mayer, York University; Pam Millett, York University*

Wireless and Mobile: The Impact of New Technology on Literacy Practices. *Martha Joanne Hoff, University of Rochester*

Negotiating the Yardstick of Academic Legitimacy: Integrating Multimedia Literacies Into School-Based Learning. *Jessica K. Parker, Sonoma State University*

70.057-22. The Link Between the Home and the School in Powerful Family Involvement Practices. SIG-Family, School, Community Partnerships; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

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

Participants:

Risk Indicators and Parent Involvement Facilitators: Powerful Data Tools and Voices at a Critical Time. *Margaret M. Ferrara, University of Nevada - Reno; D'Lisa Crain, Washoe County School District; Laura Anne Davidson, Washoe County School District*

The Role of Parental School-Based Involvement in Organizing a Better School Community. *Sira Park, UC Berkeley; Susan D. Holloway, University of California - Berkeley*

Four Parent Perspectives on What Influences Their School Involvement: A Q Methodology Study. *Christopher A. Janson, University of North Florida; Sophie Maxis, University of North Florida*

70.057-23. Boys to Men: Resilience and Black Male Students. SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Victoria Showunmi, Institute of Education - London*

Participants:

Boys to Men: Resilience and Black Male Students. *Stuart Rhoden, Temple University; Will J. Jordan, Temple University; James Earl Davis,*

Temple University

Instructional Strategies and Learning Environments That Nurture Learning in Mathematics for African American Male Students. *Bettye Lois Grigsby, University of Houston - Clear Lake; Winona Burt Vesey, University of Houston - Clear Lake; Gary Schumacher, University of Houston - Clear Lake*

Making Sense of the Journey: African American Males' Experiences at Three Elite Jesuit High Schools. *Robert Weldon Simmons, Loyola University Maryland*

African American Men and Community College Club Basketball: A Supportive Educational Community. *Rick C. Jakeman, The George Washington University; Susan Swayze, The George Washington University; Kimberly Ellis, The George Washington University*
"We're Friends, We Have to Be in This Together": Black and Latina/Youth's Considerations of Culturally Relevant Peer Interactions and College Access. *Joanne E. Marciano, Teachers College, Columbia University*

70.057-24. Select Topics in Secondary Science Education. SIG-Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Christine Knaggs, Lourdes University*

Participants:

Comparing Males' and Females' Motivation to Learn Science Using a Science Writing Heuristic. *Nancy G. Caukin, Middle Tennessee State University*

Engagement in High School Science: The Influence of National Board Certified Teachers. *Diana Janet Zaleski, Illinois State Board of Education*

Monday, 12:25 pm

Governance Meetings and Events

71.001. AERA 2015 Annual Meeting Program Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 7; 12:25-3:00pm

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

71.002. American Educational Research Journal (Social and Institutional Analysis) Closed Editorial Board Meeting. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 9&10; 12:25-1:55pm

Chair: *Teresa L. McCarty, University of California - Los Angeles*

Presidential Sessions

71.010. Changes in the Relationship Between Philanthropy and Education Research. AERA Presidential Session Cosponsored with AERA Sessions

Convention Center, 100 Level, 119A; 12:25-1:55pm

Chair: *Ellen B. Goldring, Vanderbilt University*

Participants: *Adam Gamoran, William T. Grant Foundation; Daniel Greenstein, Bill & Melinda Gates Foundation; Michael S. McPherson, The Spencer Foundation; Jeannie Oakes, Ford Foundation*

71.011. Learning Analytics: Capturing, Analyzing, and Visualizing Experiences of Lifelong Learning. AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:25-1:55pm

Chair: *Taylor Martin, Utah State University*

Participants:

Inferential Foundations for Learning Analytics in the Digital Ocean. *John T. Behrens, Pearson*

Toward Demonstrating the Value of Learning Analytics for Education. *Ryan Baker, Teachers College, Columbia University*

Putting the Learner at the Center: Exposing Analytics to Learning

Participants. *Marie Bienkowski, SRI International*

Policies and Capacity Enablers and Barriers for Learning Analytics. *Bob Wise, Alliance for Excellent Education*

Discussant: *Edward Dieterle, The Bill & Melinda Gates Foundation*

Committee Sessions

71.012. Division H Fireside Chat. Seeing the Future: Technology in the Lives and Careers of Graduate Students and Early Career Researchers. Graduate Student Council Cosponsored with Graduate Student Council, Division H - Research, Evaluation and Assessment in Schools; Invited Session
Convention Center, 100 Level, 112B; 12:25-1:55pm

Chairs: *Ruhan Circi Kizil, University of Colorado - Boulder; Matthew R. Lavery*

Participants: *Damian W. Betebner, National Center for the Improvement of Educational Assessment, Inc.; Glynn Ligon, ESP Solutions Group; Erin Marie Furtak, University of Colorado - Boulder; Zollie Stevenson Jr, Howard University*

71.013. Large-Scale Instructional Innovation and the Power of Education Research. International Relations Committee; Symposium
Convention Center, 100 Level, 117; 12:25-1:55pm

Chair: *Dennis Lynn Shirley, Boston College*

Participants:

Ontario Reform Strategy and Large-Scale Instructional Improvement.
Mary Jean Gallagher, Ontario Ministry of Education

Large-Scale Instructional Improvement and Accelerated Schools. *Henry M. Levin, Teachers College, Columbia University*

Escuela Nueva and Large-Scale Instructional Innovation in Colombia.
Vicky Colbert, Fundación Escuela Nueva

Learning Community Project and Large-Scale Instructional Innovation in Mexico. *Santiago Rincon-Gallardo, Michael Fullan Enterprises*

Discussant: *Michael Fullan, OISE/University of Toronto*

71.014. Where Do We Place Our Children? Students of Color in Predominately White High School Settings. Committee on Scholars of Color in Education; Symposium
Convention Center, 100 Level, 104B; 12:25-1:55pm

Chair: *Carl A. Grant, University of Wisconsin - Madison*

Participants:

Swimming Against the Tide: Students of Color in White Suburban High Schools. *Thandeka K. Chapman, University of California - San Diego*

Multiracial Students' Perceptions of Schooling in a Predominantly White High School: Examining (Racial) Microaggressions Through a Quantitative Analysis. *Dorinda Carter Andrews, Michigan State University; Christy Michelle Byrd, Michigan State University*

From Cities to Suburbs: Perspectives on Residential Migration Patterns Among Minority Groups. *Robert T. Teranishi, New York University*

Race and Class: Understanding the "Other" in White Secondary Schools in England, the United Kingdom. *Kalwant Bhopal, University of Southampton*

Race and Discipline at a Racially Mixed High School: Status, Capital, and Organizational Routines. *John B. Diamond, University of Wisconsin - Madison; Amanda E. Lewis, University of Illinois at Chicago*

Black Boys' Agency and Racialized Inequalities in a White High School. *Carla D. O'Connor, University of Michigan; Seneca Rachel Nelson Rosenberg, University of Michigan; Shanta R. Robinson, University of Michigan; Robert Jagers, University of Michigan; Monica Alejandra Candal, University of Michigan*

Examining the Social and Cultural Influences on Adolescents' Development of Scientific Identity. *Jessica T. Decuir-Gunby, North Carolina State University; Heather A. Davis, North Carolina State University*

Formative Experimentation for Educational Innovation. *Jonathan A. Supovitz, University of Pennsylvania*

The Philadelphia Public Schools: A Case of Entrepreneurship or Deconstruction? *James H. Lytle, University of Pennsylvania*

71.016. Examining the Influences of Teacher Collaboration and Socialization on Instructional Practices. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 12:25-1:55pm

Chair: *Hans W. Klar, Clemson University*

Participants:

Professional Learning Communities: How They Affect Teacher Learning and Teaching Practices. *Stelios Orphanos, Frederick University*

Teacher Collaboration Within Charter, Pilot, and Traditional High School Communities. *Anisah Waite, University of California - Berkeley; Celina Lee, University of California - Los Angeles*

The Effect of Positive Teacher Culture on Self-Regulatory Climate in an Urban School District. *Gaetane Jean-Marie, University of Louisville; Katherine A. Curry, Oklahoma State University; Ellen Dollarhide, University of Oklahoma; Curt M. Adams, University of Oklahoma*

The Rise of the Dyad: Teacher Collaboration Networks in a Dual-Language Elementary School. *Chase Nordengren, University of Washington - Seattle*

Contrary Socializations: Organizational Influence on the Teaching Approaches of Two Beginning Teachers in an External Threat Environment. *Ed Bengtson, University of Arkansas; Sean Connors, University of Arkansas*

71.017. Risks and Opportunities for Advancing Educational Equity. Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 115C; 12:25-1:55pm

Chair: *Camille M. Wilson, Wayne State University*

Participants:

A Nation (of Students) at Risk: The Politics of Equity and Achievement in Education Reform. *Sonya Douglass Horsford, George Mason University*

Improving Urban Teacher Development Through School-University Partnerships: The Case of South Kilbourne Elementary School. *Tambra O. Jackson, University of South Carolina*

Marginalized Sexualities in Public Schools: The Need for Activist Educators. *James W. Koschoreck, Northern Kentucky University; James G. Allen, Northern Kentucky University*

New Horizons for Urban Educators Engaging Families in the Post-Civil Rights South. *Tondra L. Loder-Jackson, The University of Alabama - Birmingham; Deborah L. Voltz, The University of Alabama - Birmingham*

71.018. Aesthetic Objects, Art Practices, and Curricular Inquiry. Division B - Curriculum Studies; Symposium
Marriott, Fourth Level, Franklin 12; 12:25-1:55pm

Chair: *H. James Garrett, University of Georgia*

Participants:

"I'm Silent, This Song Is Yours": Aesthetic Conflict and the Struggle to Learn Through Digital Storytelling. *Chloe Brushwood Rose, York University*

Containing Pedagogical Complexity Through the Assignment of Photography: Two Case Presentations. *H. James Garrett, University of Georgia; Sara Matthews, Wilfrid Laurier University*

The Hospitable Pedagogies of Coffee: Difficult Knowledge as Creative Material. *Christopher Mark Schulte, University of Georgia - Athens*
In Place of a Manual for Learning to Teach: Laurent Cantet's *Entre Les Murs (The Class)*. *Karyn E. Sandlos, School of the Art Institute of Chicago*

Discussant: *Gail M. Boldt, The Pennsylvania State University*

71.019. Educational Resilience, Agency, and Cultural Assets. Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 103B; 12:25-1:55pm

Chair: *Malik S. Henfield, University of Iowa*

Participants:

International Doctoral Students' Coping Strategies in Supervision Training. *Hongryun Woo, University of Louisville*

Cultural Assets Across Contexts: Voices of College-Bound Latina/o Adolescents. *Noah Borrero, University of San Francisco*

Division Sessions

71.015. Entrepreneurship in Education: An Academic Debate. Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 115A; 12:25-1:55pm

Chair: *Martin Ihrig, University of Pennsylvania*

Participants:

Educational Entrepreneurship: Why Is It Important, and How Can We Make It Work? *Frederick M. Hess, American Enterprise Institute*

Ecosystems: The Evolution of a New Breed of Innovation in Education. *Barbara Kurshan, University of Pennsylvania*

Using Community-Based Participatory Research and Mixed-Methods Design to Investigate Ecological Cultural Assets Among Pacific Islander Youth. *Christine Jean Yeh, University of San Francisco; Noah Borrero, University of San Francisco; Patsy Tito, Samoan Community Development Center*

Educational Resilience Among Middle School Students From Low-Socioeconomic Backgrounds. *Joseph Michael Williams, George Mason University; Jennifer Giancola Carney, Jack Kent Cooke Foundation*

Discussant: *James L. Moore, The Ohio State University*

71.020. The Origins of Educational Technology. Division F - History and Historiography; Symposium
Convention Center, 100 Level, 108A; 12:25-1:55pm

Chair: *Robert A. Reiser, Florida State University*

Participants:

Consolidating the Educational Film Infrastructure: University Extension and the Federal Government, 1920-1940. *Alex Kupfer, New York University*

Educational Technologies and Listening as Media Literacy. *Brian Gregory, Teachers College, Columbia University*

Education's Original "Public Radio Programs": The Rocky Mountain Radio Council, 1937-1950. *Josh Shepperd, The Catholic University of America*

Discussant: *Stephen Petrina, The University of British Columbia*

71.021. Critically Examining the Cutting-Room Floor: What We're Not Talking About in Research. Division G - Social Context of Education; Invented Session

Convention Center, 100 Level, 113C; 12:25-1:55pm

Chairs: *Kristi Lynn Donaldson, University of Notre Dame; Sakeena G. Everett, Michigan State University*

Speaker: *Django Paris, Michigan State University*

71.022. The Problem of Context(s) When (Re)constructing Data Sets From Archived Records. Division G - Social Context of Education; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 12:25-1:55pm

Chair: *Audra Skukauskaite, University of the Incarnate Word*

Participants:

The Challenge of Locating Context(s) in Archived Video Records. *John Winston Hammond, University of California - Santa Barbara*

Building, (Re)Entering, and (Re)Formulating Archival Records. *W. Douglas Baker, Eastern Michigan University*

Collaborating to Uncover Layers of Contexts in Ethnographic Archives. *Park Blakeley Pearson, University of the Incarnate Word; Audra Skukauskaite, University of the Incarnate Word*

Exploring Metatheoretical and Methodological Choices in Studying Literacy Demands in an Australian Archive. *Claire M. Wyatt-Smith, Griffith University*

Rich Points as Anchors: Locating Multiple Levels of Contexts in Ethnographic Archives. *Judith L. Green, University of California - Santa Barbara*

71.023. White Teachers, Where Are You Now? New Research on White Teacher Identity: Identifications—Processes—Becoming. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 102A; 12:25-1:55pm

Chair: *Timothy J. Lensmire, University of Minnesota - Twin Cities*

Participants:

Conceptualizing White Teachers' Vacillating Criticalities: The Importance of Liminality. *Anthony Miele, University of San Francisco*

Developing Teachers' Professional Identities Working Through Identification Complexity Toward Authentic Recognitions. *Ann Mogush Mason, University of Wisconsin - River Falls*

Black Mentors on White Teachers: Interrogating Whiteness, Growing, and Becoming White Teachers. *Michael L. Boucher, Indiana University*

A Comprehensive Review of Literatures on White Teacher Identities: From Race-Resistant to Race-Visible. *Timothy J. Lensmire, University of Minnesota - Twin Cities; James C. Jupp, Georgia Southern University; Anthony Miele, University of San Francisco*

Discussant: *James Joseph "Jim" Scheurich, Indiana University - Indianapolis*

71.024. Empirically Based Language Learning Progressions and Their Implications for Instruction, Assessment, and Policy. Division H -

Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 111A; 12:25-1:55pm

Chair: *Margaret Heritage, University of California - Los Angeles*

Participants:

Empirical Study of Elementary Student Explanations: Generating Dynamic Language Learning Progressions. *Alison L. Bailey, University of California - Los Angeles; Kimberly Reynolds Kelly, University of California - Los Angeles; Anne Blackstock-Bernstein, University of California - Los Angeles*

Investigating the Validity of Language Learning Progressions in Classroom Contexts. *Margaret Heritage, University of California - Los Angeles; Barbara Ann Jones, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles*

Implications of the Dynamic Language Learning Progression for Instruction. *Diane L. August, American Institutes for Research*

Implications of the Dynamic Language Learning Progression for Assessment Development. *Laura J. Wright, Center for Applied Linguistics; Dorry M. Kenyon, Center for Applied Linguistics*

Implications of Dynamic Language Learning Progressions for English Learner Education Policy. *Robert T. Linqunti, WestEd*

Discussant: *Kenji Hakuta, Stanford University*

71.025. Statistical Models of Teacher- and Student-Level Data. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Convention Center, 100 Level, 116; 12:25-1:55pm

Chair: *Aikaterini Passa, ICF International*

Participants:

Estimating the Local Average Treatment Effect of Special Education Services for a Specific Learning Disability. *Roddy Theobald, University of Washington*

How Have Racial and Gender Gaps Changed Through the Decades? An Empirical Examination of Disparities in High School Outcomes Using Contextual Frameworks. *Rene Crespin, Consortium on Chicago School Research At The University of Chicago; Maria Luisa de la Torre, University of Chicago; Elaine M. Allensworth, University of Chicago*

Relationship Between Teacher Judgments and Student Achievement: A Multilevel Bayesian Structural Equation Modeling Study. *Huihui Yu, University of Connecticut; Megan E. Welsh, University of Connecticut; D. Betsy McCoach, University of Connecticut; Jerome V. D'Agostino, The Ohio State University*

The Instructional Quality Assessment and Value-Added: Predictiveness and Differential Impacts to Inform Instruction. *Brooks A. Rosenquist, Vanderbilt University; Anne Garrison Wilhelm, Southern Methodist University; Thomas M. Smith, Vanderbilt University*

Discussant: *Scott L. Graves, Duquesne University*

71.026. Intersectionality of Culture and Identity in the Professions. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103C; 12:25-1:55pm

Chair: *Carol R. Thrush, University of Arkansas for Medical Sciences*

Participants:

Are We Really Implementing Holistic Review? *Diana B Sesate, The University of Arizona; Danielle Miner, The University of Arizona; W. Patrick Bryan, The University of Arizona; Stephanie Clarissa Montano, University of California - Berkeley; Jeffrey F. Milem, The University of Arizona; Tanisha Price-Johnson, The University of Arizona*

Gender and Moral Development in Medical School. *Sandra Riegler, Morehead State University*

Gender and Its Influence on the Emerging Professional Physician Identities of Women Osteopathic Medical Students. *Linda J. Dunatov, University of Pikeville*

Interactive Cultural Competency Education for Millennial Students. *Lorraine Evans, Georgia Regents University; Phillip J Hanes, Medical College of Georgia*

Prejudice Reduction Professional Development Training Addresses School Community, Context, and Culture. *Yvonne E. Gonzalez-Rodriguez, Rowan University*

Discussant: *Dora Elias McAllister, American Dental Education Association*

71.027. Black Schools, Black Teachers: Understanding a Legacy of Black Educators and Black Educational Practice. Division K - Teaching and Teacher Education Cosponsored with SIG-Research Focus on Black Education; Symposium
Convention Center, 100 Level, 113B; 12:25-1:55pm

Chair: *Maxine Ramona McKinney de Royston, University of California - Berkeley*

Participants:

Improvisation Within Structure: Making Visible the Polyrythms of Black Educational Practice. *Maxine Ramona McKinney de Royston, University of California - Berkeley*

Conceptualizing Black Space in Education. *Kihana Miraya Ross, University of California - Berkeley*

She Was Doing What She Knew: Mrs. Paige and the Successful Black Pedagogy She Learned in the Segregated South. *Jarvis Ray Givens, University of California - Berkeley*

The Changing Color of Teaching: Understanding the Barriers and Possibilities for Increasing the Black Teaching Workforce. *Tia Cintrea Madkins, University of California - Berkeley*

Discussants: *Yolanda Sealey-Ruiz, Teachers College, Columbia University; Jerome E. Morris, University of Georgia*

71.028. Evaluation of Teacher Professional Development. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 105A; 12:25-1:55pm

Chair: *Susana E Franco-Fuenmayor, Texas A&M University*

Participants:

Explaining Differential Effects of Teachers' Professional Development: The Role of Teacher Content Knowledge. *Elizabeth Covay Minor, Michigan State University; Laura M. Desimone, University of Pennsylvania; Jade Caines, University of New Hampshire*

Is There an "Expected Performance Level" Necessary for Teacher Tenure? *Hagit Hartaf, The National Authority for Measurement and Evaluation in Education (RAMA)*

Job-Embedded Professional Development in Reading for Teachers of English Language Learners. *Linda Cavazos, The University of Texas - Austin; Sylvia Linan-Thompson, The University of Texas - Austin*

Professional Development for the Redesigned Advanced Placement Biology Exam: Teacher Participation Patterns and Student Outcomes. *Barry J. Fishman, University of Michigan - Ann Arbor; Yueming Jia, Education Development Center, Inc.; Abigail Jurist Levy, Education Development Center, Inc.; Arthur Eisenkraft, University of Massachusetts; Frances P. Lawrenz, University of Minnesota; Kim Frumin, Harvard University; Christopher J. Dede, Harvard University*

The Development and Validation of Instruments Used to Measure Teachers' Science Knowledge and Teaching Practices in a Professional Development Project. *Jaime Maerten-Rivera, University of Miami; Karen H. Adamson, University of Miami; Anne Corinne Huggins, University of Florida; Okhee Lee, New York University; Lorena Llosa, New York University; Feng Jiang, New York University; Rose Rohrer, University of Miami*

Discussant: *Linda A. Catelli, Dowling College*

71.029. Finding Your Voice at AERA 2015: An Open Forum With Division K Section Co-chairs. Division K - Teaching and Teacher Education; Invited Session

Convention Center, 100 Level, 120B; 12:25-1:55pm

Chair: *Angela Foong Lin Wong, National Institute of Education - Nanyang Technological University*

Presenters: *Janice L. Anderson, University of North Carolina - Chapel Hill; Suzanne C. Carothers, New York University; Kenneth James Fasching-Varner, Louisiana State University; Beatrice S. Fennimore, Indiana University of Pennsylvania; Terry Kyle Flenbaugh, Michigan State University; Darrell C. Hucks, Keene State College; Cindy Jong, University of Kentucky; Jung E. Kim, Lewis University; David E. Kirkland, New York University/Michigan State University; Woon Chia Liu, National Institute of Education - Nanyang Technological University; Crystal Machado, Indiana University of Pennsylvania; Ramon Antonio Martinez, The University of Texas - Austin; SJ Miller, University of Colorado - Boulder; Jane E. Neapolitan, Towson University; Lisa (Leigh) Patel, Boston College; Jody Nicole Polleck, Hunter College - CUNY; Detra Price-Dennis, Teachers College, Columbia University; Darlene Russell, William Paterson University; Alison L. Rutter, East Stroudsburg University; Audra Slocum, West Virginia University*

71.030. Issues in Preparing Preservice Teachers for English Language Learners. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120C; 12:25-1:55pm

Chair: *Irina S. Okhremtchouk, Arizona State University*

Participants:

Developing Multicultural Self-Efficacy of Preservice Teachers Through Authentic Field-Based Experiences With Immigrant Students. *Lan Quach Kolano, University of North Carolina - Charlotte; Cheresse Diane Childers-McKee, University of North Carolina - Greensboro*

From Ambivalence to Self-Efficacy: Bilingual Teacher Candidates' Changing Relationships to STEM. *Anita Bright, Portland State University; G. Sue Kasun, Utah State University; Michael Ames Connor, Portland State University*

Mediating Preservice Teachers' Learning: Influences Across the Community, Interpersonal, and Individual Planes. *Amy M. Markos, Arizona State University - Tempe; Susanna M. Steeg, George Fox University*

Responding to Changes in the Literacy Landscape: Preparing Preservice Teachers in Innovative Field-Based Courses. *Courtney Ryan Kelly, Manhattanville College; Katherine Egan Cunningham, Manhattanville College; Kristin Nicole Rainville, Manhattanville College*

Shifting Preservice Teachers' Deficit Orientations Toward Language and Literacy Practices of Emergent Bilingual Students. *Suniti Sharma, Saint Joseph's University; Athier M. Lazar, Saint Joseph's University*

Discussant: *Nathalie Diona Mizelle-Johnson, East Carolina University*

71.031. Lessons Learned From Urban Teacher Residencies. Division K - Teaching and Teacher Education; Structured Poster Session
Convention Center, 100 Level, 121C; 12:25-1:55pm

Chair: *Douglas B. Larkin, Montclair State University*

Participants:

1. Bridging the Theory-Practice Gap: Lessons Learned From Scaling Up. *Wendy L. Gardiner, National-Louis University; Shaunti Knauth, National Louis University; Diane E. Salmon, National-Louis University*

2. Evidence for Growth in Secondary Science Residents' Knowledge for Teaching in an Urban Teacher Residency. *Douglas B. Larkin, Montclair State University; Gail M. Perry-Ryder, Montclair State University*

3. Mentor Development as a Crucial Lever for Novice Teacher Effectiveness in an Urban Teacher Residency. *Marisa Harford, New Visions for Public Schools; Kay Sloan, Rockman et al; Roberta Trachtman, New Visions for Public Schools; Sherryl B. Graves, Hunter College School of Education*

4. Mentoring in an Urban Teacher Residency: Lessons Learned. *Sabrina Sanchez, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University; Emilie N. Reagan, University of New Hampshire*

5. Combating Deficit Perspectives: The Richmond Teacher Residency Program's Community Study Project. *Kurt Stemhagen, Virginia Commonwealth University; William Robert Muth, Virginia Commonwealth University; Jori S. Beck, George Mason University*

6. Mathematics Achievement With Teachers of High-Need Urban Populations (MATH-UP): An Urban Teacher Residency Program Situated in South Bronx Elementary Schools. *Harriet R. Fayne, Lehman College - CUNY; Arlene Weinstein, Lehman College - CUNY*

7. Seattle Teacher Residency: Lessons Learned From Recruitment and Admissions. *Marisa Bier, University of Washington; Elham Kazemi, University of Washington*

Discussant: *Susan Wray, Montclair State University*

71.032. Redesigning Teacher Education as a Practice-Based Venture: Lessons and Challenges. Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 121A; 12:25-1:55pm

Chair: *Linda R. Valli, University of Maryland*

Participants:

Designing an Elementary Teacher Education Program to Foster Ethical and Skillful Beginning Teaching Practice. *Elizabeth A. Davis, University of Michigan; Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan*

Core Practices and the Work of Learning to Teach for Social Justice. *Morva McDonald, University of Washington; Sarah Schneider Kavanagh, University of Washington - Seattle*

Learning in, From, and for Teaching Practice: A Practice-Based Design for Teacher Preparation to Advance an Equity Agenda. *Hala N. Ghouseini, University of Wisconsin - Madison; Megan L. Franke, University of California - Los Angeles; Angela Chan Turrou, University of California - Los Angeles*

Chickens and Eggs, Carts and Horses, and a Holy Grail or Two: In Search of the Nexus Between Core Teaching Practices and Student Learning. *John F. O'Flahavan, University of Maryland; Lisa A. Bote, University of Maryland - College Park*

Discussant: *Daniel I. Chazan, University of Maryland*

71.033. Sustained Teacher Professional Development. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120A; 12:25-1:55pm

Chair: *Kristin Shawn Huggins, Washington State University*

Participants:

Ongoing Teacher Learning: A Study of Teachers Over Their Initial Eight Years. *Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Belinda Monique Longe, University of Toronto - OISE; Monica Eileen McGlynn-Stewart, George Brown College; Julie Middleton, Ontario Institute for Studies in Education /University of Toronto; Elizabeth Rosales, University of Toronto - OISE*

Teachers Researching Their Practices: Potentialities for Facilitating Conception Changes. *Monica Baptista, Institute of Education of Lisbon University; Sofia Freire, Institute of Education of Lisbon University; Ana Freire, Institute of Education of Lisbon University*

Understanding the Persistence of Teacher Learning in the Context of Professional Development. *Shuangshuang Liu, Educational Testing Service; Geoffrey C. Phelps, Educational Testing Service*

What Works Best? Novice and Expert Teachers' Beliefs About School Effectiveness. *Johanna Fleckenstein, IPN - Leibniz Institute for Science and Mathematics Education; Friederike Zimmermann, Institute of Psychology, Kiel University; Olaf Koeller, Leibniz Institute for Science and Math Education; Jens Moeller, University of Kiel*

Understanding Teachers' Practices in Implementing Community-Based Science Inquiry. *Nidaa Makki, The University of Akron*

Discussant: *Esther Quintero, Albert Shanker Institute*

71.034. Teaching to Transgress: Implementing and Sustaining a Culturally Responsive Teacher Education Program. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 121B; 12:25-1:55pm

Chair: *Sandra A. Stroot, The Ohio State University*

Participants:

Teaching to Transgress: Implementing and Sustaining an Urban Teaching Seminar. *Valerie Kinloch, The Ohio State University; Laquore J Meadows, Ph.D., The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University; Tamara T. Butler, The Ohio State University*

How Co-planning and Co-teaching Influences Mentor Teachers During Student Teaching. *Patricia A. Brosnan, The Ohio State University; Marguerethe Jaede, Columbus City Schools; Sandra A. Stroot, The Ohio State University*

How Cognitive Coaching Influences the Apprenticeship Model in Pre-Service Urban Teacher Education. *Marguerethe Jaede, Columbus City Schools; Patricia A. Brosnan, The Ohio State University; Kristy E Leigh, Columbus City Schools; Sandra A. Stroot, The Ohio State University*

Collaborative Interdisciplinarity and the Arts: Developing Curricular Innovations in Urban Teacher Education. *Kerry Dixon, The Ohio State University - Columbus; Mindi Rhoades, The Ohio State University; Madith Barton, The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University*

Teaching to Transgress: An Innovative Technology Design Team. *Mandy McCormick-Smith, The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University; Marguerethe Jaede, Columbus City Schools*

71.035. The Power of First-Year Teachers' Research to Innovate Teaching Practices. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 114; 12:25-1:55pm

Chair: *Jabari Mahiri, University of California - Berkeley*

Participants:

Teacher Research to Innovate Pedagogy and Curriculum: Challenging Urban Learners With Socratic Seminars. *Julia R. Daniels, University of Washington - Seattle*

Using Research to Connect Diverse Cultures in the Classroom. *Danny C. Martinez, University of California - Davis*

Researching the Teaching of Language Minorities—Within Language Minorities. *Paul FuChyun Lai, University of California - Berkeley*

Researching Restorative Discipline to Heal Students and Mend School Culture. *Eva Marie Oliver*

Synthesizing the Power of Research by First-Year Teachers. *Katherine K Frankel, Boston University; Jabari Mahiri, University of California - Berkeley*

Discussant: *Helen Maniates, University of San Francisco*

SIG Sessions

71.036. La Clase Mágica: Generating Transworld Pedagogy. SIG-Bilingual Education Research; Symposium
Convention Center, 100 Level, 107B; 12:25-1:55pm

Chair: *Ellen R. Clark, The University of Texas - San Antonio*

Participants:

Resisting Epistemological Exclusion: Inserting La Clase Mágica Into State-Level Policy Discourses. *Patricia D. Lopez, The University of Texas - Austin; Angela Valenzuela, The University of Texas - Austin*

Unearthing Sacred Knowledge: *Enlazándonos con la comunidad.* *Lorena Claey, The University of Texas - San Antonio*

Digitizing El Laberinto Mágico: Integrating Technology and Culture in an After-School Program's Online Maze. *Patricia Sanchez, The University of Texas - San Antonio*

Aspirantes' Consejos on El Maga and the Role of Technology in La Clase Mágica. *Maria Guadalupe Arreguin-Anderson, The University of Texas - San Antonio*

Latina/o Children: Constructing Identities, Voices, and Linguistic and Cultural Understandings. *Lucila D. Ek, The University of Texas - San Antonio*

Cyber Families: Bridging Multigenerational Technology Gaps Through La Clase Mágica Familia After-School Family Program. *Margarita Machado-Casas, The University of Texas - San Antonio*

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

71.037. Liberating the Power of Education From Within. SIG-Caribbean and African Studies in Education; Paper Session
Convention Center, 100 Level, 105B; 12:25-1:55pm

Participants:

History Education and Development in Anglophone Africa. *Desmond I. Odugu, Lake Forest College*

The Impact of the Index of Economic Freedom and Religion on Female Literacy in Sub-Saharan Africa. *Amon Okey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University*

The *Isicholo* Hat: An Artifact of Indigenous Technology in the Zulu Culture. *Erica Bass, Georgia State University; Iman Chafik Chahine, Georgia State University*

Uncovering Cultural Complexities of Exclusion: A Comparative Perspective From Tanzania and Namibia. *Margaret Bartlett, University of Wisconsin - Milwaukee*

Voices From Within: Why the Scholarship on African-Born Educators and Students Matters. *Shirley N. Mthethwa-Sommers, Nazareth College; Immaculee Harushimana, Lehman College - CUNY; Chinwe H. Ikpeze, Saint John Fisher College*

71.038. Toward a Fat Pedagogy: Addressing Weight-Based Oppression in Higher Education. SIG-Critical Educators for Social Justice; Symposium
Convention Center, 100 Level, 103A; 12:25-1:55pm

Chair: *Constance L. Russell, Lakehead University*

Participants:

Inclusion of Fat Studies in a Difference, Power, and Discrimination Curriculum. *Patti Watkins, Oregon State University*

Exploring a Contrarian Point of View: Teaching Fat Studies in a Liberal Arts College. *Amy Farrell, Dickinson College*

Learning to Teach Every Body: Exploring the Emergence of an "Obesity" Pedagogy. *Erin M. Cameron, Lakehead University*

71.039. The Intersection of Neoliberalism and Our Everyday Lives: Studies From the Global to the Classroom. SIG-Environmental Education; Symposium
Convention Center, 100 Level, 108B; 12:25-1:55pm

Chair: *David W. Hursh, University of Rochester*

Participants:

The U.N. Decade of Education for Sustainable Development: Business as Usual in the End. *Arjen E. Wals, Wageningen University; John Huckle*
 Against Neoliberal Pedagogies of Surplus Life: Bioprospecting in the Field and Classroom. *Clayton Todd Pierce, University of Utah*
 The Promise and Peril of the State for the Critical Environmental Education Movement in Brazil. *Nicolas Stahelin, Teachers College, Columbia University; Celos Sanchez; Inny Accioly, Universidade Federal do Rio de Janeiro*
 More Than Green Consumption: Supporting Youth to Develop Environmental Citizenship Within a Neoliberal Context. *Alexandra Dimick, University at Buffalo - SUNY*

71.040. Questions and Solutions to Issues With Validating and Improving Instructional Theory and Practice in Design-Based Research. SIG-Instructional Technology; Symposium

Marriott, Fourth Level, Franklin 11; 12:25-1:55pm

Chairs: *Theodore J. Kopcha, University of Georgia; Cory A. Buxton, University of Georgia - Athens*

Participants:

Design and Development Research: A Rose by Any Other Name? *James D. Klein, Florida State University*
 Knowledge Creation in Design-Based Research Projects: Complementary Efforts of Academics and Practitioners. *Brent G. Wilson, University of Colorado - Denver*
 Applying Design-Based Research to Improve Case-Based Learning in Technology Integration Coursework. *Anne Todd Ottenbreit-Leftwich, Indiana University*

Discussant: *Thomas C. Reeves, University of Georgia*

71.041. The Land and the Local: Illich, Gandhi, and Other Friends. SIG-Ivan Illich; Paper Session

Convention Center, 100 Level, 118C; 12:25-1:55pm

Chair: *Richard V. Kahn, Antioch University Los Angeles*

Participants:

White Supremacy and Ecological Damage: Arguing for Eco-Justice, Placed-Based Education, and the Decentralization of Schools. *Gardner R Seawright, University of Utah*
 Technofasting Illich: Wisdom for Our Age of Technotantalization. *David A. Greenwood, Lakehead University; Madhu Suri Prakash, The Pennsylvania State University*
 The Promise of Voluntary Limits: Reclaiming Human Capacity and Freedom. *Maylan A. Dunn-Kenney, Northern Illinois University*
 Soil, Sense, and Sensibility Across Time and Cultures: Insights From Illich, Berry, Gandhi, and Tagore. *Kristin Dillman Jones, Concordia University - Chicago; Dana L. Stuchul, The Pennsylvania State University; Madhu Suri Prakash, The Pennsylvania State University; Dilafruz R. Williams, Portland State University*

Discussant: *Daniel G. Grego, TransCenter for Youth, Inc.*

71.042. Learning in the Making: Studying, Understanding, and Designing Makerspaces. SIG-Media, Culture, and Curriculum; Symposium

Marriott, Fourth Level, Franklin 13; 12:25-1:55pm

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

Participants:

Making as a Community Learning Practice: Textual Analysis of *Make Magazine*. *Lisa Brahms, University of Pittsburgh; Kevin Crowley, University of Pittsburgh*
 Learning in the Making: A Comparative Case Study of Three Makerspaces. *Kimberly Marie Sheridan, George Mason University; Erica Rosenfeld Halverson, University of Wisconsin - Madison; Breanne K. Litts, University of Wisconsin - Madison; Trevor Owens, George Mason University; Lisa Brahms, University of Pittsburgh*
 Making Online Maker Communities. *Breanne K. Litts, University of Wisconsin - Madison; Andrew Stoiber, University of Wisconsin - Madison; Maria Bakker, University of Wisconsin - Madison*

Discussant: *Kylie A. Pepler, Indiana University - Bloomington*

71.043. What Do We Know About Our Online Learners? SIG-Online Teaching and Learning; Paper Session

Convention Center, 100 Level, 112A; 12:25-1:55pm

Chair: *Meixun Zheng, University of the Pacific*

Participants:

Community College Degree Attainment: Does Traditional Internet-Based Distance Education Help? *Peter Shea, University at Albany - SUNY;*

Temi Bidjerano, Furman University

Do Learner Characteristics and Environmental Factors Affect Learner Perceptions of Transactional Distance in Web-Based Distance Education? *Xiaoxia Huang, Western Kentucky University; Aruna Chandrasekaran, Indiana State University; Concetta DePaolo, Indiana State University; Lakisha Simmons, Belmont University*

The Relationship Between User Characteristics and Self-Regulation in an Online Course. *Murat Kurucay, Texas Tech University; Fethi A. Inan, Texas Tech University; Erhan Delen, Giresun University*

Toward Understanding Threads as Social and Cognitive Artifacts for Knowledge Building in Online Learning. *Murat Oztok, University of Pennsylvania; Daniel Zingaro, University of Toronto; Rebecca M. Cober, University of Toronto; Clare M. Brett, University of Toronto; Jim Hewitt, OISE/University of Toronto*

The Relationships Among College Students' Online Learning Perception, Readiness, Course Satisfaction, and Learning Performance. *Huei-Chuan Wei, Institute of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University*

71.044. Various Un/thinkable Possibilities of "Data". SIG-Qualitative Research; Symposium

Convention Center, 100 Level, 109A; 12:25-1:55pm

Chair: *Norman Denzin, University of Illinois*

Participants:

(Im)possible End of Data? *Mirka E. Koro-Ljungberg, University of Florida*
 The Appearance of Data. *Elizabeth A. St. Pierre, University of Georgia*
 Becoming-With Air: Materializing Data Through More-Than-Human Research Encounters. *Mindy Blaise, The Hong Kong Institute of Education; Bidisha Bannerjee, The Hong Kong Institute of Education*
 A Conversation About Spectral Data. *Susan Naomi Nordstrom, The University of Memphis*
 Enter: Ho/rhizoanalysis. *Jennifer Bogdanich, University of Georgia; Brooke Anne Hofsess, Appalachian State University*

Discussant: *Maggie Maclure, Manchester Metropolitan University*

71.045. Trans- Identities in Schools: Thinking With and Beyond Gender in Education. SIG-Queer Studies; Paper Session

Convention Center, 100 Level, 104A; 12:25-1:55pm

Chair: *Lee Airton, York University*

Participants:

Gender-Creative and Transgender Students in Pre-K-12 Schools: What We Can Learn From Their Teachers. *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; Anika Stafford, The University of British Columbia; Lee Airton, York University*
 How Discourses of Safety Shape the Way School Staff Respond to Transgender and Gender-Fluid Students. *Hélène Frohard-Dourlent, The University of British Columbia*
 Transformative Gender Justice in Sport/Recreation Settings for Transgender and Gender-Variant Children and Youth. *Ann Travers, Simon Fraser University*
 "It's Hard to Wrap Your Mind Around": Teacher Candidates' Discourse About Transgender Identity. *Heather Killelea McEntarfer, SUNY - College at Fredonia*

71.046. Grown Folks' Talk: Black Men and Women on Education, Incarceration, and Testing. SIG-Research Focus on Black Education; Symposium

Convention Center, 100 Level, 111B; 12:25-1:55pm

Chair: *Bianca J. Baldrige, University of Wisconsin - Madison*

Participants:

Passing as White: Race, Shame, and Success in Teacher Licensure Testing Events for Black Preservice Teachers. *Emery Marc Petchauer, Oakland University*
 Passed Along: Black Women Reflect on the Long-Term Effects of Social Promotion and Retention in Schools. *Lynnette K. Mawhinney, The College of New Jersey*
 On Tha Outside Looking In: Formerly Incarcerated Black Male School-Leavers and the School-to-Prison Pipeline. *Decoteau J. Irby, University of Wisconsin - Milwaukee*

Discussant: *James Earl Davis, Temple University*

71.047. Disciplinary Literacy and Learning From Text: Now You See It, Now You Don't. SIG-Research in Reading and Literacy; Symposium

Convention Center, 100 Level, 124; 12:25-1:55pm

Chair: *Sheila Valencia, University of Washington*

Participants:

Disciplinary Literacies Across the School Day. *Carol Margaret Adams, University of Washington*

Identifying and Constructing Struggling Readers: The Powerful Interaction of Social and Instructional Contexts Across Secondary Classroom Spaces. *Julie E. Learned, University of Michigan*

Opportunities and Challenges for Accessing Disciplinary Literacy Learning for Bilingual Middle School Students. *Susanna Eng, University of Washington - Seattle*

Taking Up Literacy in Advanced Placement Environmental Science. *Sara Nachtigal, University of Washington - Seattle*

Discussants: *Cynthia L. Greenleaf, WestEd; Sheila Valencia, University of Washington*

71.048. Interest, Attitudes, Cognition, and Student Learning in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session

Convention Center, 100 Level, 113A; 12:25-1:55pm

Chair: *Sara Barnard Flory, University of South Florida*

Participants:

A Longitudinal Study of the Relationship Between Physical Education and Student Academic Achievement. *Sangmin Kim, University of Maryland - College Park; Yoonjeong Kang, University of Maryland - College Park*

High School Teachers' Attitudes and Use of Fitness Tests. *Kevin Mercier, Adelphi University; Sharon Rose Phillips, Hofstra University; Stephen Silverman, Teachers College, Columbia University*

Prior Knowledge Determines Interest in Learning in Physical Education: A Structural Growth. *Tan Zhang, University of North Carolina - Greensboro; Ang Chen, University of North Carolina - Greensboro; Sami Yli-Piipari, The University of Memphis; Jerry Loflin, University of North Carolina - Greensboro; stephanie wells, Ray Schweighardt, University of North Carolina - Greensboro; Kevin Moennich, University of North Carolina - Greensboro; Deockki Hong, University of North Carolina - Greensboro; Catherine D. Ennis, University of North Carolina - Greensboro*

Social Goals and Basic Psychological Needs in High School Physical Education: A Prospective Study. *Alex C. Garn, Louisiana State University; Tristan Wallhead, University of Wyoming*

Discussant: *Pamela H. Kulinna, Arizona State University*

71.049. Shifting Policy Contexts for Induction: Implications for Research and Practice. SIG-Research on Teacher Induction; Paper Session

Convention Center, 100 Level, 118A; 12:25-1:55pm

Chair: *Reyes L. Quezada, University of San Diego*

Participants:

Exploring a Conceptual Framework for Research on Induction and Mentoring: Combining Policy Enactment, Task Perception, and Agency. *Göran Fransson, University of Gävle; Anneli K. Frelin, University of Gävle; Jan Grannas, University of Gävle*

Understanding Mentoring Relationships Between Beginning-Year Teachers and Mentors: A Categorization Framework. *Julianna E. Kershen, Harvard University; Teresa K. DeBacker, University of Oklahoma*

Culturally Relevant Induction: A Framework for Induction Practices in High-Poverty, Urban Schools. *Meredith Cromwell Moore, Boston College*

The Mentor-Mentee Connection: The Underconceptualized (Policy) Relationship. *Laurel Kathleen Dietz, University of Alaska Statewide K-12 Outreach*

The Road Less Traveled: Inducting New College Professors Into Higher Education—Can Crossing Gender and Racial Lines Prove Successful? *Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama*

Discussant: *Chriss Walther-Thomas, Virginia Commonwealth University*

71.050. Women in Academe. SIG-Research on Women and Education; Paper Session

Convention Center, 100 Level, 125; 12:25-1:55pm

Chair: *Teri L. Sosa, Saint Joseph's University*

Participants:

It Can Happen: African American Females' Successful Attainment of Tenure and Promotion at Predominately White Institutions. *Rebecca McBride Bustamante, Sam Houston State University; Eunjin Hwang,*

Sam Houston State University; Brandolyn Jones, Sam Houston State University

An Exploratory Study of Pretenure Women Faculty Voice. *Yishiuan Chin, University of Massachusetts - Boston*

Academic Leadership Among Full Professors in U.K. Higher Education: The Influence of Gender. *Justine Mercer, University of Warwick*

Toward a New Construction of Blackness: Being a Black Immigrant Woman in U.S. Academe. *Kathy-Ann C. Hernandez, Eastern University; Kayon Murray-Johnson, Texas State University*

Discussant: *Julia Nell Ballenger, Texas A&M University - Commerce*

71.051. Student Voice as the Instrument of Change: When Student Needs Drive Decision Making. SIG-School Community, Climate, and Culture; Paper Session

Convention Center, 100 Level, 118B; 12:25-1:55pm

Chair: *Rachel Sutz Pienta, Valdosta State University*

Participants:

A Longitudinal Study on Student Perceptions of School Climate. *Windy M. Clark, University of Houston; Jerome Freiberg, University of Houston*

Examining the Importance of Students' Sense of Belonging in School. *Stacy R. Karl, University of Minnesota; Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota*

Schools Against Truancy: Different Strategies and How Students Perceive Them. *Christine Saelzer, Technische Universität München; Anna Eva Lenski, IQB Berlin; Stefan Hofherr, TUM School of Education, CISA*

“For the Most Part, Teachers Are Very Friendly and Fair—but Not All of Them!” Negative Teacher Behavior in the Classroom. *Tanja Gabriele Baudson, University of Trier*

71.052. Embodied Literacies Across Contexts. SIG-Writing and Literacies; Paper Session

Convention Center, 100 Level, 109B; 12:25-1:55pm

Chair: *Heather M. Pleasants, The University of Alabama*

Participants:

Making a Place for Literacy: Embodied Activity and Affective Intensity in the Design of a Learning Lab. *Ty Hollett, Vanderbilt University; Kevin M. Leander, Vanderbilt University*

Literacies in Engineering: Forms of Capital Used in Immigrant Youths' Engineering Designs. *Amy Alexandra Wilson, Utah State University; Allen Smithee, Utah State University; Joel Alejandro Mejia, Utah State University; Indhira Hasbun, Utah State University*

Bakhtin(s) Love Twitter: Literate Practices and the Identity Development of Adolescent Twitter Users. *Benjamin William Gleason, Michigan State University*

Literacy Education and Chronic Illness: Building Educational Opportunities From Adolescents' Embodied Literacy Experiences While Hospitalized. *Christian Ehret, Vanderbilt University*

Literacy Instructors With(out) Borders: Exploring the Interplay Between English Teachers' Extracurricular Literacies and Literacy Instruction. *Kati Macaluso, Michigan State University*

Division and SIG Roundtables

71.053. Roundtable Session 27; Roundtable Session

71.053-1. Psychosocial Topics in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Lori J. Flint, East Carolina University*

Participants:

A Cross-Lagged Analysis of Friendship Networks by Advanced Coursework Participation. *Carolyn Elizabeth Barber, University of Missouri - Kansas City; Jillian Woodford Wasson, University of Missouri - Kansas City*

Academic Self-Concept of Academically Talented Students: What Can't Go Up and Still Doesn't Come Down. *Matthew C. Makel, Duke University*

Achievement Goal Orientations of Academically Talented College Students: Socioemotional Factors Contributing to Honors Program Participation. *Jaelyn Chancey, University of Connecticut; Catherine A. Little, University of Connecticut*

Examining Macro- and Micro-Level Definitions of Gifted and Talented and Their Implications for Students' Self-Concept. *Jacob William Neumann, The University of Texas - Pan American; Bryan Meadows,*

Fairleigh Dickinson University

71.053-2. Impact of Early Childhood Teacher-Student Classroom Relationships. SIG-Early Education and Child Development; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Emanuel J. Mason, Northeastern University*

Participants:

Student-Teacher Temperament Differentials: Implications for Academic Performance and School Liking in Kindergarten. *Larissa Michelle Gaias, Arizona State University; Jodi Swanson, Arizona State University - Tempe; Tashia Abry, Arizona State University; Robert H. Bradley, Arizona State University; Richard Fabes, Arizona State University - Tempe*

Young Children's Social and Emotional Development: Exploring Educators' Understandings, Instructional Practices, and Ideals of the Well-Behaved Child. *Elizabeth McKendry Anderson, Binghamton University - SUNY*

Teacher Efficacy With Individual Students: Mediation of the Association Between Behavioral Engagement and Student-Teacher Relationships. *Ashley Lauren Firth Indorf, Arizona State University; Tashia Abry, Arizona State University; Larissa Michelle Gaias, Arizona State University*

71.053-3. Reframing the Emotional Life of Children and Adults in Early Childhood Spaces. SIG-Early Education and Child Development; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Tamar Jacobson, Rider University*

Participants:

Emotion as a Social, Cultural, and Political Construct: Implications for Early Childhood Classrooms. *Samara D. Madrid, University of Wyoming*

"Our House Is Burning.... Can I Come Back to School With the Kids?" Social-Emotional Learning in an Antiracist School Community. *Caryn C. Park, University of Massachusetts - Boston*

A Study of Conflict, Negotiation, and Emotion in a School for Young Children. *Ellen Lynn Hall, Boulder Journey School; Alison Maher*

71.053-4. Multicultural/Multiethnic Education: Training and Development. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Julio E. Diniz-Pereira, Federal University of Minas Gerais*

Participants:

Multicultural Professional Development of Principals in Turkish State Schools. *Hasan Arslan, Canakkale Onsekiz Mart University; Ercan Kocayoruk, Canakkale Onsekiz Mart University*

Teaching and Learning Diversity in the Digital Era. *Fernando Naiditch, Montclair State University*

The Impact of Diversity and Multicultural Integration Training in Higher Education. *Gloria Deetta Campbell-Whately, University of North Carolina - Charlotte; Nakeshia N Williams, University of North Carolina - Charlotte; Ozalle Toms, University of Wisconsin - Whitewater; Diane Rodriguez, Fordham University; Cathy D. Kea, North Carolina A&T State University; Stanley C. Trent, University of Virginia*

71.053-5. Self-Study in Collaboration. SIG-Self-Study of Teacher Education Practices; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Megan Madigan Peercy, University of Maryland*

Participants:

Blurring Academic Boundaries: Seeing Possibilities for a Curriculum Studies Project Within Teacher Education and Self-Study. *Jennifer Schneider, Kent State University; James G. Henderson, Kent State University; Daniel Castner, Kent State University; Christine Fishman, Chagrin Falls Exempted Village Schools - OH*

Exploring Family-Scholar Narratives: Explicating Self as Teacher, Teacher Educator, and Academic Researcher. *Bryan C. Clift; Renee T. Clift, The University of Arizona*

Maneuvering Together Toward Developing New Practices: Examining Our Collaborative Processes. *Susan D. Martin, Boise State University; Sherry Dismuke, Boise State University*

Transforming Ourselves and Our Students: A Collaborative Effort to Understand Practice for/in Cultural Competence. *Letitia Basford,*

Hamline University; Muffet Trout, University of Saint Thomas

71.053-6. Mediating Variables in Technology Research. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Michael McCreery, University of Arkansas at Little Rock*

Participants:

Achievement Emotions in Hybrid Graduate Business Programs: A Control-Value Approach. *Nikolaus Theodor Butz, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Reinhard Pekrun, University of Munich*

How Do Seductive Details Work? An Aptitude-Treatment-Interaction Study Using Eye Tracking. *Andreas Korbach, Saarland University; Lisa Knoerzer, Saarland University; Roland Bruenken, Saarland University; Babette Park, Saarland University*

My Avatar, Myself: The Role of Personality in Defining an Authentic Virtual Environment. *Michael McCreery, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock; S. Kathleen Krach, Troy University - Montgomery*

Multimedia Presentations to Maximize Learning: New Research With High School Science Students. *Eric Eugene Rapp, University of Nevada - Las Vegas; P.G. Schrader, University of Nevada - Las Vegas*

71.053-7. Nurturing Second-Language Literacy Skills With Immersion, Corrective Feedback, and Multimedia Book Reading. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Marcy Zipke, Providence College*

Participants:

Exploring the Effect of Multimedia Book Reading on English Language Learners' Vocabulary Learning. *Ninger Zhou, Purdue University*

Impact of Two-Way Immersion Versus English Immersion on Reading Scores: A Meta-Analysis. *Tanya Longabach, University of Kansas Medical Center*

Language and Literacy Development of ESL Children in French Immersion. *Xi Chen, University of Toronto - OISE; Karen Au-Yeung, University of Toronto - OISE; Adrian Pasquarella; Helene Deacon*

71.053-8. Raising the Bar With the Third Turn: Discourse Tools That Encourage the Expansion of Student Reasoning. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Evelyn Ford-Connors, Boston University*

Participants:

Putting Students in a Position to Elaborate: Powerful Talk About Texts in Individual Conferences and Small Groups. *Dot McElhone, Portland State University*

Analyzing Teachers' Vocabulary Instruction: The Power of the Third Turn in Teachers' Talk. *Evelyn Ford-Connors, Boston University; Catherine O'Connor, Boston University*

Who Thinks They Can Put That in Their Own Words? Using the Third Turn to Build a Classroom Culture of Listening. *Sarah Michaels, Clark University; Julie Dwyer, Boston University; Cindy Bourgelas, Woodland Academy*

71.053-9. Role of Control and Responsibility in Students' Motivation. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Malayna Bernstein, West Virginia University*

Participants:

The Effect of Origin and Hierarchical Location of Goals on Motivation, Commitment, and Strategies Use. *EunJin Seo, The University of Texas - Austin; Marilla D. Svinicki, The University of Texas - Austin*

Student Responsibility: Its Assessment and Links to Students' Self-Efficacy, Intrinsic Interest, and Achievement. *Fani Laueremann, Institute for Social Research Michigan; Stuart A. Karabenick, University of Michigan*

Adaptability, Control, and Failure Dynamics: Exploring a Proposed Mediation Process. *Andrew J. Martin, The University of Sydney; Harry Nejad; Susan Colmar; Gregory Arief D. Liem, National Institute of Education - Nanyang Technological University*

Investigating the Effects of a Metacognitive Strategy Framework on Students' Self-Regulated Learning Skill Development and Application

in Community College Online Courses. *Bianca C. Rowden-Quince, University of San Francisco*

71.053-10. Roundtable: Predictors of Mathematics Learning and Achievement. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Laurie B. Hanich, Millersville University of Pennsylvania*

Participants:

Graph Construction as a Distinct Academic Ability and Predictor of Academic Performance in College. *Frank Anthony Cerreto, Richard Stockton College of New Jersey; Jung Lee, Richard Stockton College of New Jersey*

Motivational Predictors of Mathematics Growth: An Examination of Children With and Without Mathematics Learning Disability. *Laurie B. Hanich, Millersville University of Pennsylvania; Melissa M. Murphy, College of Notre Dame of Maryland; Michele M Mazzocco, Institute of Child Development*

Predicting Adolescent Math Achievement With Preschool Math Skills. *Tyler Watts, University of California - Irvine; Maureen Spanier, University of California - Irvine; Greg Duncan, University of California - Irvine*

The Variability in the Effect of Education on Different Mathematical Skills: A Regression Discontinuity Approach. *Dimona Bartelet, Maastricht University; Carla Haerlemans, Maastricht University; Wim Groot; Henriette Maassen van den Brink*

71.053-11. Roundtable: Research on Mathematics Teacher Knowledge and Practice. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Anne Marie S. Marshall, University of Georgia*

Participants:

Equalize Problems Involving Integers: Analyzing Preservice Teachers' Strategies. *Laura Bofferd, Purdue University; Sue Ellen Richardson, Purdue University*

Hierarchy of South Korean Elementary Teachers' Knowledge for Teaching Mathematics. *Lillie R. Albert, Boston College; Rina Kim, Boston College; Nayoung Kwon, Boston College*

Interactive Whiteboard Usage: An Instructional Tool for Whole-Class Mathematics Problem Solving. *Anne Marie S. Marshall, University of Georgia*

Unitizing the Whole: Empowering Teachers With Research-Based Lesson Plans. *Carolyn E Luna, The University of Texas - San Antonio*

71.053-12. Roundtable: Self Beliefs and Valuing of Mathematics. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Jennifer Dawn Cribbs, Western Kentucky University*

Participants:

Differentiating the Influence of Procedural and Conceptual Knowledge of Fractions on Mathematical Self-Concept. *Jonna La Joy, University of California - Santa Barbara; John Jirair Jabaghourian, San José State University*

Evaluating the Mathematics Interest Inventory Using Item Response Theory: Differential Item Functioning Across Ethnicities. *Tianlan Wei, Texas Tech University; Steven Randall Chesnut, Texas Tech University; Lucy Barnard-Brak, Texas Tech University; Tara Stevens, Texas Tech University; Arturo Olivarez, The University of Texas - El Paso*

Instructional Tasks of High-Cognitive Demands Improve Affective Attitudes Toward Learning Mathematics in Chinese Fifth-Grade Students. *Yujing Ni, Chinese University of Hong Kong; Jinfa Cai, University of Delaware; Dehui Zhou, Hong Kong Shue Yan University*

The Influence of High School Teachers' Instructional Practices on Students' Mathematics Identity. *Jennifer Dawn Cribbs, Western Kentucky University; Zahra Hazari, Clemson University; Philip M. Sadler, Harvard University; Gerhard Sonnert, Harvard University*

The Usefulness of Mathematics: Individual Versus Group Conceptions of Utility in Mathematics Education. *Tracy Dobie, Northwestern University*

71.053-13. Social Media and Social Spaces. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Ana-Paula Correia, Iowa State University*

Participants:

Learning Through Blogging: Students' Perspectives in Collaborative Blog-Supported Learning Communities. *Yu-Chun Kuo, Jackson State University*

Students Coconstructing Knowledge in an Augmented Wiki Space: A Climate Change Collaborative Inquiry Activity. *Hedieh Najafi, University of Toronto - OISE; James D. Slotta, University of Toronto*

Implementing Microblogging-Based Activities in Teacher Education Classrooms. *Tian Luo, Ohio University; Fei Gao, Bowling Green State University*

Enabling Twitter-Mediated Peer Feedback in Face-to-Face Classrooms. *Tian Luo, Ohio University; Fei Gao, Bowling Green State University*

The Impact of Incorporating Social Media Platforms on Learning Outcomes in Higher Education: A Meta-Analysis. *Jeanette Novakovich, Concordia University; Nicole Fournier-Sylvester, Concordia University - Montreal*

71.053-14. Teaching and Learning With Texts. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Kerry Kretchmar, Carroll University*

Participants:

Playing With Patterns: Innovative Ideas About Memory, Predicting, and Comprehending Illuminated by Texts for Young Deaf Children. *Todd A. Czubek, Boston University*

Preschool Bilingual Children's Reading of Picture Books With Nontraditional Gender Roles: A Case Study. *So Jung Kim, University of Texas at El Paso; Josefina V. Tinajero, The University of Texas - El Paso*

The Normalized Images of Homelessness in Children's Picture Books. *Jinhee Kim, Duquesne University*

71.053-15. Democracy, Hegemony, and Totalitarianism: An Educational Study. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Hannah Marie Spector, Pennsylvania State University, Harrisburg*

Participants:

Totalitarian Capitalism? A Novel Form of Education. *Hannah Marie Spector, Pennsylvania State University, Harrisburg*

Democracy: From an Abstract Idea to an Everyday Educational Practice. *Nikoletta Christodoulou, Frederick University*

Unmasking Hegemony and Learning Democracy: Mass Media, Adult Education, and the Challenge of Teaching for Justice in the Age of Culture Conglomerates. *Robin Redmon Wright, The Pennsylvania State University - Harrisburg*

Resisting Capitalist Education: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship. *E. Wayne Ross, The University of British Columbia*

An Outreach School: An Entry Point Into (Counter)Hegemonic Social Practices, Forms, and Structures. *Rodney Handelsman, English Montreal School Board*

71.053-16. Challenges in Global Classrooms. SIG-International Studies; Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Denise Egéa, Louisiana State University*

Participants:

Teachers' Perception of Interracial Children's Academic and Social Challenges in Taitung, Taiwan. *Linda H. Chiang, Azusa Pacific University; Orlando Griego, Azusa Pacific University*

Teachers, Discipline, and the Corporal Punishment Ban in Delhi's Schools. *Ashwini Tiwari, The Pennsylvania State University*

The Cloak of Equality in STEM Education: Gender Differences in Secondary Science Expectations, Higher Education, and Labor Market Participation. *Emily Anderson, The Pennsylvania State University; Alexander W. Wiseman, Lehigh University*

The Changes in Gender Difference in Effect of Family Background on Entering Postsecondary Education in South Korea. *Chungseo Kang, University at Buffalo - SUNY*

71.053-17. Exploring New Ways to Approach and Understand Technology Integration. SIG-Computer and Internet Applications in Education;

Roundtable Session

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Chair: *Evrin Baran, Middle East Technical University*

Participants:

- First Testing of a Kinect-Based Serious Game in Special Education: "Magic Hands". *Dincer Ozoran, Atılım University; Filiz Cicek, Middle East Technical University; Kursat Cagiltay, Middle East Technical University*
- Supporting Inquiry-Based Group Projects With Web 2.0 Tools: A Multiplex Approach. *Liping Deng, Hong Kong Baptist University; Miki Lau, Hong Kong Baptist University; Sandy C. Li, Hong Kong Baptist University; Jan Connelly, Hong Kong Baptist University*
- The Cognitive and Emotional Effects of Learning Chinese by Playing the Online Game Zon. *Shuyi Guan, University at Albany - SUNY*
- Using CogSketch to Support Student Science Learning Through Sketching With Automatic Feedback. *Brian William Miller, Towson University; Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Maria D Chang, Northwestern University; Kenneth D. Forbus, Northwestern University*
- Evaluating Teachers' Technological, Pedagogical, and Content Knowledge (TPACK) Using an Instructional Scenario. *Suzan Koseoglu, University of Minnesota; Aaron Doering, University of Minnesota*

71.054. Roundtable Session 28; Roundtable Session**71.054-1. Immigrant Experiences in Higher Education.** Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Sheilia Rae Goodwin, Winston-Salem State University*

Participants:

- The Knowledge of a DREAM. *Nicholas Hudson, The George Washington University*
- "What About Me? Where Do I Fit In?" Understanding the Student Experience of International "Domestic" Students. *Sylvie Anna Lamoureux, University of Ottawa; Alain Malette, University of Ottawa; Gabrielle Berube, University of Ottawa; Julien Duval, University of Ottawa*
- Family Interdependence and STEM Success: The Role of the Immigrant Generation. *Elvira Julia Rodriguez, University of California - Los Angeles*

71.054-2. Intersectionality in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Noah Daniel Drezner, University of Maryland - College Park*

Participants:

- Black Men Abroad: Changing Masculinity Scripts in a Foreign Context. *Charles Lu, The University of Texas - Austin; Richard J. Reddick, The University of Texas - Austin; Veronica Pecero, The Ohio State University; Dallawrence M. Dean, The University of Texas at Austin*
- Identities and Ideologies: Intersectionality and LGBTQ Individuals in Higher Education. *James M. DeVita, University of North Carolina - Wilmington; Allison Daniel Anders, University of South Carolina*
- Ignoring Intersections: Race, Ethnicity, Gender, Geography, Immigration, and Class at Predominantly White Liberal Arts Colleges. *Tara Lynn Affolter, Middlebury College*
- What's in a Label? Sexual Identity Labeling Among Nonheterosexual Students of Color in College. *Derrick L Tillman-Kelly, The Ohio State University; Terrell Lamont Strayhorn, The Ohio State University*

71.054-3. Investigating Approaches to Learning and Motivation. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Dayna Staci Weintraub, University of California - Los Angeles*

Participants:

- Does the College Year or Major Alter Metacognitive Reading Strategies? *Catherine Wigent, Oakland University; Carrie Anna Courtad, Illinois State University*
- Entering Practice: An Inquiry Into Novice Practitioners' Learning. *Liza Ann Bolitzer, Teachers College, Columbia University; Monica Coen Christensen, Teachers College, Columbia University*
- Paradoxical Effects of a Motivational Intervention for College Students in STEM Disciplines. *Anna Sverdluk, McGill University; Nathan C. Hall, McGill University; Kyle Adam Hubbard, McGill University*

71.054-4. Postsecondary Institutions' Role in Developing Global Citizens:

U.S. and International Student Skill Development. Division J -

Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Rachel J. Eells, Concordia University - Chicago*

Participants:

- Enhancing Student Understanding of Self and Leadership Through Global Experiences: A Constructivist Case Study. *Jason C. Garvey, The University of Alabama; Laura Elizabeth Matsumoto Vega, University of Maryland; Joann Prosser, University of Maryland*
- Evaluation of the Effect of a Blended Course Format on Student Performance. *Raymond Brown; Wan Chen Chang, The University of Texas - Austin; Ian F Hembry, The University of Texas - Austin; Samuel Haring, The University of Texas*
- When Engineering Students Write About Waste Electronics: Examination of Students' Depth of Global Knowledge. *MJ (Mee Joo) Kim, University of Washington - Seattle; Denise Wilson, University of Washington; Cheryl M. Allendoerfer, University of Washington - Seattle*
- Why Do I Need to Know This? Skills and Competencies From Institution to Workplace. *Angie L. Miller, Indiana University; Amber Desiree Lambert, Indiana University*
- Mainland Chinese Undergraduates' Experiences and Responses to Classroom Practices in U.S. Colleges. *Tang T. Heng, Teachers College, Columbia University*

71.054-5. Students' Critical Reflections on Identity and Role. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *David E. Long, George Mason University*

Participants:

- Finding Their Way: The Role of Peers as Connectors, Partners, and Role Models in Postsecondary Education. *Diliana Peregrina-Kretz, OISE/University of Toronto; Tricia Seifert, OISE/University of Toronto; Jeffrey Burrow, University of Toronto - OISE; Christine Helen Arnold, University of Toronto - OISE*
- Latino College Students at Highly Selective Research Universities: An Examination of Their Cognitive Skills Development. *Young K. Kim, Azusa Pacific University; Liz A. Rennick, Azusa Pacific University; Marla Franco, The University of Arizona*
- Students' Openness to Diversity and Challenge: A Critical Role for Faculty in Student Learning. *Andrew Joseph Ryder, University of North Carolina - Wilmington; Robert D. Reason, Iowa State University; Joshua J. Mitchell, Iowa State University; Kathleen E. Gillon, Iowa State University*
- Who Am I? Who Do I Want to Become? The Self-Authoring Journey for Latina Second-Year Students. *Ebelia Hernandez, Rutgers University*

71.054-6. The Completion Agenda: Finding Different Pathways. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Stella L. Smith, The University of Texas - Austin*

Participants:

- A Concerning Misalignment? Comparing Institutional and Student Perspectives on the Purposes and Goals of Completing a U.S. Bachelor's Degree. *Roy Y. Chan, Boston College; Gavin T. Brown, The University of Auckland; Larry H. Ludlow, Boston College*
- Examination of Dropout Rates and Causes for Nontraditional Students at One Public Midwestern University. *JoHyun Kim, Texas A&M University - Commerce; Doo Hun Lim, University of Oklahoma; Ji Hoon Song, University of North Texas; Seung Won Yoon, Western Illinois University*
- Posttransfer Student Success Courses. *Veronica Lavenant Fematt, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara*
- Making It to the End: Student and Institutional Characteristics Associated With Underrepresented Student Degree Completion. *Sylvia Hurtado, University of California - Los Angeles; Adriana Ruiz Alvarado, University of California - Los Angeles*

71.054-7. The Next Generation of Scholars: Navigating Hostile Climates.

Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Karen Anne Franklin, The University of Tennessee - Knoxville*

Participants:

Navigating a Multiplicity of Hostile Climates: Latinas Pursuing Undergraduate Engineering Degrees. *Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway; Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*

“Chicas Criticas”: Graduate Students Becoming Researchers Through the Creation of a Doctoral Learning Community. *Jane McIntosh Cooper, University of Houston; Christine Beaudry, University of Houston*

My Sister’s Keeper: A Proactive Approach to Mentoring Women of Color. *Crystal Renee Chambers, East Carolina University; Diana Bowen, University of Houston - Downtown*

71.054-8. The Promise and Pressures of Student-Run Academic Journals:

Voices From the Field. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Robert Jean LeBlanc, University of Pennsylvania*

Participants:

Perspectives on Urban Education. *Andy Danilchick, University of Pennsylvania; Robert Jean LeBlanc, University of Pennsylvania*

Berkeley Review of Education. *Danfeng Soto-Vigil Koon, University of California - Berkeley*

Higher Education in Review. *Travis T. York, Valdosta State University; Talia K. Carroll, The Pennsylvania State University*

Working Papers in Educational Linguistics. *Miranda Weinberg, University of Pennsylvania*

71.054-9. The Role and Influence of Policy Actors in Higher Education

Policy. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *William M. Zumeta, University of Washington*

Participants:

The Use of Higher Education as Part of the Permanent Campaign. *Michael S. Harris, Southern Methodist University*

Unintended Consequences: How Changes in Federal Satisfactory Academic Progress Policy Impact Asian American Student Success. *Ray Franke, University of Massachusetts - Boston; Liza Talusan, University of Massachusetts - Boston*

Ideological Think Tanks and the Politics of College Affordability in the States. *Denisa Gandara, University of Georgia - Athens; Erik C. Ness, University of Georgia*

Political Strategies for Regulatory Policy Making: Exercising Power in the Federal Rule-Making Process for Higher Education. *Rebecca S. Natow, Teachers College, Columbia University*

Understanding State Policies Toward For-Profit Higher Education. *Elizabeth Apple-Meza, University of Washington*

71.054-10. Common Core State Standards, Language Standards, and English Language Learners: An Exploration of Implementation Processes. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Margo H. Gottlieb, Illinois Resource Center*

Participants:

Using Language Development Standards to Guide Teachers in Helping English Learners Access the Common Core. *Lydia Stack, San Francisco Unified School District*

Teachers’ Opportunities to Learn About English Language Learners: Subject-Specific Challenges in Standards Implementation. *Megan Hopkins, The Pennsylvania State University*

Educating English Language Learners “the WIDA Way”: Implementing Language Standards and Assessments in Massachusetts. *Rebecca Jane Lowenhaupt, Boston College; Erica Owyang Turner, University of Wisconsin - Madison*

The Implementation of English Language Proficiency Standards Across States. *Daniella Molle, University of Wisconsin*

71.054-11. Policy, Social, and Organizational Contexts of Teachers.

Division L - Educational Policy and Politics; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Kevin Crouse, Rutgers University - New Brunswick/Piscataway*

Participants:

Comparative Analysis of the Design and Implementation of Race to the Top Teacher Evaluation Systems. *Kevin Crouse, Rutgers University - New Brunswick/Piscataway; Jeanette Joyce, Rutgers University; Drew*

H. Gitomer, Rutgers University - New Brunswick/Piscataway

Images of Teachers: Policy Design and the Social Construction of Teachers. *Katrina E. Bulkley, Montclair State University; Jessica Gottlieb, University of Illinois at Chicago*

On the Front Lines of Common Core State Standards Implementation:

A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. *Jason L. Endacott, University of Arkansas; Vicki S. Collet, University of Arkansas at Fayetteville; Christian Zachary Goering, University of Arkansas; George S. Denny, University of Arkansas; Ginney Wright, University of Arkansas; Jennifer Jennings-Davis, University of Arkansas*

The Changing Face of the Teaching Force: 1987 to 2012. *Richard Ingersoll, University of Pennsylvania; Lisa Merrill, Research Alliance for New York City Schools*

The Role of School Organizations in Novice Mathematics Teachers’ Knowledge Growth: A Mixed-Methods Study. *Eric D. Hochberg, University of Pennsylvania*

71.054-12. School Reforms. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Jim Carl, Sacred Heart University*

Participants:

A Meta-Analysis of Dropout Prevention Program Characteristics’ Effects on Dropout and Graduation Rates. *Shanan L. Chappell, Old Dominion University, The Center for Educational Partnerships; Patrick O’Connor, Kent State University; Dolores A. Stegelin, Clemson University; Cairen Withington, Clemson University*

Changing High School Graduation Requirements: Effects on Course-Taking, Student Achievement, and College Enrollment. *Richard Buddin, ACT, Inc.; Michelle Croft, ACT, Inc.*

Preparing Teachers for Work in High-Poverty, Urban Schools: An Analysis of the Urban Educators Cohort Program Model. *Kate Rollert, Michigan State University*

Supplemental Educational Services: Ready for an Accountability Model? *Trisha Hinojosa, American Institutes for Research; Amie Rapaport, Gibson Consulting Group; Megan Brown, American Institutes for Research*

71.054-13. STEM: Educational Opportunities and Outcomes. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Dharma Jairam, Pennsylvania State University*

Participants:

Examining the Opportunities to Learn Algebra in Districts With Universal Early Algebra Policies. *Michael Steele, University of Wisconsin - Milwaukee; Janine Remillard, University of Pennsylvania; John Baker, 21st Century Partnership for STEM Education*

Opportunity to Learn Science in Canadian, Singaporean, and Chilean Textbooks: Contents and Skills in Elementary Science. *Maximiliano Montenegro, Pontificia Universidad Catolica de Chile; Alejandra Meneses, Pontificia Universidad Catolica de Chile; Marcela Ruiz, Universidad Alberto Hurtado*

The Role of Algebra II in Promoting College and Career Success. *Matthew Newman Gaertner, Pearson; Jeongeun Kim, University of Michigan; Stephen L. DesJardins, University of Michigan; Katie Larsen McClarty, Pearson*

The Influence of Applied STEM Coursework in High School on Choosing a STEM Major in College. *Michael A. Gottfried, University of California - Santa Barbara; Robert Bozick, RAND Corporation*

Leveraging Large-Scale Test Data: Using NAEP Data to Affect State-Level Policy. *Ashley McGrath, Montana Office of Public Instruction; Christina Dewald, Montana Office of Public Instruction*

71.054-14. Success Stories in Transitions. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Stefan Thomas Hopmann, University of Vienna*

Participants:

How Do Parents Decide? Focusing School Choices in Times of Educational Change. *Tamara Katschnig, University of Vienna*

The Importance of Regional Factors for School Choice: An Empirical Linkage of Micro and Macro Levels. *Mariella Knapp, University of Vienna*

Constellations of In- and Out-of-School Resources Influencing Students' Educational Aspirations in New Middle Schools From a Longitudinal Perspective. *Michaela Kilian, University of Vienna*
 How Do Students With Different Profiles Develop in an Inclusive School Setting? *Corinna Geppert, University of Vienna*

71.054-15. Teacher Workforce Development and Management. Division L - Educational Policy and Politics; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Courtney Preston, Vanderbilt University*

Participants:

Functional Heterogeneity of the Senior Management Team: The Mediating Role of School Leadership. *Pascale Benoliel, Bar Ilan University; Anit Somech, University of Haifa*

Teacher Evaluation as Data Use: Lessons From New Jersey's Pilot Program. *William A. Firestone, Rutgers University; Timothy Lyle Nordin, Rutgers University*

Teacher Performance Trajectories in High- and Lower-Poverty Schools. *Zeyu Xu, American Institutes for Research; Umut Ozek, American Institutes for Research; Michael Hansen, American Institutes for Research/CALDER*

Teacher Preparation Programs and Teacher Effectiveness in North Carolina Public Schools. *Courtney Preston, Vanderbilt University*

Prioritizing Talent: Project L.I.F.T.'s Effort to Recruit and Retain Effective Leaders and Teachers in Nine Charlotte-Mecklenburg Schools. *Michael Norton, Research for Action; Susan M. Poglinco; Kelly Dever, Research for Action; Kimberly Edmunds, Research for Action*

71.054-16. How Reliable Are Raters? Division D - Measurement and Research Methodology; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Ronny Scherer, University of Oslo*

Participants:

Beyond Reliability: Reviewing Rater Performance of Single Raters With Partial Back-Readings via Latent Class Signal Detection Theory and Bayesian Methods. *Sunhee Kim, Columbia University; Lawrence T. DeCarlo, Teachers College, Columbia University*

Evaluating the Impacts of Multiple Writing Prompt Rater-Score Designs on Characteristics of Mixed-Format Tests. *Thakur B. Karkee, Measurement Incorporated; Winnie K. Reid, Measurement Incorporated*

Monitoring Rating Quality in Writing Assessment Using Mokken Scale Analysis. *Stefanie Anne Wind, Emory University; George Engelhard, The University of Georgia*

The Continuous Response Model With Random Effect for Modeling Subjective Judgment in Rating Scale Items. *Jyun-Hong Chen, National Chung Cheng University; Ching-Lin Shih, National Sun Yat-sen University; Shu-Ying Chen, National Chung Cheng University*

Linking With Constructed Responses: A Hierarchical Model Approach With Advanced Placement Data. *YoungKoung Kim, The College Board; Lawrence T. DeCarlo, Teachers College, Columbia University; Rosemary A. Reshetar, The College Board*

71.054-17. Issues and Practical Applications in Cognitive Diagnostic Modeling. Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Laine Bradshaw, University of Georgia - Athens*

Participants:

A Test for Testlet Effects in Cognitive Diagnostic Models. *Youn Seon Lim, University of Illinois at Urbana-Champaign; Jeffrey Douglas, University of Illinois at Urbana-Champaign*

Approaches to Identify Poor Readers Using a Multidimensional Reading Assessment. *Liyang Mao, Michigan State University; Xin Luo, Michigan State University; Tenaha P. O'Reilly, ETS*

Cognitive Diagnostic Modeling With an Algebraic Thinking Assessment for Elementary School Students. *Nicole Ralston, University of Washington; Hyun Sook Yi, Konkuk University; Min Li, University of Washington*

Development of a Cognitively Diagnostic Assessment in Mathematics. *Elvira Khasanova, University at Buffalo - SUNY*

Understanding Critical-Thinking Ability by Using a Cognitive Diagnostic Assessment Approach. *Yuko Tanaka, National Institute of Informatics; Masayuki Suzuki; Yuan Sun, National Institute of Informatics; Masuo Koyasu, Kyoto University; Yasushi Michita, University of Ryukyus; Hajimu Hayashi, Kobe University; Rumi Hirayama, Osaka College of*

Music; Takashi Kusumi, Kyoto University

71.054-18. Prioritizing Participants' Perspectives in Qualitative Research.

Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Katherine Cumings Mansfield, Virginia Commonwealth University*

Participants:

Participants' Experiences of the Qualitative Interview: A Multiple-Case Study. *Zeynep Erdil, University of South Florida; Jennifer R. Wolgemuth, University of South Florida; Tara Opsal, Colorado State University - Fort Collins; Jennifer E. Cross, Colorado State University; Tanya Kaanta, Colorado State University; Ellyn M. Dickmann, University of Wisconsin - Whitewater; Soria Elizabeth Colomer, University of South Florida*

Student Transactions in Learning Contexts: Developing Multimodal Interaction Analyses for Classroom Research. *Andrea Tochetti, University at Buffalo - SUNY*

"The Road Less Traveled": Toward More Culturally Relevant Qualitative Research and Evaluation. *Jessica Christina Venable, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University*

71.054-19. Topics in Differential Item Functioning. Division D - Measurement and Research Methodology; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Andrea Gotzmann, Medical Council of Canada*

Participants:

Differential Item Functioning Analysis Models in Large-Scale Assessments. *HyeSun Lee, University of Nebraska - Lincoln; Kurt F. Geisinger, University of Nebraska*

Evaluating Type I Error in Differential Item Functioning Methods Based on Item Parameter Distributional Shape. *Emily A. Price, Ohio University; Gordon P. Brooks, Ohio University - Athens; George A. Johanson, Ohio University*

Testing for Differential Functioning and Group Differences on Cognitive Attributes: An Approach Based on the Least Squares Distance Method of Cognitive Diagnosis. *Dimitar M. Dimitrov, George Mason University; Dimitar V. Atanasov, New Bulgarian University, Bulgaria*

71.054-20. Value-Added Methodology: Considerations and Model Comparisons. Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Mahnaz R. Charania, Rozhar Center for School-Based Research*

Participants:

Disentangling Disadvantage: Can We Distinguish Good Teaching From Classroom Composition? *Jennifer L. Steele, RAND Corporation; John Engberg, RAND Corporation; Juan Esteban Saavedra, Harvard University; Gema Zamarro, University of Southern California*

The Stability of Teacher Value-Added Rankings Across Measurement Model Assumptions and Educational Contexts. *Leslie R. Hawley, University of Nebraska - Lincoln; Chaorong Wu, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*

Two Methods of Estimating School Effects and Tracking Student Progress From Standardized Test Scores. *Moshe Justman, Ben-Gurion University of the Negev*

71.054-21. What's in It for Me? Self-Efficacy and Student Engagement.

Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Malaika W. Mckee-Culpepper, University of Illinois at Urbana-Champaign*

Participants:

SCALE(ing)-UP Teaching: A Case Study of Student Motivation in an Undergraduate Cancer Biology Course. *Jessica Chittum, Virginia Polytechnic Institute and State University; Jill Sible, Virginia Polytechnic Institute and State University; Kathryn Drezek McConnell, Virginia Polytechnic Institute and State University*

Understanding the Importance of First-Semester Motivation During the College Career: A Longitudinal Study. *Colleen J. Sullivan, Worcester State College; Linda Baker, University of Maryland - Baltimore County*

What's in It for Me? Native Students' (De)motivations to Interact With International Students. *Uttam Gaulee, University of Florida*

The Honors College and First-Generation College Students: Assessing Factors That Enhance Self-Efficacy. *Matt Holliday, The University of Arizona; Nolan L. Cabrera, The University of Arizona*

71.054-22. Reexamining the Role of Higher Education in a Global Society.

Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Seth Matthew Fishman, Villanova University*

Participants:

Becoming Global Citizens: Perspectives From Senior Management, Faculty, Staff, and Students in U.K. Higher Education. *Lynne Parmenter, Nazarbayev University; Alicia Prowse, Manchester Metropolitan University*

Taking Bourdieu to the Next Level: Extending the Concept of Capital to Postsecondary Institutions. *Lucy Arellano, Oregon State University; Patricia M. McDonough, University of California - Los Angeles*

Experience of Change: Using Critical Phenomenology to Examine the Transformation of Higher Education. *Angelo Joseph Letizia, The College of William and Mary*

71.054-23. Case Study Approaches to Understanding Higher Education Culture.

Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Horace R. Hall, DePaul University*

Participants:

Curriculum, Pedagogy, and the “Unbundling” of Higher Education. *Kate O’Connor, The University of Melbourne; Lyn Yates, University of Melbourne*

Constructing Classroom Culture: A Framework for Analysis in the Context of Gateway Chemistry Courses. *Joseph J. Ferrare, University of Wisconsin - Madison; Ross Benbow, University of Wisconsin - Madison; Erika Vivyan, University of Wisconsin - Madison*

Inserting a New Perspective in the “For-Profit” Debate: An Ethnography of a Proprietary College. *Constance Iloh, University of Southern California; William G. Tierney, University of Southern California*

71.054-24. Choice and Organizations.

Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Toks S. Fashola, Johns Hopkins University*

Participants:

Charter Schools and Progress Scores: Does Representative Bureaucracy Work When the Rules Change? *Paige Perez, Texas A&M University*

Conditions for Closures: The Role of School Choice Policy in Philadelphia’s Closure Process. *James Jack, Research for Action; John Sludden, Research for Action*

Organizational Discourse and Race: How Race Is (or Isn’t) Being Invoked in Charter Management Organizations. *Laura Elena Hernandez, University of California - Berkeley*

The Potential of Defensive Localism in School District Responses to Interdistrict Open Enrollment. *Jin Lee, University of Illinois at Urbana-Champaign*

Hammond, Stanford University; Jeannie Oakes, Ford Foundation; David Beaulieu, University of Wisconsin - Milwaukee; Sonia Nieto, University of Massachusetts - Amherst

73.011. Disrupting the Cradle-to-Prison Pipeline.

Social Justice Action Committee; Invited Session

Convention Center, 100 Level, 104B; 2:15-3:45pm

Chairs: *Nicholas Daniel Hartlep, Illinois State University; Kenneth James Fasching-Varner, Louisiana State University*

Speakers: *Erica R. Meiners, Northeastern Illinois University; Daniel Losen, University of California - Los Angeles; Crystal T. Laura, Chicago State University; William C. Ayers, University of Illinois at Chicago; Howard C. Stevenson, University of Pennsylvania; Bernadine Dohrn, Northwestern University*

Division Sessions

73.012. Division A. Affirmative Action Advancing Educational Equity in U.S. Schools: Scholars Make the Case for Disadvantaged Students.

Division A - Administration, Organization and Leadership; Invited Session

Convention Center, 100 Level, 115A; 2:15-3:45pm

Chair: *Lisa Bass, North Carolina State University*

Participants: *Kevin P. Brady, North Carolina State University; Reginald D. Wilkerson, University of North Carolina - Greensboro; Frank Tuitt, University of Denver; Riedwaan (Rudi) Kimmie, University of KwaZulu-Natal; Dana Thompson Dorsey, University of North Carolina - Chapel Hill; Terah Talei Venzant Chambers, Michigan State University*

Discussant: *Camille M. Wilson, Wayne State University*

73.013. School Improvement and Teacher Effectiveness.

Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115B; 2:15-3:45pm

Chair: *John A. Freeman, The University of Tennessee - Chattanooga*

Participants: Effects of the Professional Community on the Lesson Improvement of a Teacher: A Multilevel Analysis. *Kenji Tsuyuguchi, Ehime University; Tetsuo Kuramoto, Aichi University of Education*

Multilevel Analysis of Teachers’ Work Attitudes: Role of Principal Leadership and Teacher Collaboration. *Ibrahim Duyar, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Bronwyn MacFarlane, University of Arkansas at Little Rock; Nancy Lee Ras, Walden University; Turker Kurt, University of Wisconsin-Madison*

Round About the District: Instructional Rounds as a Tool for Developing Infrastructures for Learning. *Rachel Roegman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Kathryn Hill, Teachers College, Columbia University; Victoria S. Kniewel, Edgemont School District*

Seeking “Control of Our School”: Teacher Agency Through “Exit, Voice, and Loyalty” at Skyline High School. *Victoria Marie Theisen-Homer, Harvard University*

Technology-Enriched Learning Communities: Creating Change for Improved Learning Through Innovation. *Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Nicki Watkins, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma*

73.014. Using Data to Improve Schools.

Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115C; 2:15-3:45pm

Chair: *Tina Marie Jackson, The University of Texas - Austin*

Participants: Data Use for School Improvement: An Exemplar Case. *Kimberly Kappler Hewitt, University of North Carolina - Greensboro; Holly A. Downs, University of North Carolina - Greensboro*

Exploring Data-Based Decision Making in European Schools: Identifying Enablers and Barriers. *Kim Schildkamp, Universiteit Twente; Jan Vanhoof, Antwerp University; Andreas Breiter, University of Bremen*

International Standard ISO 9001 as a Catalyst Element in School Improvement: Application in a Spanish Educational Center. *Jorge Antonio Aribas Diaz, Universidad Nacional de Educacion a Distancia; Catalina Martinez-Mediano, Universidad Nacional de Educacion a Distancia*

Monday, 1:00 pm

AERA Related Activities

72.010. AERA Grants Program Dissertation Grantee Capstone

Conference (Day 1 of 2). AERA Related Activities; Workshop

Marriott, Fourth Level, Franklin 1; 1:00-6:00pm

Chairs: *George L. Wimberly, American Educational Research Association; Jacquelynne Eccles, University of California - Irvine*

Monday, 2:15 pm

Committee Sessions

73.010. Brown v. Board of Education at 60: What Happened?

Social Justice Action Committee; Invited Session

Convention Center, 100 Level, 105B; 2:15-3:45pm

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

Participants: *James D. Anderson, University of Illinois at Urbana-Champaign; Carl A. Grant, University of Wisconsin - Madison; Linda Darling-*

Research Brokering in Education: Innovative Dissemination Strategies for School Improvement in Public Education Systems. *Amanda Cooper, Queen's University*

Is There an Association Between Data-Informed District-Level Improvement Efforts and Data-Informed Instruction at the Classroom Level? An Empirical Examination Using National Schools and Staffing Survey (SASS) 2003-2004 Data. *Xingyuan Gao, Western Michigan University; JIANGANG XIA, Western Michigan University; Jianping Shen, Western Michigan University*

Discussant: *James Joseph "Jim" Scheurich, Indiana University - Indianapolis*

73.015. Agency and Implicatedness in Postcolonial, Global Contexts of Education: Interrogating Race, Language, Policy, and Practice.

Division B - Curriculum Studies Cosponsored with SIG-Postcolonial Studies and Education; Symposium

Marriott, Fourth Level, Franklin 12; 2:15-3:45pm

Chair: *Nina Asher, University of Minnesota - Twin Cities*

Participants:

Examining the Psychopolitical Dimensions of Race Talk in the Classroom. *Justin Grinage, University of Minnesota Twin Cities*

Interrogating the "Language Line": Teacher Agency and Implicatedness in Global Language Education. *Beth Dillard Paltrineri, University of Minnesota - Twin Cities*

A Critical Examination of Student Labeling Practices in Reading Education and Research. *Christopher Kolb, University of Minnesota - Twin Cities*

Interrogating National Educational Policies in Postcolonial Pakistan: Whose Agenda? *Sadaf Rauf Shier, University of Minnesota*

Thirdspace in Teacher Education: Let Us Meet There. *Jehanne Beaton, University of Minnesota*

Discussant: *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*

73.016. Indigenous Knowledge and Multiplaces: Environmental

Curriculum in Science and Film. Division B - Curriculum Studies; Paper Session

Convention Center, 100 Level, 119B; 2:15-3:45pm

Chair: *Steven K. Khan, University of Calgary*

Participants:

Indigenous Knowledge in Science Education: Its Possibilities and Limitations in the Official Canadian Science Curriculum. *Eun-Ji Amy Kim, McGill University; Liliane Dionne, University of Ottawa*

Sense of Multiplace: Identity and Place in a Transnational Context. *Jennifer Dawn Adams, Brooklyn College - CUNY*

The Academy for the Critical Inquiry of the Cultural Commons: A Film Project. *Audrey M. Dentith, Lesley University*

When Films Undermine a Museum's Decolonizing Pedagogy: Fissures of Practice and Policy in a Curriculum of Indigenous-Settler Relationality. *Jane Griffith, York University*

Discussant: *Xia Ji, University of Regina*

73.017. Response Styles and Measurement Invariance in Factor Modeling.

Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 120A; 2:15-3:45pm

Chair: *Qi Chen, University of North Texas*

Participants:

Measurement Invariance Assessment With a Bifactor Model. *William Holmes Finch, Ball State University; Brian F. French, Washington State University*

The Effect of Extreme Response and Nonextreme Response Styles on Measurement Invariance. *Min Liu, University of Hawaii - Manoa; Allen G. Harbaugh, Murdoch University; Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland*

Using Factor Mixture Models to Identify Response Styles Associated With Negatively Keyed Items. *Jerusha J. Gerstner, James Madison University; Chris M. Coleman, Babson College; Deborah L. Bandalos, James Madison University*

Investigating the Factorial Invariance of the NEO Five-Factor Inventory Across Gender, Age, and Education Groups Through Exploratory Structure Equation Modeling. *Huan Liu, Beijing Normal University; Hongyun Liu, Beijing Normal University; Nan Chen, Beijing Normal University*

Discussant: *Wen-Juo Lo, University of Arkansas*

73.018. Vice Presidential Invited Session: Technology-Enhanced Items in

Large-Scale Assessments. Division D - Measurement and Research

Methodology; Invited Session

Convention Center, 100 Level, 111B; 2:15-3:45pm

Chair: *Wayne J. Camara, ACT, Inc.*

Participants:

From Scoopulas to Scalability: Technology-Enhanced Items Past and Present. *Ellen Strain-Seymour, Pearson*

Using Innovative Assessment to Measure Complex Competencies and Model Good Teaching and Learning Practice. *Randy E. Bennett, Educational Testing Service*

Dynamic Tasks That Use Novel Response Spaces and Multilayered, Multisemiotic Techniques. *Rebecca Kopriva, University of Wisconsin - Madison*

Leveraging Evidence-Centered Design in Game-Based and Other Digital Assessments. *Jeremy Roschelle, SRI International; Terry P. Vendlinski, SRI International*

Discussant: *Stephen G. Sireci, University of Massachusetts Amherst*

73.019. Peers and Academics: The Influence of Peers and Peer Groups on

Academic and Social Outcomes. Division E - Counseling and Human

Development; Symposium

Convention Center, 100 Level, 103B; 2:15-3:45pm

Chair: *Scott D Gest, The Pennsylvania State University*

Participants:

Examining Friends' Influence on Academic Adjustment Using Longitudinal Social Network Analysis: Best Friends and Helpers. *Huiyoung Shin, University of Michigan - Ann Arbor; Allison M. Ryan, University of Michigan - Ann Arbor*

Peer Academic and Social Reputations as Predictors for Change in School Engagement. *Aaron M Miller, The Pennsylvania State University - University Park; Scott D Gest, The Pennsylvania State University; Philip C. Rodkin, University of Illinois*

Effect of Peer Nominations of Teacher-Student Support on Social and Academic Outcomes. *Jan N. Hughes, Texas A&M University; Myung Hee Im, Texas A&M University; Sarah Wehrly*

Teacher Involvement Moderates Peer Group Influences on Students' Engagement. *Justin William Vollet, Portland State University; Thomas Kindermann, Portland State University*

Discussant: *Kathryn R. Wentzel, University of Maryland*

73.020. The Principal as Educational Researcher: School Leaders' Use of

Educational Research for School Improvement, Past and Present.

Division F - History and Historiography; Symposium

Convention Center, 100 Level, 108A; 2:15-3:45pm

Chair: *Kate B. Rousmaniere, Miami University*

Participants:

Looking for Leadership Models That Reflect Innovation and Sustainability: A Case Study of Fannie C. Williams, Principal. *Carol F. Karpinski, Fairleigh Dickinson University*

J. Arnett Mitchell: Using Research to Develop African American Youth. *Adah L. Ward Randolph, Ohio University*

"Against the Tide": Advocating for Race Equality in Toronto and London, 1978-2008. *Lauri Johnson, Boston College*

Reform Without Research: The Story of Mayors, Principals, and Urban Regimes in New York City Schools. *Tiffanie Celeste Lewis, University of Louisville*

73.021. Rethinking Schools Through Youth Participatory Action Research

in an Era of Education Reform: Lessons From Professional

Development and Curriculum and Instruction. Division G - Social

Context of Education; Symposium

Convention Center, 100 Level, 104A; 2:15-3:45pm

Chairs: *Ben R. Kirshner, University of Colorado; Carrie D. Allen Bemis, University of Colorado - Boulder*

Participants:

Negotiating a Space for Youth Participatory Action Research and Student Voice in an Era of Curriculum Standardization. *Emily Claire Price, University of Colorado - Boulder*

"What Are We, Mostly?" How Teachers' Race Talk Constrains Youth Participatory Action Research. *Josie Chang-Order, University of Colorado - Boulder*

Critical Science Pedagogy Using a Youth Participatory Action Research Approach: Teachers' Voices. *Deb Morrison, University of Colorado -*

Boulder

Examining Youth Participatory Action Research in Projects and Daily Practices: What Do Students Think? *Jenna Ream, University of Colorado - Denver*

Using Youth Participatory Action Research to Bring Student and Teacher Voices to the Science Education Reform Discussion. *Carrie D. Allen Bemis, University of Colorado - Boulder; Erik Padilla, University of Colorado - Boulder; Josie Valadez, University of Colorado - Boulder*

Discussant: *Emily Ozer, University of California - Berkeley*

73.022. Sticky Situations and Critical Spaces: Complicating Research, Policy, and Praxis. Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 102B; 2:15-3:45pm

Chair: *Anne M. Galletta, Cleveland State University*

Participants:

Organic Intellectualism in Teacher Education: Students and Teachers as Critical Researchers Within and Beyond Classrooms. *Limarys Caraballo, Queens College - CUNY; Jamila Lyiscott, Teachers College, Columbia University*

Research Meets Pedagogy Meets Action: □Untangling Aims and Methods in Classroom-Based Youth Participatory Action Research. *Beth C. Rubin, Rutgers University; Jennifer Ayala, Saint Peter's College; Mayida Zaal, Montclair State University*

Through Counterspaces and Contact Zones: Students of Color Navigating Pedagogical Partnerships With College Faculty. *Alison Cook-Sather, Bryn Mawr College; Tiffany Shumate*

When You Know the Data, You Have Power: Working Across Settings and Levels of Change. *Anne M. Galletta, Cleveland State University; Alison Bisesi, Cleveland State University; Carly Evans, Cleveland State University*

Discussant: *Michelle G. Knight, Teachers College, Columbia University*

73.023. Toward a Humanizing Study of Language in Use Among Nondominant Children, Youth, and Their Families. Division G - Social Context of Education; Symposium

Marriott, Fourth Level, Franklin 11; 2:15-3:45pm

Chair: *Teresa L. McCarty, University of California - Los Angeles*

Participants:

¡Hay que hablar! Testimonio in the Everyday Lives of Migrant Mothers. *Ariana Mangual Figueroa, Rutgers University*

Embracing Vulnerability in the Researcher-Participant Relationship. *Sera Jean Hernandez, University of California - Berkeley*

Language Ideologies, Literacy Practices, and Latina/o Youth: Beyond the "In School"/"Out of School" Binary. *Jonathan Rosa, University of Massachusetts - Amherst*

Re-Mediating Language Research Tools for Activism and Advocacy. *Damy C. Martinez, University of California - Davis; Mariana Souto-Manning, Teachers College, Columbia University*

Discussant: *Django Paris, Michigan State University*

73.024. Unmasking International Social Injustices in Education: Incursions, Interruptions, and Interventions. Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 113C; 2:15-3:45pm

Chair: *Glynda A. Hull, University of California - Berkeley*

Participants:

Literacy, Place, and Pedagogies of Possibility: Working Against Residualization Effects and Deficit Discourses in Poor School Communities. *Barbara M. Comber, Queensland University of Technology*

Promoting Social Justice in Public Spaces Through Popular Protests: The Revolutionary Critical Pedagogy Turn. *Peter L. McLaren, University of California - Los Angeles*

Redressing Injustices in Rural Schools and the Role of Women Principals in Disadvantaged School Communities. *Graeme B. Edwards, St Benedict's Preparatory School*

English Is "Not Just About Teaching Semicolons and Steinbeck": Instantiating Dispositions for Sociospatial Justice in Education. *SJ Miller, University of Colorado - Boulder*

Problematizing, Through Biogeographical Inquiry, Conceptions of Social Justice by Teachers From Various African Countries. *Juliet Christine Perumal, University of Johannesburg Faculty of Education*

Beyond Accentism: Affirming Accent Diversity. *Pierre W. Orelus, New*

Mexico State University

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

73.025. Using Cultural-Historical Activity Theory in Research With Culturally Diverse Communities: A Multivoiced Construction of Participation. Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 102A; 2:15-3:45pm

Chair: *Angela E. Arzubiaga, Arizona State University*

Participants:

Mediated Activity Systems: An Examination of Behavior Support Practices in General Education Classrooms. *Cean Richard Colcord, Arizona State University*

Examining Turkish Teachers' Understandings on Inclusive Education Using Cultural-Historical Activity Theory. *Sultan Kilinc, Arizona State University*

Critical Reflections of White Teachers: Documenting the Journey. *Cynthia Mruczek, Arizona State University - Tempe*

Literacy Practices Across Contexts: The Case of Latina/o Language Minorities With Learning Disabilities. *Taucia Gonzalez, Arizona State University*

Understanding Indigenous Language Planning Using Cultural-Historical Activity Theory. *Man-chiu Lin, Arizona State University - Tempe*

Discussant: *Angela E. Arzubiaga, Arizona State University*

73.026. Developing Reliable and Valid Measures of Classroom Instruction: Challenges and Innovations From the Field. Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 116; 2:15-3:45pm

Chair: *Julia Heath Kaufman, RAND Corporation*

Participants:

Improving Observational Score Quality: Challenges in Observer Thinking. *Courtney A. Bell, ETS; Yi Qi, Educational Testing Service; Andrew J. Croft, ETS; Dawn Leusner, ETS; Daniel F. McCaffrey, ETS; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway; Robert Pianta, University of Virginia*

Year-to-Year Stability in Measures of Teachers and Teaching. *Heather C. Hill, Harvard University; Mark Chin, Harvard University*

Rater Drift in Classroom Observation Scores. *Jodi M. Casabianca, The University of Texas - Austin; John H. Lockwood, ETS; Daniel F. McCaffrey, ETS*

Anchoring Measures of Teacher Instruction: Exploring an Innovative Approach to Rating Mathematics Teaching. *Julia Heath Kaufman, RAND Corporation; John Engberg, RAND Corporation; Laura S. Hamilton, RAND Corporation; Heather C. Hill, Harvard University; Kristin Umland, University of New Mexico; Kun Yuan, RAND Corporation; Daniel F. McCaffrey, ETS*

Discussants: *Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway; Janine French, Peters Township School District*

73.027. Tools to Support the Common Core State Standards: Implementation, Impact, and Next Steps for the Literacy Design Collaborative. Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 117; 2:15-3:45pm

Chair: *Chad Vignola*

Participants:

Tools to Transition to the Common Core State Standards: Factors Influencing Classroom Changes During Literacy Design Collaborative Tool Use. *Rebecca Reumann-Moore, Research for Action; Stephanie Levin, Research for Action; Kelly Dever, Research for Action; Susan M. Poglinco*

Supporting Middle School Content Teachers' Transition to the Common Core: The Implementation and Effects of the Literacy Design Collaborative. *Joan L. Herman, University of California - Los Angeles; Scott Epstein, UCLA/CRESST*

Literacy Design Collaborative Module Jurying: Innovating for High-Quality Design. *Ruth Chung Wei, Stanford University; Justin Wells*

Common Assignment Study: A Theory of Action. *Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.; Amy Clark, The University of Kansas*

Discussant: *Barbara Smith, Lancaster-Lebanon Intermediate Unit 13*

73.028. Tracking the Development of Classroom Discussion: What Can a Low-Inference Measure Tell Us? Division H - Research, Evaluation

and Assessment in Schools; Symposium
Convention Center, 100 Level, 109A; 2:15-3:45pm

Chair: *Catherine E. Snow, Harvard University*

Participants:

Theoretical Underpinnings of a Low-Inference Discourse Observation Tool: Looking at Indicators of Productive Classroom Talk. *Tracy Elizabeth, Harvard University; Catherine O'Connor, Boston University*

Working With a Low-Inference Discourse Observation Tool: What Can We See? *Catherine O'Connor, Boston University; Maria D. LaRusso, Harvard University*

The Coach's View of Discourse: What Does the Low-Inference Discourse Observation Show Us and Not Show Us? *Halley Wheelless, SERP Institute; Cara Cassell, SERP Institute*

Discussant: *Richard C. Anderson, University of Illinois at Urbana-Champaign*

73.029. Longitudinal Assessment Issues in Health Professions. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103C; 2:15-3:45pm

Chair: *Gwen Garrison, American Dental Education Association*

Participants:

Do Prior Clerkship Experiences Affect Performance on the End-of-Clerkship Examination in Family Medicine? *Monica M. Cuddy, National Board of Medical Examiners; Wenli Ouyang, National Board of Medical Examiners; David B. Swanson, National Board of Medical Examiners*

How Reliable and Valid Is the Assessment of Problem-Based Learning Performance? *Ming Lee, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles*

Identifying Longitudinal Growth Trajectories of Learning Domains in Problem-Based Learning: A Latent Growth Curve Modeling Approach Using Structural Equation Modeling. *Paul F. Wimmers, University of California - Los Angeles; Ming Lee, University of California - Los Angeles*

Outcomes of Individualized Formative Assessments in a Pharmacy Skills Laboratory. *Tyler Harris Gums, University of Iowa; Erika L. Kleppinger, Auburn University Harrison School of Pharmacy*

The Impact of Growth in Surgical Residency. *Whitney Smiley, The College Board; Andrew Jones, American Board of Surgery; Thomas W. Biester, American Board of Surgery; Mark Malangoni, American Board of Surgery*

Discussant: *Lorraine Evans, Georgia Regents University*

73.030. Communities as Resources in Early Childhood Teacher Education (CREATE): A Comprehensive Approach Toward Educational Equity for English Language Learners. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 112A; 2:15-3:45pm

Chair: *Luis C. Moll, The University of Arizona*

Participants:

Moving From "Learning About" to "Learning With and From" in Early Childhood Teacher Preparation. *Donna L. Jurich, The University of Arizona; Bridget Langoria; Rebecca Zapien*

Working Toward Partnerships Around Story Engagements: Blunders, Obstacles, and Progress. *Maria V. Acevedo; Dorea Kleker, The University of Arizona; Kathy Short, The University of Arizona*

Understanding Bilingualism and Literacy Practices From a Funds of Knowledge Perspective and Praxis. *Ana C. Iddings, The University of Arizona; Iliana Reyes, The University of Arizona; Nayalin Feller; Eliza Desiree Butler, University of Arizona*

Engaging Teacher Educators' Commitment to the Principles of Communities as Resources in Early Childhood Teacher Education (CREATE) Over Time. *Renee T. Clift, The University of Arizona; Sheri Robbins, University of Arizona; Kimberly S. Reinhardt, The University of Arizona*

73.031. Examining Mentoring and Feedback for Preservice Teachers.

Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 107B; 2:15-3:45pm

Chair: *Jewell E. Cooper, University of North Carolina - Greensboro*

Participants:

A Promising Field Experience Model: Teacher Candidate Practicum Peer Mentorship. *Arlene Grierson, Nipissing University*

Exploring the Relationship Between Supervisors' Language-Focused Feedback and Teacher Candidates' Language Awareness. *Laura Baecher, Hunter College - CUNY; Kristen M. Lindahl, University of Utah*

Gradual-Release Coaching: The Development of Practice for Cooperating Teachers and Student Teachers. *Nancy A. Place, University of Washington - Bothell; Allison Beth Hintz, University of Washington - Bothell; JoAnn Todd, University of Washington - Bothell*

Quality of Mentor Feedback: Relationship to Teacher Efficacy and Effectiveness and Skills as a Mentor. *Amber L. Brown, The University of Texas - Arlington; Denise Ann Collins, The University of Texas - Arlington; Joyce Myers, The University of Texas - Arlington*

The Role of Dialogue in Teacher Mentoring and the Development of Preservice Teachers. *Melissa Mosley Wetzel, The University of Texas - Austin; Beth Maloch, The University of Texas - Austin; James V. Hoffman, The University of Texas - Austin; Laura Taylor, The University of Texas - Austin; Erin Greeter, The University of Texas - Austin; Alina Pruitt, The University of Texas - Austin; Saba Khan Khan Vlach, The University of Texas - Austin*

Discussant: *Aram Ayalon, Central Connecticut State University*

73.032. Issues in Teacher Retention. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120B; 2:15-3:45pm

Chair: *Alicia Wenzel, Western Oregon University*

Participants:

No Place Like Here: Teacher Rootedness and Teacher Retention. *Mark T. Kissling, The Pennsylvania State University*

Risk and Resilience in Case Management Experiences of Beginning Special Education Teachers. *Bridget Belknap; Juliana M. Taymans, The George Washington University*

Teacher Attrition Revisited: The Role of School Environment and Teacher Dissatisfaction in Teacher Attrition. *Cara M. Moore, The University of Tennessee*

Teacher Retention: A Phenomenological Investigation Into the Lived Experiences of Three Elementary Teacher Stayers. *Corey Ranshaw Sell, George Mason University*

"What Helps to Keep You Going?" Identifying and Supporting Resilience in Novice Early Childhood Education Teachers Working in Low-Income Communities. *Dianne Michelle Hackett, Teach For America, Inc.*

Discussant: *Monika Williams Shealey, Rowan University*

73.033. Learning Ambitious Teaching: Cases From Across the Disciplines. Division K - Teaching and Teacher Education; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 2:15-3:45pm

Chair: *Marcy Singer-Gabella, Vanderbilt University*

Participants:

Possibilities and Pressure Points in Leveraging Student Thinking in Mathematics. *Marcy Singer-Gabella, Vanderbilt University; Barbara S. Stengel, Vanderbilt University*

The Role of Subject Matter in Learning to Leverage Student Thinking in Math and Science Teaching. *Janet E. Coffey, Gordon and Betty Moore Foundation; Ann R. Edwards, Carnegie Foundation*

Successes and Challenges in Learning to Teach History: Novices' Uptake of Core Practices. *Chauncey Monte-Sano, University of Michigan - Ann Arbor; Jared Aumen, University of Michigan; Anne Bordonaro, University of Michigan*

Preparing Novices for Ambitious Science Teaching: A Focus on Equitable Science Pedagogy. *Manali J. Sheth, University of Wisconsin - Madison; Melissa Lee Braaten, University of Wisconsin - Madison*

73.034. Literacy and Language in STEM Teaching. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 113A; 2:15-3:45pm

Chair: *Nancy G. Caukin, Middle Tennessee State University*

Participants:

Innovating Science Vocabulary Practices: Tiered Frameworks for Vocabulary Selection and Assessment for the Next Generation. *H. Emily Hayden, University at Buffalo - SUNY; Kristin H. Javorsky, University of Nebraska - Lincoln; Guy Trainin, University of Nebraska - Lincoln*

Promoting Science Talk: The Teacher's Role of Questioning in Argumentation. *Ying-Chih Chen, University of Minnesota; Brian Hand, University of Iowa*

Teacher Cognitive Resources About Obtaining, Evaluating, and Communicating Information as a Scientific Practice. *Kirsten K. N.*

Mawyer, University of Hawaii - Manoa

Writing the Scientific Explanation: Opportunities for L2 Literacy Development Using Systemic Functional Linguistics. *Kathryn A. Accurso, University of Massachusetts - Amherst; John Levasseur; Springfield Public Schools*

An Analysis of Teachers' Use of Technology in Elementary Reading Lessons. *Peter McDermott, Pace University; Kathleen Gormley, The Sage Colleges*

Discussant: *Marina Milner-Bolotin, The University of British Columbia*

73.035. New Approaches to Academic Literacies for Adolescent English Language Learners. Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 125; 2:15-3:45pm

Chair: *Alison L. Bailey, University of California - Los Angeles*

Participants:

Academic Language and Academic Literacies: Mapping a Relationship. *Daniella Molle, University of Wisconsin*

A Sociocultural Approach to Academic Literacy in Mathematics for Adolescent English Language Learners. *Judit N. Moschkovich, University of California - Santa Cruz*

Schooling Begins Before Adolescence: The Case of Manuel and Limited Opportunities to Learn. *Kathy Escamilla, University of Colorado - Boulder*

Teachers' Perceptions of Professional Development Designed to Foster Math-Academic Language and Literacy for English Learners. *Mary A. Avalos, University of Miami; Jennifer Marie Langer-Osuna, University of Miami; Walter G. Secada, University of Miami; Margarita Zisselsberger, Loyola University Maryland*

Discussants: *Kris D. Gutiérrez, University of Colorado - Boulder; Guadalupe Valdés, Stanford University*

73.036. Normalizing LGBTQ Across the Curriculum. Division K - Teaching and Teacher Education Cosponsored with SIG-Queer Studies; Paper Session

Convention Center, 100 Level, 120C; 2:15-3:45pm

Chair: *Zaid M. Haddad, University of Nevada - Las Vegas*

Participants:

Justice in Practice: LGBTQ-Supportive Teaching as a Case of Social Justice Teaching Practice. *Sarah Schneider Kavanagh, University of Washington - Seattle*

Making It Better for LGBTQ Students Through LGBTQ-Inclusive Teacher Education: A Programmatic Case Study. *Mary H. Hoelscher, University of Minnesota; J.B. Mayo, University of Minnesota*

Many Strands Are Not Easily Broken: A Portrait of LGBT Inclusion. *Michelle L. Page, University of Minnesota - Morris*

"The Elephant in the Room": Secondary Language Arts Teachers Respond to Transsexualism in an Adolescent Novel. *Beth M Brendler, University of Missouri - Columbia*

Discussant: *Markus P Bidell, Hunter College*

73.037. Technology Integration in Preservice Teacher Education: Examining Tools and Technology in Preparing to Work With Students With Disabilities. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 121A; 2:15-3:45pm

Chair: *Robin Smith*

Participants:

A Survey of the Use of Disability Studies in Teacher Preparation Programs: Confusion and Misunderstandings. *Meghan Cosier, Trinity Washington University; Holly Pearson, Chapman University*

Creating Links Through Multimodal Literacy Accommodations for Preservice Teachers With Reading Disabilities. *Julia Hagge, University of South Florida; Margaret Billings Krause, University of South Florida*

Learning to Collaborate: Exploring Collective and Individual Outcomes of Special and General Educators. *Margaret Weiss, George Mason University; Anthony Michael Pellegrino, George Mason University; Kelley Sarah Regan, George Mason University; Linda Mann, George Mason University*

Universal Design for Learning and Preservice General Education Teacher Preparation. *Edward M. Vitelli, The George Washington University*

Discussant: *Dake Zhang, Rutgers University*

73.038. The Problem of Linear Thinking in Research on Teacher

Learning: Can Complexity Theories Help? Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 114; 2:15-3:45pm

Chair: *Alan J. Daly, University of California - San Diego*

Participants:

Complexity Theory and Critical Realism: A New Framework for Teacher Education Research. *Marilyn Cochran-Smith, Boston College; Fiona Ruth Ell, University of Auckland; Lexie Barbara Grudnoff, The University of Auckland; Larry H. Ludlow, Boston College; Mavis Haigh, The University of Auckland; Mary F. Hill, University of Auckland*

Combining Complexity Theory, Ecological Systems Design, and Teacher Identity to Study Teacher Learning. *Brad Olsen, University of California - Santa Cruz*

Using an Agent-Based Model to Understand Complex Patterns of Teacher Professional Development. *V. Darleen Opfer, RAND Education*

Teaching as Rhizomatic Activity: Negotiating Learning and Practice in the First Year of Teaching. *Kathryn Jill Strom, WestEd*

Discussant: *Alan J. Daly, University of California - San Diego*

73.039. Race, Equity, and the Courts. Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 118A; 2:15-3:45pm

Chair: *Kathryn A. McDermott, University of Massachusetts - Amherst*

Participants:

Aligning Diversity, Equity, and Quality: The Implications of Legal and Public Policy Developments for Promoting Racial Diversity in Higher Education. *Liliana M. Garces, The Pennsylvania State University - University Park*

Measurement of "Meaningful Exposure" for Determining Educational Equity. *Dale L Cope, The Chariot Group, Inc.; Diane B. Hirshberg, The University of Alaska - Anchorage*

School Desegregation After *Parents Involved*: The Complications of Pursuing Diversity in a High-Stakes Accountability Era. *Sarah Diem, University of Missouri; Erica Frankenberg, The Pennsylvania State University; Colleen Cleary, University of Missouri*

Technical Assistance for (Race-Neutral) Student Assignment: The Case of San Francisco. *Michael W Flaherty, The Pennsylvania State University; Kelly Griffith, The Pennsylvania State University; Lyn Rainelle Peterson, The Pennsylvania State University; Julie Rowland, The Pennsylvania State University*

73.040. Teach For America: Impacts Beyond the Classroom. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 118B; 2:15-3:45pm

Chair: *Shane P. Martin, Loyola Marymount University*

Participants:

A Rising Tide That Lifts All Boats? Teach For America and Grade-Level Outcomes. *Adam Wright, University of California - Santa Barbara*

Does the Impact of Teach For America Teachers Last? *Emily K. Penner, University of California - Irvine*

The "Typical" Los Angeles Teach For America Corps Member: Who Joins and Why. *Rolf Straubhaar, University of California - Los Angeles; Michael A. Gottfried, University of California - Santa Barbara*

Teacher Resilience in High-Poverty Schools: How Do High-Quality Teachers Become Resilient? *Kate Merrill, Teach For America, Inc.*

Discussant: *Raegen Miller, Teach for America*

73.041. Unpacking Value-Added Measures of Teacher Performance: Implications for Disadvantaged Students and the Parents and Teachers Who Support Them. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 112B; 2:15-3:45pm

Chair: *Susanna Loeb, Stanford University*

Participants:

Do We Measure What We Value? Estimating Value-Added for English Language Learners Across Content and Scales. *James Soland, Stanford University*

The Stability of Value-Added for Teachers of Special Education Students. *Christopher Andrew Candelaria, Stanford University*

Using Multiple Dimensions of Teacher Value-Added to Improve Student-Teacher Assignments. *Lindsay A. Fox, Stanford University*

What Can Parents Tell Us About Teacher Quality? Examining the Contributions

of Parent Perspectives in Comparison to a Portfolio of Alternative Teacher Evaluation Measures. *Benjamin Master, Stanford University*

73.042. Virtual Schools in the United States 2014: Politics, Performance, Policy, and Research Evidence. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 118C; 2:15-3:45pm

Chair: *Chad Joseph D'Entremont, Teachers College, Columbia University*
Participants:

Full-Time Virtual Schools: Enrollment, Student Characteristics, and Performance. *Gary J. Miron, Western Michigan University; Brian Horvitz, Western Michigan University; Charisse Atibagos Gulosino, University of Memphis*

Key Policy Issues in Virtual Schools: Finance, Instructional Quality, and Teacher Quality. *Luis Alberto Huerta, Teachers College, Columbia University*

What Do We Actually Know? Examining the Research Into Virtual Schools for Useful Models. *Michael Kristopher Barbour, Sacred Heart University*

Examining Variation in Achievement Impacts Across California's Full-Time Virtual Schools. *Charisse Atibagos Gulosino, University of Memphis; Jonah Liebert, Teachers College, Columbia University*

SIG Sessions

73.043. Teacher Research Group: A Third Space for Constructing a Counternarrative and Encouraging Teacher Action. SIG-Action Research; Structured Poster Session

Convention Center, 100 Level, 121C; 2:15-3:45pm

Chair: *Andy Danilchick, University of Pennsylvania*

Participants:

1. Variable Structure in Student-Centered Learning Environments. *Indi Ekanayake*
2. Forming "Bars" of Freedom: Spoken Word Poetry as a Meaningful Approach to Creative Expression, Social Activism, and Identity Formation. *Lisa Archibald, Rutgers University - Camden*
3. Podcasting for the Promotion of Critical Literacies in a Kindergarten Classroom. *Miranda Schaeffer, University of Pennsylvania*
4. Making History Come Alive: A Case for Simulations in Social Studies Classrooms. *Thomas Ng, Uncommon Charter High School*
5. Fostering Intrinsic Motivation in the Classroom. *Daniel LaSalle, University of Pennsylvania*

Discussants: *Indi Ekanayake; Miranda Schaeffer, University of Pennsylvania*

73.044. The Michigan Consortium for Education Research: A Research and Data Policy Partnership. SIG-Advanced Studies of National Databases; Symposium

Convention Center, 100 Level, 111A; 2:15-3:45pm

Chair: *Venessa Ann Keesler, Michigan Department of Education*

Participants:

Evaluating the Michigan Promise Scholarship. *Brian A. Jacob, Harvard University; Susan M. Dynarski, University of Michigan; Barbara Schneider, Michigan State University; Kenneth A. Frank, Michigan State University; Rachel Rosen, University of Michigan*

External Factors and Teacher Churn. *Guan Saw, Michigan State University; Elizabeth Covay Minor, Michigan State University; Kenneth A. Frank, Michigan State University; Barbara Schneider, Michigan State University*

Exploring the Relationship Between Skipping Questions on School Assessment Exams and Future Educational Outcomes. *Monica Hernandez, University of Michigan - Ann Arbor; Jonathan Hershaff, University of Michigan - Ann Arbor*

73.045. "Joking" an Applied Theater Performance/Video to Understand the Epistemological Tensions in a Gaining Entry Experience.

SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance

Marriott, Fourth Level, Franklin 13; 2:15-3:45pm

Chair: *Joe Norris, Brock University*

Presenters: *Joe Norris, Brock University; Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University; Ashley Taylor Jaffee, James Madison University; Chapman Hood Frazier, James Madison University; Deborah F. Carrington, James Madison University*

Participant:

"Joking" an Applied Theater Performance/Video to Understand the Epistemological Tensions in a Gaining Entry Experience. *Joe Norris, Brock University; Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University; Ashley Taylor Jaffee, James Madison University; Chapman Hood Frazier, James Madison University; Deborah F. Carrington, James Madison University*

73.046. Using Humanistic Economics and the Capabilities Approach to Rethink Early Childhood Educational Research, Practices, and Policies. SIG-Critical Perspectives on Early Childhood Education; Symposium

Convention Center, 100 Level, 113B; 2:15-3:45pm

Chair: *Cary A. Buzzelli, Indiana University - Bloomington*

Participants:

The Capabilities Approach: An Alternative for Valuing Early Education and Children's Well-Being. *Cary A. Buzzelli, Indiana University - Bloomington*

Agency, Capability, and Young Children of Immigrants: Applying Humanistic Economics to First Grade. *Jennifer Keys Adair, The University of Texas - Austin*

"Yo trabajo con mi hijo": The Agency and Capabilities of Latino Immigrant Parents. *Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin*

Identification and Labels for Young Tanzanian Children: A Capability Approach Analysis. *Angela Stone-MacDonald, University of Massachusetts - Boston*

Discussant: *Sharon Ryan, Rutgers University*

73.047. Nonhegemonic Communities and Educational Practice. SIG-International Studies; Paper Session

Convention Center, 100 Level, 121B; 2:15-3:45pm

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

Participants:

China's Urban Peasants: The Experience of Migrant Teachers and Education Inequality in China. *Shibao Guo, University of Calgary; Yan Guo, University of Calgary*

Chinese Teachers' Beliefs About Minority Students' Learning: A Comparative Analysis of Han and Mongolian Chinese Teachers. *Jian Wang, Texas Tech University; Xing Teng, Central University for Nationalities, China*

Developmental and Behavioral Characteristics of North Korean Refugee Students. *Shin Ji Kang, James Madison University*

Visiting Leopold's Ghosts: Attitudes, Approaches, and Influences of Secondary History Teachers in Flemish Belgium. *Julie M. McGaha, Illinois State University*

Discussant: *Helen Marx, Southern Connecticut State University*

73.048. Through Paulo's Eyes: Critical Reflections on Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Marriott, Fourth Level, Franklin 6; 2:15-3:45pm

Chair: *Dyanis Popova, Virginia Polytechnic Institute and State University*

Participants:

More Than Methodology: Research as Cultural Practice. *Dyanis Popova, Virginia Polytechnic Institute and State University*

Toward a Research of Freedom: Critical Reflections on Research With Immigrant Students in Schools. *Jennifer Sink McCloud, Transylvania University*

Researching the State of Unfinishedness: Reflections on Teaching and Studying. *Pamela Smart-Smith, Virginia Polytechnic Institute and State University*

Collaborative Transnational Research: (De)Constructed Immigration Stories. *Gresilda A. Tilley-Lubbs, Virginia Tech*

Discussant: *Dara N. Nix-Stevenson, American Hebrew Academy*

73.049. The Politics of Accountability in Educational Decision Making: Implications of Research for Education Policy Reform. SIG-Politics of Education; Paper Session

Convention Center, 100 Level, 108B; 2:15-3:45pm

Chair: *Julie Meredith, Policy Studies Associates, Inc.*

Participants:

Hawaii 5-0-0: How Did Hawaii's Phase II Application "Race to the Top"? *Justin Barbaro, Teachers College, Columbia University*

Holding the State Accountable: Empowering Parents Through California's

Williams Uniform Complaint Procedure. *Diana A. Porras, University of California - Los Angeles*

No Job Left Behind: The Presidential Platform on 21st-Century Education Goals. *Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Allison Rose Socol, University of North Carolina - Chapel Hill*

The Role of the President in School Desegregation: Eisenhower to Bush (I). *Laruth H. Gray, New York University; Edward Fergus, New York University; Roey Ahram, New York University*

Discussant: *Jan K. Nespor, The Ohio State University*

73.050. Sexuality, Society, and Pedagogy: Teaching About Sexual Diversity in the South African Context. SIG-Queer Studies; Symposium

Convention Center, 100 Level, 103A; 2:15-3:45pm

Chair: *Dennis Francis, University of the Free State*

Participants:

"I'm Used to It Now": Experiences of Homophobia Among Queer Youth in South African Township Schools. *Thabo Msibi, University of Kwazulu-Natal*

How Teachers Draw Upon Authoritative Discourses to Explain Their Approach to Teaching (or Not) About Sexual Diversity. *Renée DePalma, Universidade da Coruña; Dennis Francis, University of the Free State*

Mediating Sexuality and HIV and AIDS in Schools: Power Relations, Gender, and Dominant Heterosexual Discourses. *Jean Baxen, Rhodes University; Lesley Wood, North-West University*

Representations of LGBTI Identities in Textbooks and the Development of Antihomophobia Materials and a Training Module. *Cheryl Potgieter, University of KwaZulu-Natal; Finn Reygan, University of the Free State*

Theater for Change: Two Cases of Using Theater to Unpack Queer Sexuality. *Gabriel Hoosain Khan, University of the Free State*

Discussant: *Nancy L. Lesko, Columbia University, Teachers College*

73.051. Mathematics Learning in the Early Grades. SIG-Research in Mathematics Education; Paper Session

Convention Center, 100 Level, 124; 2:15-3:45pm

Chair: *Marta T. Magiera, Marquette University*

Participants:

Kindergarten Students Play With Patterns: The Genesis of Functional Thinking. *Ruth A. Beatty, Lakehead University; Mary Day-Mauro, Simcoe Muskoka Catholic District School Board*

A Learning Trajectory in Young Children's Understanding of Generalizing Functional Relationships. *Maria Blanton, TERC; Barbara M. Brizuela, Tufts University*

Interactions Between Classroom and Individual Student Learning: The Case of Two First-Grade Number Talk Lessons. *Aki Murata, University of California - Berkeley; Jody Siker, University of California - Berkeley; Bona Kang, University of California - Berkeley; Evra Baldinger, University of California - Berkeley; Hee-Jeong Kim, University of California - Berkeley; Kathryn Lanouette, University of California - Berkeley; Mallika Scott, University of California - Berkeley*

Supporting Children's Learning of Area Measurement: A Microgenetic Study. *Craig Cullen, Illinois State University; Jeffrey E. Barrett, Illinois State University; Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Cheryl L. Eames, Illinois State University; Amanda Miller, Illinois State University; Dave Klanderma, Trinity Christian College*

Learning Mathematics Through Embodiment: The Role of Spatial Reasoning and Gender. *Barbara Anne King, Florida International University; Carmen Petrick Smith, University of Vermont; Jennifer Hoyte, Florida International University; Lisa Watts Natkin, The University of Vermont; Tegan Garon, The University of Vermont*

73.052. Student Agency in Image-Saturated Curricular Landscapes. SIG-Writing and Literacies; Symposium

Convention Center, 100 Level, 109B; 2:15-3:45pm

Chair: *Maren S. Aukerman, Stanford University*

Participants:

Image and Word as Evidence in Dialogically Organized Text Discussion. *Maren S. Aukerman, Stanford University; Lorien Chambers Schuldt, Stanford University*

Fourth Graders' Constructions of Word-Image Relationships During Science Information Book Discussions. *Monica Ann Belfatti, University of Pennsylvania*

Postmodern Picture Books and Graffiti: Theorizing Visual Response

Among College Students. *Diane Anderson, Swarthmore College; Nell Bang-Jensen, Swarthmore College*

Discussant: *James Paul Gee, Arizona State University*

Division and SIG Roundtables

73.053. Roundtable Session 29; Roundtable Session

73.053-1. Developing Early Adolescents' Identity, Self-Concept, and Skill as Writers. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Vershawn Ashanti Young, University of Kentucky*

Participants:

Diction Practices in Written Composition Within a Vocabulary-Rich Fifth-Grade Learning Environment. *Christine Ann Mallozzi, University of Kentucky; James F. Baumann, University of Missouri - Columbia; Donna B. Ware, Athens-Clarke County Schools*

Learning to Summarize: Examining the Effects of a Summarization Instruction on Summarizing Skills and Reading Comprehension. *I-Chung Lu, National Pingtung University of Education*

Positioning Herself as a Writer: Adolescent Writerly Identities Online and Off-Line. *Jayne C. Lammers, University of Rochester; Valerie Lieberman Marsh, University of Rochester*

Student Voices: Fifth- and Sixth-Grade Students' Self-Concepts in Writing. *Boni Hamilton, University of Colorado Denver*

73.053-2. Examining Literacy Issues and Practices in Elementary School. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Miriam Alfassi, Bar-Ilan University*

Participants:

Exploring Young Children's Use of Visual Information in a Picture Book. *Poonam Arya, Wayne State University; Karen M. Feathers, Wayne State University*

Investigating an In-School Word-Families Flash Card Intervention to Facilitate Word Recognition in Kindergarteners. *Cheryl C. Durwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University*

Predicting Reading Error Rates With Frequency, Function, and Sound-to-Spelling Rules. *Brittany McLaughlin, Swarthmore College; John R. Rickford, Stanford University*

What Do "Levels" Really Mean? A Closer Look at Text Leveling. *Heather Hughes Koons, MetaMetrics; Elfrieda H. Hiebert, University of California - Santa Cruz; Jeffrey Elmore, MetaMetrics; Jill Fitzgerald, MetaMetrics and UNC Emerita; Kimberly C. Bowen, MetaMetrics*

73.053-3. Exploring Literacy Issues and Practices in Secondary Classrooms. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Faye Antoniou, Department of Philosophy Pedagogy and Psychology, University of Athens*

Participants:

How Secondary Students Understand and Enact Strategies While Reading in Different Genres. *Monica S. Yoo, University of Colorado - Colorado Springs*

Inaccuracy and Reading. *Peter P. Afflerbach, University of Maryland - College Park; Byeong-Young Cho, Iowa State University; Jong-Yun Kim, University of Maryland*

The Effects of Visible Thinking on the Reading Comprehension of Adolescents With Autism and Delayed Readers. *Gwyn W Senokossoff, Florida International University*

Three Specific Uses of Prior Knowledge in Open-Web Searching and Reading. *Jinjie Zheng, Michigan State University; Douglas K. Hartman, Michigan State University*

73.053-4. Innovative Teaching Supports in Diverse Classroom Settings.

Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Rita S. Brause, Fordham University*

Participants:

An Investigation of an Innovative Initiative to Support Teachers' Robust Vocabulary Instruction. *Michelle Ciancosi-Rimbey, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Isabel L.*

Beck, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh
Fourth Graders' Negotiation of Varying Participation Discourses
Surrounding the Great Migration in a High-Performing, High-Poverty
Urban Primary School. *Kirsten D. Hill, University of Michigan - Dearborn*

Iterative Development of a Literacy Methods Course Situated in a
"High-Needs" School. *Shannon Coman Henderson, The University of Alabama; Craig S. Shwery, The University of Alabama*
Pondering Pedagogy: How Girls of Color Perceive Multicultural Literature
in Their Language Arts Classroom. *Ellyn Jo Waller, Temple University*

73.053-5. Investigating Different Ways of Knowing and Learning Inside and Outside the Science Classroom. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jamie Jirout, Temple University*

Participants:

Digital Tools as Ways Into Science: The Development of Ways of Knowing and Selves in Science Through Youth-Created Video Documentaries in After-School Programs. *Jrene Rahm, University of Montreal; Audrey Lachaine, Université de Montréal; Emilie Boulanger, University of Montréal; Sylvain Priou, University of Montréal*

Examining Middle School Students' Use of Web-Based Annotations to Engage in Scientific Argumentation. *Jill M. Casteck, Portland State University; Richard W. Beach, University of Minnesota; John Michael Scott, University of California - Berkeley; Heather Cotanch, Teachscape, Inc.*

Getting a Feel for It: A Hands-On Approach for Expressive Activities in Middle School Astronomy. *Rebecca M. Cober, University of Toronto; Crescencia Fong, OISE/University of Toronto; Ben Peebles, University of Toronto - OISE; Alisa Acosta, University of Toronto - OISE; James D. Slotta, University of Toronto*

Hands-On Versus Virtual Exploration of Magnetism. *Lola J. Aagaard, Morehead State University; Rebecca Gaye Roach, Morehead State University; Robert David Boram, Morehead State University*

WikiED Biology: A Model to Incorporate Web 2.0 Tools and Inquiry to Deepen Student Understanding of Biology. *Jennifer Kreps Frisch, Kennesaw State University; Paula C Jackson, Kennesaw State University; Meg C. Murray, Kennesaw State University*

73.053-6. Self-Efficacy, Motivation, Knowledge, and Understanding.

Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Pamela L. Whitehouse, Midwestern State University*

Participants:

Examining Self-Efficacy in Learning With Technology and Media Among High School Female Students: Preliminary Review. *Kristina V. Mattis, Notre Dame San Jose*

Scaling Up Deep Understanding and Knowledge Building Through Collaborative Teaching. *Christine Hamel, Université Laval; Therese Laferriere, Laval University; Sandrine Turcotte, University of Quebec - Outaouais; Stephane Allaire, Université du Québec à Chicoutimi*

Students Matter: Student Perceptions on the Quality Matters Rubric. *Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, Georgia Southern University; Yasar Bodur, Georgia Southern University*

Development of Science Conceptual Knowledge in an Online Learning Simulation. *Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodowska, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Gregory P Mullin, Bunker Hill Community College; Mariya Yukhymenko, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut*

Impact of Academic Skills on Electronic Tool Use and Gain Scores in an Online Mathematics Program. *Lindy L. Crawford, Texas Christian University; Kristina Higgins, Texas Christian University; Jacqueline Huscroft-D'Angelo, Texas Christian University; Lindsay Hall, Texas Christian University*

73.053-7. Understanding and Facilitating Doctoral Student Persistence.

SIG-Doctoral Education across the Disciplines; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Tiffany J. Brown, University of Washington*

Participants:

Puerto Rican Women in Pursuit of the Ph.D.: A Qualitative Analysis of Persistence. *Cyndia Morales, University of Central Florida*

How Faculty Can Support Doctoral Degree Completion: Advice From Former Students. *Dharma Jairam, Pennsylvania State University*
Seeds for Doctoral Student Success: Cultivating Identity as Writers and Researchers. *Micki M. Caskey, Portland State University; Dannelle D. Stevens, Portland State University*

Supporting Ed.D. Students in a Carnegie Project on the Education Doctorate-Affiliated Program Using Cycles of Action Research and Leader-Scholar Communities. *Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University*

73.053-8. Creativity, Complexity, and Engagement in Arts-Based Educational Research: Implications for Social Change. SIG-Arts-Based Educational Research; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Lori D. Ungemah, Stella & Charles Guttman Community College at CUNY*

Participants:

From Connection to Analysis: Using Ethnodramatic Performance to Interpret Fieldwork. *Charles F. Vanover, University of South Florida*
The Power of Creativity: An Innovative Metaphor-Based Critical Literacy for Our Time. *Adrian McKerracher, The University of British Columbia*
Un/Desired Landscapes: Acts of Sharing and Creating Knowledge Through Site-Specific Artwork. *Ruth S. Beer, Emily Carr University of Art + Design; Natalie Leblanc, The University of British Columbia*

73.053-9. Biographical Accounts of Notable Women: Early Social, Cultural, and Environmental Factors. SIG-Biographical and Documentary Research; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

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

Participants:

Notable American Women Artists and Musicians: Childhood Traits and Environmental Factors. *Winifred E. Stariha, University of Illinois at Chicago*
Notable American Women Writers: A Retrospective of Girls Who Became Famous Literalists of the Imagination. *Trudy Wallace*
Notable African American Women: Psychological, Family, and Environmental Factors. *Karen A. Freeman, Chicago State University*
Notable Asian American Women: Early Traits and Experiences. *Susan J. Paik, Claremont Graduate University; Shirli Mae Mamaril Choe, Claremont Graduate University; Wendi J. Otto, Claremont Graduate University; Zaynah Rahman, Claremont University - Claremont Graduate University*

73.053-10. Values and Identity in Environmental Education. SIG-Environmental Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Michael Mueller, The University of Alaska - Anchorage*

Participants:

Environmental Educators' Expressions of Personal Environmental Values. *Nicole Beeman-Cadwallader, Indiana University; Gayle A. Buck, Indiana University*
Environmental Education 2.0: Toward a Theory of Ecologically Minded Teaching. *Scott Morrison, Elon University*
Exploring Subjectification Processes in Environmental Education: How Environmental Educators Come to Construct Their Environmental Identity. *Catherine Hart, University of Regina; Paul Hart, University of Regina*
Eco-Interplay: Adapting Ecological-Mindedness for a Standards-Based Environment. *Christy M. Moroye, University of Northern Colorado; Ben Ingman, Regis University*

73.053-11. War, Vulnerability, Suffering, and Being: Human Existence and Education. SIG-Philosophical Studies in Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jiwon Kim, Monmouth University*

Participants:

Existential Yoga: The Educational Event of Thought Bending Back Upon Itself. *Zofia Zaliwska, University of Toronto - OISE*
Foucault on Foucault: Analyzing Foucault's Genealogy of Educating for War Through His Model of War. *Virginia Ann Worley, Oklahoma State University*
Toward a Curriculum of Vulnerability and Blandness: Insights From

Levinas and Classical Chinese Thoughts. *Jinting Wu, University of Macau*

Being in School: Bringing the Ontological Difference Into Education. *Doron Yosef-Hassidim, University of Toronto - OISE*

73.053-12. Listening to What Children Say: Narratives in Teaching and Learning. SIG-Language and Social Processes; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Kate T. Anderson, Arizona State University*

Participants:

Narrative, Entitlement, and Storytelling in the Teaching and Learning of Science in a Fourth-Grade Classroom. *David M. Bloome, The Ohio State University; Danusa Munford, Universidade Federal de Minas Gerais; Melissa I. Wilson, The Ohio State University*

The Relation Between Parents' Abstract Questions, Children's Responses, and Narrative Ability. *Kathryn Leech, University of Maryland - College Park; Meredith Rowe, University of Maryland*

Preschoolers' Talk About Languages in Classrooms Where Teachers Don't Talk About Languages. *Katie Bernstein, University of California - Berkeley*

73.054. Roundtable Session 30; Roundtable Session

73.054-1. Issues in Collaborative Teaching and Inclusion. SIG-Special Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Mary Theresa Kiely, Saint John's University*

Participants:

Bright Spots and Missed Opportunities: What Coteachers in One Midwestern High School Do to Support Success in a Challenging Curriculum. *Rebecca K. Shankland, Appalachian State University*

Educators' Perspectives on Inclusion Practices in Public Elementary School Classrooms: The United States and Barbados. *Ashley Beth MacDougall, Wheelock College; Tina M. Durand, Wheelock College*

Understanding the Everyday: The Collaborative Practice of Individualized Education Program Team Members. *Elizabeth S Hartmann, Lasell College*

Coteaching Literacy Experiences of Greek Special Education Teachers: Implications for Collaborative Self-Study. *Anastasia P. Samaras, George Mason University; Eleni Morfidi, University of Ioannina*

73.054-2. The African American Learner. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

The Village-to-Higher Education Channel: A Leadership Counternarrative to the School-to-Prison Pipeline. *Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*

Deficit Thinking and the African American Learner. *Rasheedah Farooq, Texas A&M University*

Toward the Deconstruction of the So-Called Achievement Gap. *Mary Figueroa-Charles, Texas A&M University - College Station*

Started From the Bottom: Empowering and Liberating Urban African American Students Through Cultural and Historical Resiliency. *Lakia M Scott, University of North Carolina - Charlotte; Marcia Watson, University of North Carolina - Charlotte; Cherese Diane Childers-McKee, University of North Carolina - Greensboro*

The African American Learner: Physical Activity and Its Link to Student Achievement. *Elizabeth Deuermeyer, Texas A&M University - College Station*

73.054-3. Documenting the Diversity of Children's Pre-Kindergarten Learning Experiences in the United States: A Portrait Drawing From Three Nationally Representative Surveys. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Ann Rivera, U.S. Department of Health & Human Services*

Participants:

Nonparental Care and Early Learning Activities Before Kindergarten: Estimates From the Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program. *Sarah Hastedt Carroll, U.S. Department of Education; Jeremy Redford, American Institutes for Research*

Characteristics of Early Care and Education Programs Attended by Children Not Yet in Kindergarten: Data From the National Survey of Early Care and Education. *Rupa Datta, NORC at the University of Chicago; Yasuyo Abe, Berkeley Policy Associates; Martha Zaslow, Society for Research in Child Development; Roberta Weber, Oregon State University; Nicole Forry, Child Trends; Richard Brandon, University of Washington*

Children's Academic and Social Knowledge, Skills, and Development in the Kindergarten Year: Data From the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011. *Grace Kena, U.S. Department of Education; Jill McCarroll, U.S. Department of Education; Amy H. Rathbun, American Institutes for Research*

73.054-4. Understanding the State of Pennsylvania's Children at Kindergarten Entry: A Stakeholder Dialogue. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Thomas Schultz, The Pew Charitable Trusts*

Participants:

Who Are Pennsylvania Kindergarteners in 2011? *Toscha J Blalock, University of Pennsylvania; Philip M. Sirinides, University of Pennsylvania; Aubrey H. Wang, Saint Joseph's University*

What Are the Early Learning and Development Experiences of Pennsylvania Kindergartners? *Philip M. Sirinides, University of Pennsylvania; Aubrey H. Wang, Saint Joseph's University; Toscha J Blalock, University of Pennsylvania*

How Well Prepared for Kindergarten Are Pennsylvania Children? *Aubrey H. Wang, Saint Joseph's University; Philip M. Sirinides, University of Pennsylvania; Toscha J Blalock, University of Pennsylvania*

Guided Discussion Among Pennsylvania Early Education and Development Stakeholders. *Thomas Schultz, The Pew Charitable Trusts*

73.054-5. Social Processes in Students' Motivation and Engagement.

Motivation C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Heather S Dawson, Virginia Commonwealth University*

Participants:

Academic Setting and Social Motivation: Stability and Changes of Goal Structures, Social Goals, and Engagement. *Nir Madjar, Bar-Ilan University*

An Investigation of Effective Dialogue Patterns in Collaborative Interactions. *Muhsin Meneke, University of Pittsburgh; Michelene T.H. Chi, Arizona State University*

Directive Other-Regulation in Collaborative Groups: Implications for Regulation Quality. *Toni Kempler Rogat, Rutgers University - New Brunswick/Piscataway; Karlyn R. Adams-Wiggins, Rutgers University*

Measuring Classroom Contexts That Support Student Participation and Learning: Applications of Social Network Analysis. *Nami Shin, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Noreen M. Webb, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Angela Chan Turrou, University of California - Los Angeles; Jacqueline Wong, University of California - Los Angeles; Cecilia Hernandez, University of California - Los Angeles*

73.054-6. Developmental Education and Community College Reform.

Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Julia Cassman Duncheon, University of Southern California*

Participants:

Exploring the Tensions Between State-Level Developmental Education Policy and Institutional Implementation: A Case Study of Virginia. *Mark Duffy, Research for Action; James Jack, Research for Action; Elizabeth Park, Research for Action*

Higher Standards in Higher Education: Developmental Education Trends and Variations Across Texas. *Jessica Ann Brown, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin*

Mixed-Methods Dissertation Design Challenges and Opportunities: A Sequential, Explanatory Approach to Studying Students' 2/4 Transfer. *Robin R. Lasota, University of Illinois at Urbana Champaign*

Strengthening Developmental Education Reform: Evidence on Implementation Efforts. *Maria S Cormier, Teachers College, Columbia University; Susan Bickerstaff, Teachers College, Columbia University;*

Nikki Edgecombe, Teachers College, Columbia University

73.054-7. Disability and Higher Education. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Robin Matross Helms, American Council on Education*

Participants:

University Adjustment and the Broad Autism Phenotype. *Dominic Angelo Trevisan, Simon Fraser University; Elina Birmingham, Simon Fraser University*

Exploring the Personal, Familial, Academic, and Environmental Factors That Predict the College Choices of Students With Disabilities. *Amanda L. Nolen, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock; Rascheel S. Hastings, University of Arkansas at Little Rock*

73.054-8. How Organizational Finances Shape Higher Education

Outcomes. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Constance Iloh, University of Southern California*

Participants:

How Do Institutional Expenditures Affect Students' Graduation Rates? Exploring the Differences by Institutional Control and Selectivity. *Ximeng Tong, University of Michigan*

Learning From Closed Institutions: Indicators of Risk for Small Private Colleges and Universities. *Dawn Elise Lyken-Segosebe, Vanderbilt University; Justin Shepherd, Vanderbilt University*

From Doctoral Studies to Employment: Does Source of Financial Support Matter? *Jarrett B. Warshaw, University of Georgia; Karen Webber, University of Georgia*

73.054-9. Identity Matters in Leadership: Aspects of Race, Gender, and Culture. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Shuai Li, University of California - Los Angeles*

Participants:

A Mixed-Methods Perspective on Latino Male Leadership Development in Postsecondary Education. *Gina Ann Garcia, University of Pittsburgh; Adrian H. Huerta, University of California - Los Angeles*

African American Male Student-Athletes Complicate Prescribed Identities as "Underprepared" Freshmen and Adopt Literacy Identities. *Rossina Zamora Liu, University of Iowa*

Cognitive Skills Development Among International Undergraduate Students at Research Universities in the United States. *Young K. Kim, Azusa Pacific University; Michael Iorio, Loma Linda University; Christie Curtis, Biola University; Edwin Romero, Mt. San Antonio College; David Edens, Cal Poly Pomona*

Hookups and Hang-Ups in the Virtual Age: Gender and the (New) Sexual Politics in College. *Jason Laker, San José State University; Erica Misako Boas, University of California - Berkeley*

73.054-10. Is Substantive Significance of Any Significance and Substance? Important Quantitative Data Considerations. Division J -

Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Thomas F. Nelson Laird, Indiana University*

Participants:

A Difference-in-Difference Analysis of Guaranteed Tuition Policies and Higher Education Enrollments and Completions. *Tyler Kearney, University of Illinois at Urbana-Champaign; Jennifer A. Delaney, University of Illinois at Urbana-Champaign*

Improving Student Retention Using a Data Mining Approach for First-Time-in-College (FTIC) Students. *Yi Zhang, Nova Southeastern University; Carmel D. Joseph, Nova Southeastern University*

The Impact of Grant Aid on Low-Income Asian American Pacific Islander Community College Students: Preliminary Findings From an Experimental Design Study. *Loni Bordoloi Pazich, New York University; Cynthia Maribel Alcantar, University of California - Los Angeles; Margary Martin, Brown University; Robert T. Teranishi, New York University*

73.054-11. Labor Market Outcomes of Postsecondary Education. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Bradley Curs, University of Missouri - Columbia*

Participants:

Do Students' College Majors Respond to Changes in Wages? *Mark C. Long, University of Washington; Dan Goldhaber, University of Washington; Nicholas Chandler-Klein, University of Washington*

The Returns to a Community College Education for Developmental Education Students. *Michelle Hodara, Education Northwest; Di Xu, Teachers College, Columbia University*

Way Station or Launching Pad? Unpacking the Returns to Postsecondary Vocational Programs in Tennessee. *Celeste K Carruthers, The University of Tennessee; Thomas Sanford, St Cloud State University*

Recruiting High-Performing Candidates to the Teaching Profession. *Zipora Libman, Kibbutzim College of Education*

What's It Worth? A Nuanced Evaluation of the Pecuniary Value of Graduate Degrees. *Denisa Gandara, University of Georgia - Athens; Robert Kevin Toutkoushian, University of Georgia*

73.054-12. Understanding Students' Racialized Experiences in and Through Higher Education. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Stephanie L. Hazel, George Mason University*

Participants:

Racial Symbolism on Campus: The Experiences of Black Male Collegians at Predominantly White Institutions. *Royel Johnson, The Ohio State University - Columbus; Terrell Lamont Strayhorn, The Ohio State University*

Investigating the Impact of Racially Biased Incidents on Culture and Climate Indicators Across Targeted and Nontargeted Groups. *Fanny P. Yeung, University of California - Los Angeles; Marc P. Johnston, The Ohio State University*

"I Never Thought I Was Gonna Do Anything Else": Examining the College-Going Motivation Patterns of Black Immigrant and Native-Born Students. *Chrystal George Mwangi, University of Maryland - College Park; Nina Daoud, University of Maryland - College Park; Kimberly Griffin, University of Maryland*

El cuidado de hermanos: Adapting an Ethics of Care in Support of Latino Male Educational Mobility. Jason Rivera, Montgomery College

73.054-13. Teacher Observation, Evaluation, and Performance. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Damara Paris, Lamar University*

Participants:

A Qualitative Exploration of Principal Observation of and Feedback for Middle School Mathematics Teachers. *Jessica Rigby, Vanderbilt University - Peabody College; Charlotte Jean Munoz, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University*

Principal and Teacher Sense-Making in Teacher Evaluation Reform: Evidence From Connecticut. *Morgaen L. Donaldson, University of Connecticut; Rachael Gabriel, University of Connecticut; Sarah L. Woulfin, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Richard Gonzales, University of Connecticut; Aliza Makuch, University of Connecticut*

Teacher Effectiveness Observation Data and New Policies for Teacher Contracts: Changing Roles for Principals and the Central Office. *Ellen B. Goldring, Vanderbilt University; Timothy Drake, Vanderbilt University; Christine M. Neumerski, Vanderbilt University - Peabody College; Patrick Schuermann, Vanderbilt University; Mollie Rubin, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Marisa A. Cannata, Vanderbilt University*

The Moderating Effect of Leadership Style in the Relation Between Teacher Accountability Disposition and Work Performance. *Zehava Rosenblatt, University of Haifa; Adva Pinyan, University of Haifa*
Principal Observation and Feedback: Leading Toward Improvement in Ambitious Mathematics Instruction. *Jessica Rigby, Vanderbilt University - Peabody College; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Brooks A. Rosenquist, Vanderbilt University; Charlotte Jean Munoz, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University*

73.054-14. Quantitative Approaches to Learning in the Arts. SIG-Arts and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *James W. Bequette, University of Minnesota*

Participants:

An Experimental Study of the Arts Achieve Project: Impacting Student Success in the Arts. *Tara Mastorilli, The Graduate Center - CUNY; Susanne DeFalco Harnett, Metis Associates, Inc.; Jing Zhu, Metis Associates, Inc.*

The Importance of Arts-Related Information and Communication Technology Use in Problem Solving and Achievement. *Gregory Arief D. Liem, National Institute of Education - Nanyang Technological University; Andrew J. Martin, The University of Sydney; Michael Anderson; Robyn Gibson; David Sudmalis*

What Matters Most: The Impact of Arts Achievement and Participation on the Academic Achievement of Children and Adolescents. *Peter J. Gouzouasis, The University of British Columbia; Martin Guhn, The University of British Columbia; J. Scott Goble, The University of British Columbia*

73.054-15. Empowerment and Community Activism for Social Justice.

SIG-Critical Educators for Social Justice; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Ranjan K. Datta, University of Saskatchewan*

Participants:

Action Plans to Enhance School and Community Partnerships for English Language Learners: Addressing Issues of Social Justice. *Andrea Marie Tovar, Arizona State University; Margarita Jimenez-Silva, Arizona State University*

Broken Windows and Catching Frogs: Multiple Forms of Community Activism That Prompted School Finance Reform. *Erin Atwood, Texas Tech University*

Critical Youth Empowerment: Cultural Identity and Relationship Development in Mentoring and Service-Learning Programs. *Sheri Carmel Hardee, University of North Georgia; Candace Marie Thompson, University of North Carolina - Wilmington; Louise B. Jennings, Colorado State University; Noorjehan Kelsey Brantmeier, James Madison University*

73.054-16. The Value of the Role of the Community in Enhancing Parent

Involvement Practices at Home and School. SIG-Family, School,

Community Partnerships; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Ereka R. Williams, North Carolina Agricultural and Technical State University*

Participants:

Improving Students' Cultural Capital Through Business-University-School Collaboration. *Jiawei Zhang, The Chinese University of Hong Kong; Chishing Chiu, The Chinese University of Hong Kong*

Recentring Community Knowledge and Strategies in Family-School-Community Collaborations: Coconstructing Contextually Relevant Pathways for Youth. *Joyce Mahler Duckles, University of Rochester; Wallace Smith, NorthEast Area Development; Joel Gallegos Greenwich, University of Rochester - Warner School; Brittany Calvin, NorthEast Area Development*

Redefining Intellectuals in the Production of Knowledge: An Alternative Research Paradigm for Community Partnership and the University. *Lynette Parker, University of California - Berkeley; Charlene Reid, University of Pennsylvania*

73.054-17. Race, Gender, and Leadership. SIG-Research Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Donna Marie Johnson, Tulane University*

Participants:

First-Year Mentoring Experience of African American Principals. *Wafa Hozyen, Virginia State University; Randolph Mitchell, Virginia State University*

African American Females in Senior-Level Executive Roles Navigating Predominately White Institutions: Experiences, Challenges, and Strategies for Success. *Stella L. Smith, The University of Texas - Austin*

British Asian Women and the Costs of Higher Education in England. *Kalwant Bhopal, University of Southampton*

Exemplary Leaders in Higher Education: A Focus on Academic Deans at a Historically Black University. *Comfort O. Okpala, North Carolina*

A&T State University; Helene Cameron, North Carolina A & T State University; Amon Okey Okpala, Fayetteville State University

73.054-18. PCs in the Himalayas and iPads on the Reservation: Impact of Technology on Learning Within Cultures. SIG-Instructional Technology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Sameer Honwad, New York University*

Participants:

Sharing Place: The Virtual Watershed. *Anne L. Kern, University of Idaho*

Learning Science Across Generations Using Appropriate Technology. *Sameer Honwad, New York University*

EcoMOBILE: Augmented Reality Supports Scientific Data Interpretation Skills by Engaging Students in Authentic Data Collection in Their Local Communities. *Amy M. Kamarainen, New York Hall of Science; Shari J. Metcalf, Harvard University; Christopher J. Dede, Harvard University*

Using Google Earth and Google Maps to Engage Students Relearning Indigenous Science and Engineering. *Laura Anne Laumatia, University of Idaho*

Indigenous Design of Appropriate Hardware Platforms for Learning in Nepal. *Christopher Hoadley, New York University*

73.054-19. Science Education in Higher Ed. SIG-Science Teaching and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Tia Cintrea Madkins, University of California - Berkeley*

Participants:

Determining the Depth of an Introductory Undergraduate Research Experience. *Brittany D Smith, Middle Tennessee State University; Jennifer Yantz; Ginger Rowell, Middle Tennessee State University; Thomas Cheatham, Middle Tennessee State University; Chris Stephens, Middle Tennessee State University*

Factors Contributing to Problem-Solving Performance in First-Semester Organic Chemistry. *Enrique Lopez, University of Colorado - Boulder; Kiruthiga Nandagopal, Stanford University; Richard J. Shavelson, SK Partners & Stanford University*

University-Based Researchers' and Teacher-Researchers' Perspectives on Developing Curriculum Materials and Teaching Climate Change. *Anita Roychoudhury, Purdue University; Daniel P. Shepardson, Purdue University; Andrew Hirsch, Purdue University; Joel Wilson, Rossville Middle School; Nicole Goodwine, Jefferson High School; Sara Top, Purdue University*

Investigating Overt Use of Multiple Representations to Improve Learning in University Physics. *Yen-Ruey Kuo, Curtin University; David F. Treagust, Curtin University; Miyeh Won, Curtin University; Salim Siddiqui, Curtin University; Marjan Zadnik, Curtin University*

Supporting Student Interest and Domain Identification in Science Majors: Faculty Perceptions of First-Year College Students' Domain Identification and Interest Development. *Chloe Ruff, Gettysburg College; Brett D. Jones, Virginia Tech*

73.054-20. Classrooms of the Future. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Corinne Hyde, University of Southern California*

Participants:

Opportunities to Learn in Digital Education: Looking Inside the Black Box of Instruction. *Andrea J. Bingham, University of Southern California; Stacey Krueger, University of Southern California; Patricia Burch, University of Southern California*

Student Learning or Instruction? How Preservice Teachers Integrate Technology in the Classroom. *Cynthia Clark, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas; Neal Strudler, University of Nevada - Las Vegas*

Empowering 21st-Century Assessment Practices: Designing Technologies as Agents of Change. *Deb Carter, The University of British Columbia - Okanagan; Susan E. Crichton, The University of British Columbia*

High-Possibility Classrooms: A Model for the Future. *Jane Louise Hunter, University of Western Sydney*

73.054-21. Reporting, Measuring, Tracking, and Reaching Students With Emerging Technologies. SIG-Computer and Internet Applications in Education; Roundtable Session

- Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Vanessa Hammler Kenon, The University of Texas - San Antonio*
Participants:
New Learning Times: There's an App for Reporting on the Shifting Learning Landscape. *IHan Hsiao, EdLab, Teachers College, Columbia University; Shuguang Han, University of Pittsburgh; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University*
Structural Equation Modeling of an Extended Technology Acceptance Model Measuring Student Acceptance of University Web Portals. *Nafsaniath Fathema, Auburn University; Margaret E. Ross, Auburn University; Maria Martinez Witte*
Computer and Internet in Primary Mathematics and Science Education and Their Relationship With Student Achievement. *Birgit Eickelmann, University of Paderborn, Germany; Mario Vennemann, University of Paderborn; Julia Gerick, Institute for School Development Research /TU Dortmund University; Ramona Lorenz, Institute for School Development Research/TU Dortmund University*
Examining Teachers' Use of iPads: Comfort Level, Perception, and Use. *Min Liu, The University of Texas - Austin; Cesar Chavez Navarrete, The University of Texas - Austin; Rob Scordino, The University of Texas; Yujung Ko, The University of Texas - Austin; Mihyun Lim, The University of Texas - Austin*
Web 2.0 and Emerging Communication Technologies in Community College Libraries. *Nancy Simmons Golz, Saint Marys College; Sawako Suzuki, Saint Mary's College of California*

- 73.054-22. Access, Transitions, and Social Class.** Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Victoria M. MacDonald, University of Maryland - College Park*
Participants:
Testing Oakes's Critical Conditions for College Access Framework on Educational Longitudinal Study Data. *Leticia Oseguera, The Pennsylvania State University; Travis T. York, Valdosta State University*
Is College Enough? The Influence of Socioeconomic Background on the College-to-Work Transitions of High-Ability Students. *Matt Giani, The University of Texas - Austin*
Transfer Access to Selective Four-Year Institutions Among Community College Students: A Multilevel Analysis of Student and Institutional Characteristics. *Xueli Wang, University of Wisconsin - Madison*

- 73.054-23. Leadership at Multiple Levels.** Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Brian Adan Rodriguez, University of Southern California*
Participants:
Why College Presidents Leave Their Positions. *Michael S. Harris, Southern Methodist University*
Constructed Worlds of Community College Administrators. *Michael J Hoggatt, Saddleback College; John S. Levin, University of California - Riverside*
Higher Education Leadership Diversity Perceptions, Race, and Objectivity. *Victoire Chochezi, Drexel University*
The Strained Relationship Between Public Systems of Higher Education and Flagship Universities. *Raquel M. Rall, University of Southern California; William G. Tierney, University of Southern California*

- 73.054-24. Directed Dialogue About Transgressive Methodologies in Education Research.** Division J - Postsecondary Education; Invited Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Ryan Evelyn Gildersleeve, University of Denver*

- 73.054-25. Social Theory in Qualitative Inquiry.** SIG-Qualitative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Becky M. Atkinson, The University of Alabama - Tuscaloosa*
Participants:
Desire in the Gallery Space: Thinking the Art Encounter With Deleuze and Guattari. *Marie-France Berard, The University of British Columbia*
Interrogating Tradition With/in Hermeneutic Education Research. *Melissa Freeman, University of Georgia*

- Pragmatism and Agential Realism: Harmonics That Inform Thinking About Ontology in Qualitative Inquiry. *Becky M. Atkinson, The University of Alabama - Tuscaloosa*
Simondon's Transduction: An Alternative to the Deductive/Inductive Binary. *Susan Naomi Nordstrom, The University of Memphis*
Writing Visually Through (Methodological) Events and Cartography. *Jasmine Ulmer, University of Florida; Mirka E. Koro-Ljungberg, University of Florida*

- 73.054-26. Critical Race Theory and a Transfer-Receptive Culture: Examining the University of California, Los Angeles, Center for Community College Partnerships.** Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Dimpal Jain, California State University - Northridge*
Participants:

- Toward a Critical Perspective of Transfer: An Exploration of the University of California, Los Angeles, Center for Community College Partnerships Summer Intensive Transfer Experience Plus (SITE+) Program. *Dimpal Jain, California State University - Northridge; Iris Lucero, University of California - Los Angeles; Alfred Herrera, University of California - Los Angeles; Santiago Bernal, University of California - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles*
Understanding the Cultural and Social Capital of Latina/o Transfer Students. *Llanet Martin, University of California - Los Angeles*
Inactive Transfer Students: Investigating the Transfer Gaps Within the University of California, Los Angeles, Center for Community College Partnerships SITE Program. *Christine Vega, University of California - Los Angeles*

Monday, 4:30 pm

AERA Related Activities

- 74.010. AERA-World Education Research Association Executive Committee Meeting.** AERA Related Activities; Board Meeting
Marriott, Fourth Level, Franklin 3; 4:30-7:00pm

Tuesday, 7:00 am

AERA Related Activities

- 75.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2).** AERA Related Activities; Workshop
Marriott, Fourth Level, Franklin 1; 7:00-11:30am
Chairs: *George L. Wimberly, American Educational Research Association; Jacquelynne Eccles, University of California - Irvine*

Tuesday, 8:30 am

AERA Related Activities

- 76.010. AERA-World Education Research Association Meeting.** AERA Related Activities; Council Meeting
Marriott, Fourth Level, Franklin 2; 8:30am to 5:00pm