

- 42.034. Lives of Teachers SIG Business Meeting.** SIG-Lives of Teachers; Business Meeting
Convention Center, 200 Level, 203A; 6:15-8:15pm
Chair: *Maria J. Oreshkina, University of Scranton*
- 42.035. Longitudinal Studies SIG Business Meeting.** SIG-Longitudinal Studies; Business Meeting
Convention Center, 100 Level, 112A; 6:15-7:45pm
- 42.036. Mentorship and Mentoring Practices SIG Business Meeting.** SIG-Mentorship and Mentoring Practices; Business Meeting
Convention Center, 100 Level, 115C; 6:15-7:45pm
Chair: *Ruben Garza, Texas State University*
- 42.037. Moral Development and Education SIG Business Meeting.** SIG-Moral Development and Education; Business Meeting
Marriott, Fourth Level, Franklin 2; 6:15-7:45pm
Chair: *Wiel M. Veugelers, University of Amsterdam*
Participant:
Two in One: On the Differences Between Professional Ethos and Professional Morality. *Fritz K. Oser, University of Fribourg*
- 42.038. Organizational Theory SIG Business Meeting.** SIG-Organizational Theory; Business Meeting
Marriott, Fourth Level, 415; 6:15-7:45pm
Chair: *S. David Brazer, Stanford University*
- 42.039. Out-of-School Time SIG Business Meeting.** SIG-Out-of-School Time; Business Meeting
Marriott, Fourth Level, Franklin 12; 6:15-7:45pm
Chair: *Ellen Markowitz, University of Virginia*
- 42.040. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting and the Paulo Freire Lecture.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Convention Center, 100 Level, 113C; 6:15-7:45pm
Chair: *Pierre W. Orelus, New Mexico State University*
- 42.041. Peace Education SIG Business Meeting, Networking Reception, and Book Series Celebration.** SIG-Peace Education; Business Meeting
Convention Center, 100 Level, 104B; 6:15-8:15pm
Chair: *Kathy Bickmore, OISE/University of Toronto*
- 42.042. Research on Evaluation SIG Business Meeting. Featuring 2013 RoE Distinguished Scholar Award Presentation, Empowerment Evaluation: Building Capacity and Fostering Self-determination in Education.** SIG-Research on Evaluation; Business Meeting
Convention Center, 100 Level, 116; 6:15-7:45pm
Chair: *Elizabeth J. Oyer, EvalSolutions Inc.*
Speaker: *David M. Fetterman, Fetterman and Associates*
- 42.043. Research, Education, Information, and School Libraries SIG Business Meeting.** SIG-Research, Education, Information and School Libraries; Business Meeting
Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm
Chair: *Michelle Kowalsky, Rowan University*
- 42.044. Safe Schools and Communities SIG Business Meeting.** SIG-Safe Schools and Communities; Business Meeting
Marriott, Fourth Level, Franklin 13; 6:15-7:45pm
Chair: *Decoteau J. Irby, University of Wisconsin - Milwaukee*
- 42.045. School Effectiveness and School Improvement SIG Business Meeting.** SIG-School Effectiveness and School Improvement; Business Meeting
Convention Center, 100 Level, 118A; 6:15-7:45pm
Chair: *Marlene J. Darwin, American Institutes for Research*
Participant: *Steve Strand, University of Oxford*
- 42.046. Self-Study of Teacher Education Practices (S-STEP) SIG Business Meeting: The Exciting Enterprise of the S-STEP Community.** SIG-Self-Study of Teacher Education Practices; Business Meeting
Convention Center, 100 Level, 121A; 6:15-7:45pm
Chair: *Anastasia P. Samaras, George Mason University*
- 42.047. Service-Learning and Experiential Education SIG Business Meeting.** SIG-Service-Learning & Experiential Education; Business Meeting
Marriott, Fourth Level, 413; 6:15-7:45pm
Chair: *Kathleen Tice, The University of Texas - Arlington*
- 42.048. Sociology of Education SIG Business Meeting.** SIG-Sociology of Education; Business Meeting
Convention Center, 100 Level, 109B; 6:15-7:45pm
Chair: *Eric Grodsky, University of Wisconsin*
- 42.049. Stress and Coping in Education SIG Business Meeting and Distinguished Address.** SIG-Stress and Coping in Education; Business Meeting
Convention Center, 100 Level, 105A; 6:15-8:15pm
Chair: *Russell L. Carson, Louisiana State University*
Participants: *Christopher J. McCarthy, The University of Texas - Austin; Gretchen Maria Reeve, California State University - East Bay; Rebecca A. Robles-Pina, Sam Houston State University*
Participant:
What Impact Have Accountability Policies and Practices Had on the Retention of Teachers? *Richard Ingersoll, University of Pennsylvania*
- 42.050. Studying and Self-Regulated Learning SIG Business Meeting.** SIG-Studying and Self-Regulated Learning; Business Meeting
Convention Center, 100 Level, 121B; 6:15-7:45pm
Chairs: *Timothy J. Cleary, Rutgers University; Daniel Charles Moos, Gustavus Adolphus College*
Speaker: *Stuart A. Karabenick, University of Michigan*
- 42.051. Talent Development of Students Placed at Risk SIG Business Meeting.** SIG-Talent Development of Students Placed at Risk; Business Meeting
Convention Center, 100 Level, 111B; 6:15-7:45pm
- 42.052. Technology, Instruction, Cognition, and Learning SIG Business Meeting: Reception and Keynote by Jeroen van Merriënboer.** SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Marriott, Fourth Level, Franklin 11; 6:15-7:45pm
Chair: *Dirk Ifenthaler, Deakin University*
Speaker: *Jeroen J.G. Van Merriënboer, Maastricht University*
- 42.053. Urban Learning, Teaching, and Research SIG Business Meeting.** SIG-Urban Learning, Teaching, and Research; Business Meeting
Convention Center, 100 Level, 105B; 6:15-7:45pm
Chair: *Lori Kim, California State University - Los Angeles*
Participant:
Impact of Collaborative Project-Based Learning on the Self-Efficacy of Urban Minority Students in Engineering. *Jane Dong, California State University - Los Angeles; Pearl Chen, California State University - Los Angeles*
- 42.054. Vocabulary SIG Business Meeting.** SIG-Vocabulary; Business Meeting
Marriott, Fourth Level, Franklin 5; 6:15-7:45pm
Chair: *Guy Trainin, University of Nebraska - Lincoln*

Friday, 6:30 pm

Division Sessions

- 43.010. National Council on Measurement in Education and AERA Division D Welcome Reception for Current and New Members.** Division D - Measurement and Research Methodology; Reception
Loews, Thirty-Third Level, Howe; 6:30-8:00pm

Saturday, 6:45 am

AERA Related Activities

- 44.010. Undergraduate Student Education Research Training Workshop: Closed Session (Day 3 of 3).** AERA Related Activities; Invited Session
Marriott, Fourth Level, Franklin 4; 6:45-8:00am
Chair: *George L. Wimberly, American Educational Research Association*

Saturday, 8:00 am

Professional Development Courses

- 45.010. Arts-Based Research: Pedagogy and Practice.** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom F; 8:00am to 12:00pm
Instructors: *Patricia Leavy, Self-employed; Kakali Bhattacharya, Kansas State University*
- 45.011. How to Get Published: Guidance From Emerging and Senior Scholars.** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm
Instructors: *Patricia A. Alexander, University of Maryland - College Park; Emily M. Grossnickle, University of Maryland; Courtney Hattan, University of Maryland - College Park; Lauren Melissa Singer, The Pennsylvania State University; DeLeon Lavron Gray, North Carolina State University; Matthew T. McCrudden, Victoria University of Wellington; Panayiota Kendeou, University of Minnesota; Gregory R. Hancock, University of Maryland; Diane L. Schallert, The University of Texas - Austin; Sofie Loyens, Erasmus University; Jeffrey A. Greene, University of North Carolina - Chapel Hill*
- 45.012. The Power of Existing Databases: Analyzing the High School Transcript Study Data for Educational Research.** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom C; 8:00am to 12:00pm
Instructors: *Janis D. Brown, U.S. Department of Education; Stephen E. Roey, Westat; Jennifer Laird, RTI International; Robert Colby Perkins, Westat*

Saturday, 8:15 am

Governance Meetings and Events

- 46.001. AERA Affirmative Action Council: Closed Meeting.** AERA Governance; Governance Session
Marriott, Third Level, 306; 8:15-10:15am
Chair: *April Z. Taylor, California State University - Northridge*
- 46.002. AERA Government Relations Committee: Closed Meeting.** AERA Governance; Governance Session
Marriott, Fourth Level, 401; 8:15-10:15am
Chair: *David H. Monk, The Pennsylvania State University*
- 46.003. AERA Graduate Student Council: Closed Meeting.** AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 8; 8:15-10:15am
Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*
- 46.004. Review of Educational Research Closed Editorial Board Meeting.** AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 8:15-9:45am
Chairs: *Zeus Leonardo, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*

Presidential Sessions

46.010. Innovative Validity Approaches for High-Quality Assessments: An Interaction. AERA Presidential Session

- Convention Center, 200 Level, 201A; 8:15-10:15am
Chair: *Barbara A. Chow*
Participants: *Linda Darling-Hammond, Stanford University; Joan L. Herman, University of California - Los Angeles; James W. Pellegrino, University of Illinois at Chicago; Li Cai, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles*
Discussants: *Joseph L. Willhoft, SMARTER Balanced Assessment Consortium;*

Kent McGuire, Southern Education Foundation, Inc.; Douglas F. Becker, Houghton Mifflin Harcourt - Riverside; Jeffrey Nellhaus, Achieve, Inc.; Jack Buckley, College Board

46.011. Social-Emotional Factors in Educational Contexts. AERA Presidential Session

- Convention Center, 200 Level, 201C; 8:15-10:15am
Chair: *Bryana Helen French, University of Missouri*
Participants:
Supporting Evidence-Based Practices in Schools: Results From an Efficacy Trial of the Incredible Years Teacher Classroom Management Program. *Melissa Stormont, University of Missouri; Wendy Reinke, University of Missouri; Keith Herman, University of Missouri; Lori Newcomer, University of Missouri*
Coaching Children to Collaborate Effectively With Classmates. *Becky Kochenderfer-Ladd, Arizona State University - Tempe*
The Use of Mobile Devices to Promote Socioemotional Learning. *Brendesha M. Tynes, University of Southern California*
Assessing Skills Used in Social Interaction. *Clark McKown, Rush NeuroBehavioral Center*
Traumatic Stress and Attachment Difficulties' Effects on Academic Achievement Growth Trajectories for Young Children. *Jeff Drayton Wolfgang, University of Cincinnati; Cirecia A. Olatunji, University of Cincinnati*
Top 20 Psychological Principles for K-12 Education. *Joan Lucariello, Guttman Community College CUNY; Sandra Graham, University of California - Los Angeles; Rena F. Subotnik, American Psychological Association*
Discussant: *Kathy Nakagawa, Arizona State University*

AERA Sessions

- 46.012. Language Policy, Politics, and Diversity in Education: A New AERA Review of Research in Education (RRE) Publication.** AERA Sessions; Invited Session
Convention Center, 200 Level, 202A; 8:15-9:45am
Chair: *Gale M. Sinatra, University of Southern California*
Presenters: *Terrence G. Wiley, Center for Applied Linguistics; David R. Garcia, Arizona State University; Arnold B. Danzig, San Jose State University*
Discussants: *Jamal Abedi, University of California - Davis; Kenji Hakuta, Stanford University*

Committee Sessions

- 46.013. Counterstories of the Model Minority Myth.** Committee on Scholars of Color in Education; Symposium
Convention Center, 100 Level, 103A; 8:15-10:15am
Chairs: *Robert T. Teranishi, New York University; Bradley J. Porfilio, Lewis University*
Participants:
From Model Minority to Yellow Peril to English-Only: Korean International Students in an American High School. *Hye-Young Park, University of Illinois at Urbana-Champaign*
Perpetuating the Model Minority Stereotype in the Face of Highly Visible, and Highly Negative, External Events. *Nicholas Daniel Hartlep, Illinois State University; Daisy Ball, Framingham State University*
Forensic Psychological Myth of the Asian American as Model Minority: Is This Racial Profiling? *Ronn Johnson, University of San Diego; JoJo Yanki Lee, University of San Diego; Nicholas Daniel Hartlep, Illinois State University*
The Dismal Paradox of the Model Minority Myth: Korean New-Immigrant Youth's Experiences, Coping Strategies, and Reproduction of Racial Prejudice. *Yoonjung Choi, University of Maine at Farmington; Jae Hoon Lim, University of North Carolina - Charlotte*
Discussant: *Stacey J. Lee, University of Wisconsin - Madison*

International Organization Sessions

- 46.014. Does Teacher Education Need Research? Does Research Need Teacher Education?** British Educational Research Association
Cosponsored with Division L - Educational Policy and Politics,

Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 102A; 8:15-10:15am

Chair: *Ian Menter, University of Oxford*

Participant: *Alis Oancea, University of Oxford*

Participants:

Research and Teacher Education—The BERA-RSA Inquiry: Background.
John Furlong, The University of Oxford

Research and Teacher Education: The Interim Report. *Louise Bamfield, Royal Society for the encouragement of Arts, Manufactures and Commerce; Christopher Winch, Kings College, London; Janet Orchard, University of Bristol; Katharine Burn, University of Oxford; Trevor Mutton, University of Oxford*

Implications for Teacher Education and for Research in the United States.
Marilyn Cochran-Smith, Boston College; Robert E. Floden, Michigan State University; Pamela L. Grossman, Stanford University

Discussant: *Maria Teresa Tatto, Michigan State University*

Division Sessions

46.015. Embodied Epistemologies and Methodologies in the Digital/New Media Curriculum. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 112B; 8:15-9:45am

Chair: *Rick J. Voithofer, The Ohio State University*

Participants:

Technology, Learning, and the Evolution of Touch. *Rick J. Voithofer, The Ohio State University*

Toward a Theory of Digital Embodiment: Embodied Curriculum in Human and Computer Interaction. *Mei W. Hoyt, University of North Texas*

Embodied Research Through Avatars: Understanding Avatar-Making as Self-Making Through Mixed-Reality Embodiment. *Christine Liao, University of North Carolina - Wilmington; Karen Keifer-Boyd*

Events of Translation: Digital Devices, Teachers, and Students as Networked in Material and Embodied Processes of Reciprocal Pedagogy. *Mary Elizabeth Meier, Mercyhurst University*

Art Education Students' Responses to 3-D Embodied Learning Environments: New Curricula, Pedagogy, and Challenges in a Virtual Age. *Lilly Lu, Northern Illinois University*

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

46.016. Testimonio as Curriculum and Pedagogy: Toward an Understanding of Hispanophone Cultural and Educational Traditions. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119A; 8:15-9:45am

Chair: *Nathalia Jaramillo, The University of Auckland*

Participants:

Postcolonial Complications of Supremacy, Privilege, and Personal Praxis in *Testimonio* and *Corrido* Hispanophone Traditions. *Laura M. Jewett, The University of Texas - Brownsville*

Testimonio in Four Registers: A Synoptic Rendering of Four Contemporary *Testimonio* Writers. *Laura M. Jewett, The University of Texas - Brownsville; James C. Jupp, Georgia Southern University*

Testimonio as Pedagogy on the U.S.-Mexican Border. *Luz Evelin Zuniga, The University of Texas - Brownsville*

Testimonio and Reconstituting Identity: The Curriculum and Pedagogy of Lived *Testimonio*. *Edith Espinosa Trevino, The University of Texas - Brownsville*

Testimonios de Campesinas: Personal-Political-Biographical Narratives of Immigrant Women's Lives. *Miryam Espinosa-Dulanto, Valdosta State University*

Discussant: *Nathalia Jaramillo, The University of Auckland*

46.017. Theorizing Gun Violence: School Shootings, Politics, and Curriculum. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119B; 8:15-9:45am

Chair: *Amy B. Shuffelton, Loyola University Chicago*

Participants:

Gun Violence, Student Identity, and American Schooling. *Bryan R. Warmick, Ohio State University*

Gun Violence in Schools: The Impact of Discouraging Discourse. *Barbara S. Stengel, Vanderbilt University*

Alterity, Invisibility, and Violence: A Public/Phenomenological Turn.
Deron R. Boyles, Georgia State University

The Nature of Risk and Curricular Practice: The Canadian Context. *Dianne Gereluk, University of Calgary*

"Consider Your Man Card Reissued". *Amy B. Shuffelton, Loyola University Chicago*

Violence, Conversation, and Education. *Aislinn O'Donnell, Mary Immaculate College (University of Limerick)*

46.018. Curriculum Innovation and Enactment. Division C - Learning and Instruction; Paper Session

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

Chair: *Tia Cintrea Madkins, University of California - Berkeley*

Participants:

Investigating Curricular Alignment as a Dynamic Process. *Kian Keong Aloysius Ong, University of Melbourne; David J. Clarke, University of Melbourne*

Primary School Children's Collaboration in a Dyadic Context. *Nicolaos C. Valanides, Frederick University; Charoula M. Angeli, University of Cyprus; Andreas Chiras*

Teaching Evolution With Collective Immersive Simulations. *Michelle Lui, University of Toronto - OISE; Maria Niño-Soto, University of Toronto Schools; James D. Slotta, University of Toronto*

The Effects of Mixed-Reality Labs on Students' Conceptual Understanding. *Crystal J. DeJaegher, University of Virginia*
Students as Agents of Change in the Design and Implementation of a Problem-Based Science Curriculum. *Elizabeth Wright, University of Washington; Andrew W. Shouse, University of Washington*

Discussant: *Lara Meyer Triona, Learning in Motion, Inc.*

46.019. Interactive Groups: Interactive Classroom Learning Environments Improving Learning for All. Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, 414; 8:15-9:45am

Chair: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Participants:

Solidarity Interactions That Promote Both Learning and Coexistence. *Roseli Rodrigue de Mello, University of Sao Carlos; Maria Padrós Cuxart, Universitat de Barcelona; Sandra Girbes, Universitat de Barcelona*

Dimensions and Variables That Promote the Implementation of and Learning in Interactive Groups. *Henar Rodríguez, University of Valladolid; Alfonso García-Monge, University of Valladolid; José Juan Barba, University of Valladolid*

"With My Own Words and in My Own Ways": Roma Volunteers' Guidance of Dialogic Learning. *Sandra Racionero-Plaza, Universitat de Barcelona; Itxaso Tellado, University of Vic; Pilar Alvarez, Universitat de Barcelona*

Interactive Groups as an Inclusive Learning Environment for Students With Disabilities. *Silvia Molina Roldán, Universitat Rovira i Virgili; Carme Garcia Yeste, Universitat Rovira i Virgili; Javier Diez-Palomar, Universitat de Barcelona*

Elementary School Children's Personal Epistemology: Contributions for Exploring Dialogic Learning Environments. *Rocío García-Carrión, University of Cambridge*

Discussant: *Courtney B. Cazden, Harvard University*

46.020. Interdisciplinary Approaches for Analyzing Data From Multiple Affective Channels With Computer-Based Learning Environments. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113A; 8:15-9:45am

Chairs: *Jason Matthew Harley, McGill University; Roger Azevedo, North Carolina State University*

Participants:

Automatic Monitoring of Emotions During Learning: From the Research Lab to the School Computer Lab. *Sidney K. D'Mello, University of Notre Dame; Arthur C. Graesser, The University of Memphis*

Affect Modeling in Multimodal Tutorial Dialogue With Hidden Markov Models. *Joseph Grafsgaard, North Carolina State University; Kristy Boyer, North Carolina State University; Eric N. Wiebe, North Carolina State University; James Lester, North Carolina State University*

Studying Student Affect in Computer-Based Learning Environments With Field Observations and Log Files. *Ryan Baker, Teachers College, Columbia University; Sujith M. Gowda, Worcester Polytechnic Institute; Jaclyn Ocumpaugh, Worcester Polytechnic Institute; Supreeth M. Gowda, Worcester Polytechnic Institute; Maria San Pedro, Teachers College, Columbia University*

A Multicomponential Analysis of Emotions During Complex Learning

With an Intelligent Multiagent System. *Jason Matthew Harley, McGill University; François Bouchet, McGill University; Mohammed Sazzad Hussain, The University of Sydney; Roger Azevedo, North Carolina State University; Rafael Calvo, University of Sydney*

Discussant: *Reinhard Pekrun, University of Munich*

46.021. Leveraging Simulation-Based Learning Environments to Support Science Practices. Division C - Learning and Instruction; Symposium Convention Center, 100 Level, 113B; 8:15-9:45am

Chair: *Christina Chhin, Institute of Education Sciences*

Participants:

Exploring the Assistance Dilemma in a Simulated Inquiry Learning Environment for Evolution Theory. *Daniel Brenner, WestEd; Michael Timms, Australian Council for Educational Research; Bruce McLaren, Carnegie Mellon University; Andrew Grillo-Hill, WestEd; Kim Luttgen, WestEd*

SimScientists: Interactive Simulation-Based Science Learning Environments. *Matt Silbergitt, WestEd; Mark Loveland, WestEd; Edys S. Quellmalz, WestEd*

Using Simulations to Foster Integrated Understanding of Complex, Dynamic, Interactive Human Body Systems. *Barbara C. Buckley, WestEd; Michelle LaMar, University of California - Berkeley; George E. DeBoer, American Association for the Advancement of Science*

ChemVLab+: Simulation-Based Lab Activities to Support Chemistry Learning. *Jodi Davenport, WestEd; Anna Rafferty, University of California - Berkeley; David Yaron, Carnegie Mellon University; Michael Karabinos, Carnegie Mellon University; Michael Timms, Australian Council for Educational Research*

Discussant: *Joseph S. Krajcik, Michigan State University*

46.022. Measuring Motivational Processes and Other Noncognitive Factors: Challenges and Advances in Connecting Research to Practice. Division C - Learning and Instruction; Symposium Marriott, Fourth Level, Franklin 6; 8:15-10:15am

Chair: *Camille A. Farrington, University of Chicago*

Participants:

Measurement Matters: Assessing Attributes Other Than Cognitive Ability. *Angela L. Duckworth, University of Pennsylvania; David Scott Yeager, Stanford University; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching*

Developing and Validating Measures of Noncognitive Factors in Middle and High School Students. *Rachel Levenstein, University of Chicago; Courtney M Thompson, Consortium on Chicago School Research At The University of Chicago; Camille A. Farrington, University of Chicago*

Improvement Research Carried Out Through Networked Communities: Accelerating Learning About Practices That Support More Productive Student Mind-Sets. *David Scott Yeager, Stanford University; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching*

How Student Dispositions Evolve in Response to Classroom Contexts. *Ronald F. Ferguson, Harvard University*

A Growth Mind-Set Is Particularly Beneficial in Challenging Courses. *Eric Smith, Stanford University*

Discussant: *John Q. Easton, Institute of Education Sciences*

46.023. Modeling for Understanding and Reasoning. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, 413; 8:15-10:15am

Chair: *Christine Knaggs, Lourdes University*

Participants:

Developing Representational Competence in Chemistry With Concrete and Virtual Models. *Andrew T. Stull, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara*

Development of an Empirically Based Learning Performances Framework for Third-Grade Students' Model-Based Explanations About Water. *Cory T. Forbes, University of Nebraska - Lincoln; Christina V. Schwarz, Michigan State University; Laura Zangori, University of Nebraska-Lincoln*

Elementary Students' Generation of Model-Based Explanations About the Water Cycle. *Laura Zangori, University of Nebraska-Lincoln; Cory T. Forbes, University of Nebraska - Lincoln; Christina V. Schwarz, Michigan State University*

Exploring Shifts in Middle School Learners' Modeling Activity While Drawing, Animating, and Simulating Molecular Diffusion. *Michelle*

Hoda Wilkerson-Jerde, Tufts University; Brian E. Gravel, Tufts University; Christopher Macrander, Tufts University

Understanding 3-D: Generating Diagrams From 3-D Models Improves Diagrammatic Reasoning. *Kristin Michod Gagnier, Temple University; Kinnari Atit, Temple University; Carol Ormand, Carleton College Northfield; Thomas Shipley, Temple University*

Using Technology to Facilitate Modeling-Based Science Education: Lessons Learned From a Meta-Analysis of Research in 2000-2010.

Jing Lei, Syracuse University; Heng Patrick Luo, John A. Dutton e-Education Institute; Qiu Wang, Syracuse University; Ye Chen, Syracuse University; Ji Shen, University of Miami; Sung Hye Lee, Syracuse University

Discussant: *Nancy G. Caukin, Middle Tennessee State University*

46.024. The Video Mosaic Collaborative: An Online Professional Development Resource for Mathematics Education and the Learning Sciences. Division C - Learning and Instruction; Symposium Convention Center, 100 Level, 113C; 8:15-9:45am

Chair: *Sharon Derry, University of North Carolina - Chapel Hill*

Participants:

The Video Mosaic Collaborative Repository: A Historical Perspective. *Marjory Fan Palius, Rutgers University*

VMCAntalytic Tool: A Demonstration. *Robert Sigley, Rutgers University - New Brunswick/Piscataway*

Validating an Evolving Video Mosaic Collaborative Design by Seeking Evidence of Teachers' Growth in Reasoning and Related Shifts in Beliefs. *Carolyn Alexander Maher, Rutgers University; James A. Maher; Marjory Fan Palius, Rutgers University; Robert Sigley, Rutgers University - New Brunswick/Piscataway; Cindy E. Hmelo-Silver, Indiana University*

Making Thinking Visible Through Multimedia Artifacts. *Cindy E. Hmelo-Silver, Indiana University; Carolyn Alexander Maher, Rutgers University; Marjory Fan Palius, Rutgers University; Robert Sigley, Rutgers University - New Brunswick/Piscataway; Alice S. Alston, Rutgers University*

Design Research With Video Mosaic Collaborative-Based Instructional Activities for Online Teacher Education. *Sharon Derry, University of North Carolina - Chapel Hill; Julia Gressick, Indiana University - South Bend; Alan James Hackbarth, University of Wisconsin*

Discussant: *Hilda Borko, Stanford University*

46.025. Language Complexity and Educational Access: Contributions of Educational Research. Division D - Measurement and Research Methodology; Invited Session Convention Center, 100 Level, 111B; 8:15-9:45am

Chair: *Audra Skukauskaite, University of the Incarnate Word*

Participants: *Leanne R. Ketterlin-Geller, Southern Methodist University; Maurice Hauck, ETS; Jaime Cid, ETS; Numa Markee, Judith L. Green, University of California - Santa Barbara*

Discussant: *Patricia B. Elmore, Southern Illinois University*

46.026. Contested Spaces: Situated Histories of Desegregation. Division F - History and Historiography; Paper Session Convention Center, 100 Level, 108B; 8:15-9:45am

Chair: *Dionne Danna, Indiana University*

Participants:

Civil Rights and Public Consciousness in a Shared Community: Informal Political Education in Seattle's Central Area, 1965-1968. *Aaron Modica, University of Washington*

Seeking Equal Education Opportunity in a Multiracial City: School Desegregation in Denver, Colorado, 1945-1973. *Michael F. Suarez, University of Colorado - Boulder*

The Geospatial Distribution of Educational Attainment: Cultural Capital and Uneven Development in Metropolitan Kansas City, 1960-1980. *John L. Rury, The University of Kansas; Sanae Akaba, The University of Kansas*

Youths Reflect the Places They Inhabit: Education and Public Housing in Seattle, 1940. *Eileen H. Tamura, University of Hawaii - Manoa*

Discussant: *Scott R. Baker, Wake Forest University*

46.027. Creating Spaces for the Politics of Resistance. Division G - Social Context of Education; Paper Session Convention Center, 100 Level, 114; 8:15-10:15am

Chair: *James W. Satterfield, Clemson University*

Participants:

Critical Examinations of Teacher Educator Preparation: Experiences of Ph.D. Students of Color and Racial Battle Fatigue. *Laura S. Yee, University of Maryland & Georgetown Day School; Roderick LaMar Carey, University of Maryland - College Park; Wyletta Sheree Gamble, University of Maryland - College Park*

Reimagining Black Boyhood: Toward a Critical Framework for Educational Research. *Michael J. Dumas, New York University; Joseph D. Nelson, Center for the Study of Boys' & Girls' Lives*

Soft Spaces: Making Room for Counterhegemonic Wrestling. *Theresa Burruel Stone, University of California - Berkeley*

Strategies Enacted at One U.S. High School to (De)construct the Homonormative Subject. *Nathan Taylor, Robert Morris University*
 "You Do Feel Like You're Wearing a Different Mask": Complicating Cultural Capital Acquisition. *Heather Curl, Bryn Mawr College*

Discussant: *Daniella Ann Cook, University of South Carolina - Columbia*

46.028. Critical Race Theory and a Multidimensional Analysis of K-12 Schools. Division G - Social Context of Education; Symposium
 Convention Center, 200 Level, 204A; 8:15-9:45am

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

Participants:

Remapping Trajectories: Examining the Cumulative Effects of Racial Microaggressions in the Schooling Lives of Chicano Male Youth. *Maria C. Malagon, University of California - Los Angeles*

Critical Race Theory and the Curriculum Pipeline. *Dolores Calderon, University of Utah*

Critical Race Theory and K-12 Campus Racial Climate: The Impact of Racial Isolation on Teachers of Color. *Rita Kohli, San José State University*

Madres en Lucha (Mothers in Battle): A Critical Race Analysis of Latina Immigrant Parent Engagement in K-12 School Reform. *Veronica Nelly Velez, University of California - Los Angeles*

46.029. Leveling the Language of Multilingual/Multicultural Students: Toward Pluralizing Definitions of Academic Language and Humanizing Pedagogy. Division G - Social Context of Education; Symposium

Marriott, Fourth Level, Franklin 3; 8:15-9:45am

Chair: *Mariana Souto-Manning, Teachers College, Columbia University*

Participants:

Privileging the English of Latino Students: A Case Study of a "Long-Term English Learner". *Maneka Deanna Brooks, California State University - Fresno*

What Happened to Language in the Language Arts? Latina/o Middle School Youth on Language. *Danny C. Martinez, University of California - Davis; Elizabeth Montano, University of California - Davis*

Constructing and Complicating Youth Identities: Navigating Language Interactions Within and About a Native American Literature Classroom. *Timothy Jose San Pedro, Arizona State University*

Leveraging Students' Culture and Language in the Writing Classroom: One Teacher's Call Toward More Responsive Teaching. *Margarita Zisselsberger, Loyola University Maryland*

Discussant: *Ramon Antonio Martinez, The University of Texas - Austin*

46.030. Neoliberalism and the "New" Public School Reform Movement. Division G - Social Context of Education; Paper Session
 Convention Center, 200 Level, 204C; 8:15-9:45am

Chair: *Amanda Bell Werts, Appalachian State University*

Participants:

Analyzing the Visual Discourse of Public Education in the News: Political Cartoons and the Critique of Business Involvement in Public Schools. *Abe Feuerstein, Bucknell University*

Teach For America and the Dangers of Deficit Thinking. *Ashlee Anderson, The University of Tennessee - Knoxville*

The Name of the Game: The Figured Worlds of Charter Schools and Public Schools. *Constantin Schreiber, Arizona State University*

"With the Emphasis on Public": A Qualitative Examination of the Discourse Surrounding the Public Nature of a Charter School. *Jesse Senechal, Virginia Commonwealth University*

Discussant: *Marta P. Baltodano, Loyola Marymount University*

46.031. The Role of Media in Educational Reform Discourses. Division G - Social Context of Education; Paper Session

Convention Center, 200 Level, 204B; 8:15-10:15am

Chair: *Erin Atwood, Texas Tech University*

Participants:

Market()ability Overshadowing Equity: How Utah Print Media Positions the Value of Dual-Language Education Policy. *Veronica E. Valdez, University of Utah; Juan A. Freire, University of Utah; Garrett Delavan, University of Utah*

The Discourse of Student Achievement: Heroes and Villains in Media Coverage of Education, 2011-2013. *Amanda I. Frye Leinhos, Stanford University; Cristina Leah Lash, Stanford University; Madlene P. Hamilton, Stanford University; Prudence L. Carter, Stanford University*

Two Years Later: Did Waiting for "Superman" Have Residual Effects on Viewers? *Christy Wessel-Powell, Indiana University*

"Does Any Youth Just Get to Tell a Story?" The Possibilities and Challenges of Educating Youth in the Production of Critical Media. *Amy J. Bach, The University of Texas - El Paso*

Discussant: *Jeanne M. Powers, Arizona State University*

46.032. Urban K-3 Literacy Innovation? Implementation and Effectiveness of Three Districts' New Approaches. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Convention Center, 100 Level, 117; 8:15-9:45am

Chair: *Julia Parkinson, American Institutes for Research*

Participants:

Evaluation of the Minneapolis Public Schools Literacy Initiative. *Terry S. Salinger, American Institutes for Research; Amy Elledge, American Institutes for Research; Julia Parkinson, American Institutes for Research; Bradley Quarles, American Institutes for Research; Allison Waters, American Institutes for Research*

Evaluation of the Los Angeles Unified School District Literacy Initiative. *Kathryn V. Drummond, American Institutes for Research; Emily Baumann, American Institutes for Research; Melissa Arellanes, American Institutes for Research; Julia Parkinson, American Institutes for Research*

Evaluation of the District of Columbia Public Schools Literacy Initiative. *Zodie Makonnen, American Institutes for Research; Michele Toplit, American Institutes for Research; Jonathan Farber, American Institutes for Research; Myra Thomas, American Institutes for Research; Julia Parkinson, American Institutes for Research*

Discussants: *Florence Nguyen-Quang, Amplify; Brian Pick, Washington DC Public Schools*

46.033. Using Data for School and Student Performance Improvement. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Convention Center, 100 Level, 116; 8:15-10:15am

Chair: *Ellen B. Mandinach, WestEd*

Participants:

Building a Conceptual Framework for Data Literacy. *Edith Gummer, National Science Foundation; Ellen B. Mandinach, WestEd*

Teachers' Use of Data: A Review of the Literature. *Amanda L. Datnow, University of California - San Diego; Lea A. Hubbard, University of San Diego*

The Development of Capacity for Data Use: The Role of Teacher Networks in an Elementary School. *Elizabeth N. Farley-Ripple, University of Delaware; Joan L. Buttram, University of Delaware*

Realistic Expectations in the Data-Informed District. *Jeff Wayman, Wayman Services, LLC*

Using Data to Alter Instructional Practice: The Mediating Role of Coaches and Professional Learning Communities. *Julie A. Marsh, University of Southern California; Melanie Bertrand, Arizona State University; Alice Huguet, University of Southern California*

Discussant: *Martin Orland, WestEd*

46.034. Improving Education Through Technological Innovation. Division I - Education in the Professions; Paper Session
 Convention Center, 100 Level, 103C; 8:15-9:45am

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

Participants:

A New Approach in Integrating Productive Failure Into Engineering E-Learning Curriculum Design. *Polly Kuanling Lai, The University of Sydney; Michael J. Jacobson, The University of Sydney*

Motivation, Emotion, and Attention to Feedback in a Computer-Based

Learning Environment for Clinical Reasoning. *Laura Naismith, University Health Network; Susanne P. Lajoie, McGill University*

Social Scholars: Tweeting in the Conference Back Channel by Educational Researchers. *Christine M. Greenhow, Michigan State University; Jiahang Li, Michigan State University; Minhtuyen Mai, University of Wisconsin - Madison*

Teaching and Assessing Doctor-Patient Communication Using Remote Standardized Patients and Skype: Feedback From Medical Residents. *Dot Horber, National Board of Osteopathic Medical Examiners; Erik Langenau, Philadelphia College of Osteopathic Medicine; Elizabeth K. Kachur, Medical Education Development*

Use of Electronic Health Records by Medical Students: Results of a National Survey. *Monica M. Cuddy, National Board of Medical Examiners; Paul M Wallach; Kathleen Z. Holtzman, National Board of Medical Examiners; David B. Swanson, National Board of Medical Examiners*

Discussant: *Linda Behar-Horenstein, University of Florida*

46.035. Current Approaches to Broadening Access to Postsecondary Education. Division J - Postsecondary Education; Invited Session
Marriott, Fourth Level, Franklin 13; 8:15-9:45am
Chair: *Shouping Hu, Florida State University*

Presenters: *Julie A. Edmunds, University of North Carolina - Greensboro; Michal Kurlaender, University of California - Davis; Jake S. Jackson, University of California - Davis; Lynn A. Newman, SRI International; Zoe Corwin, University of Southern California*

Discussant: *Andrea Venezia, California State University - Sacramento*

46.036. Early Career Faculty Experiences. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 8:15-9:45am
Chair: *Gabriele Bauer, Villanova University*

Participants:

A Critical Mixed-Methods Study of Junior Faculty Mentoring Experiences in STEM and Non-STEM Fields. *Heather Metcalf, The University of Arizona; Helena Rodrigues, The University of Arizona*

The Ties That Teach: Examining the Quality of Faculty's Professional Networks in Higher Education. *Sara Van Waes, University of Antwerp; Nienke M. Moolenaar, University of California - San Diego; Piet Van den Bossche, Maastricht University; Alan J. Daly, University of California - San Diego; Peter Van Petegem, University of Antwerp*

Working When "Your Needs Have Gone out the Window": Parenting in the Pretenure Career. *Katie Conway, Teachers College, Columbia University*

"You're Not Able to Breathe": Conceptualizing the Intersectionality of Early Career, Gender, and Crisis. *Lauren Ila Miaszsek, Beijing Normal University*

Discussant: *Susan Marine, Merrimack College*

46.037. Faculty Issues in the Academic Workplace. Division J - Postsecondary Education; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 8:15-9:45am
Chair: *Anne M. DeFelippo, Salem State University*

Participants:

Supporting Non-Tenure-Track Faculty at Four-Year Colleges and Universities: A National Study of Deans' Values and Decisions. *Sean James Gehrke, University of Southern California; Adrianna Kezar, University of Southern California*

The Effect of Faculty-Hiring Patterns on Collaboration Networks in Engineering: Perspective From Chile and Korea. *Sergio Celis, University of Michigan; Jeongeun Kim, University of Michigan*

The Role of Faculty Socialization in Institutionalization Efforts. *Matthew Hartley, University of Pennsylvania; Cecilia M. Orphan, University of Pennsylvania*

Discussant: *Kerry Ann O'Meara, University of Maryland - College Park*

46.038. Critical Issues in Mathematics Teaching and Learning. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Franklin 2; 8:15-9:45am
Chair: *Sanghee Choi, University of North Georgia*

Participants:

Conceptualizing Teachers' Capacity for Learning Trajectory-Oriented Formative Assessment in Mathematics. *Caroline Brayer Ebby, Consortium for Policy Research in Education; Philip M. Sirinides,*

University of Pennsylvania

How Student Participation Mediates the Relationship Between Teacher Practices and Student Achievement. *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; Nami Shin, University of California - Los Angeles; Cecilia Henriquez Fernandez, University of California - Los Angeles*

Investigating an Integrated Caring Approach to Elementary Mathematics Teaching and Learning. *Nancy Tseng, University of Maryland*

Mathematics Teacher Educators' Classroom Practices: K-8 Mathematics Content Courses. *Aina K. Appova, The Ohio State University; Cynthia E. Taylor, Millersville University of Pennsylvania*

Discussant: *Jinfa Cai, University of Delaware*

46.039. Developing the Cultural Competence of Preservice Teachers Through Field Experience on Four Continents. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120B; 8:15-9:45am
Chair: *Elizabeth R. Hinde, Arizona State University*

Participants:

Compositional Model of Cultural Competence for Teaching Abroad Programs in Teacher Education. *Lina Marcela Trigos-Carrillo, University of Missouri - Columbia; Nino Kalatozi, University of Missouri; Kathryn B. Chval, University of Missouri - Columbia*

Impact of a Semester Teaching Practicum Abroad on the Preparation of Elementary/Special Education Teachers. *Susan F. Skawinski, Providence College; Laura Boynton Hauerwas, Providence College; Lynne B. Ryan, Providence College*

Promoting Cultural Skills Acquisition Through an International Student Teaching Field Experience. *Michelle Salmons, Australian National University; Margaret Partlo, Central Michigan University; Dan Kaczynski, Central Michigan University; Simon Leonard, University of Canberra*

Teacher Preparation in a Local Context: Field Experiences in Rural Alaska. *Ute Kaden, The University of Alaska - Fairbanks; Philip Patrick Patterson, The University of Alaska - Fairbanks*

Unraveling the Reflection Process in an International Field Experience: Critical Elements to Affect Preservice Teachers' Cultural Attitudes, Values, Feelings, and Higher-Level Learning. *Jayne Melissa Leh, The Pennsylvania State University; John Alfred Guisepppe, The Pennsylvania State University; David S. Bender, The Pennsylvania State University*

Discussant: *Eleanor V. Wilson, University of Virginia*

46.040. Improving the Education of Multilingual Learners and Their Teachers Through Interdisciplinary Collaboration and Online Professional Development. Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203A; 8:15-9:45am
Chair: *Cindy Gutierrez, University of Colorado - Denver*

Participants:

Collaborative Interdisciplinary Design for Pedagogical Language Knowledge. *Kara Mitchell Viesca, University of Colorado - Denver; Honorine D. Nocon, University of Colorado - Denver*

Learning to Teach Fractions to Multilingual Learners: The Intersection of Online Learning and Professional Development. *Jacqueline Leonard, University of Wyoming; Nicole Michelle Russell, University of Denver*

Developing Linguistic Responsiveness in Science Teachers of Multilingual Learners. *Geeta K. Verma, University of Colorado - Denver; Helen Douglass, University of Colorado - Denver; Boni Hamilton, University of Colorado Denver*

Lessons Learned: Reframing Teachers' Perceptions of Bilingual Students. *Sheila M. Shannon, University of Colorado - Denver; Elizabeth Mahon, University of Colorado; Nancy Commins, University of Colorado - Denver*

Discussant: *Tamara F. Lucas, Montclair State University*

46.041. Learning to Swim on a Sidewalk? Practice-Based Education for Teachers of Language Learners. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 120C; 8:15-9:45am
Chair: *Megan Madigan Percy, University of Maryland*

Participants:

Differentiating High-Leverage Teaching Practices for English Language Arts and Mathematics. *Francesca Forzani, University of Michigan*
 “Po-ta-to, Po-tah-to?” Exploring Convergence and Divergence in Core Practices for English Language Learners and World Language Learners. *Francis J. Troyan, The Ohio State University; Megan Madigan Peercy, University of Maryland*

Framing the Teaching of Academic Language to English Learners: A Delphi Study of Expert Consensus. *Susan O'Hara, University of California - Davis; Robert Pritchard, California State University - Sacramento; Jeff Zwiers, Stanford University*

Tools and Feedback Protocols for the Development of High-Leverage Teaching Practices With Foreign Language Teachers. *Kristin Johnson Davin, Loyola University Chicago; Francis J. Troyan, The Ohio State University*

Content and Language Integrated Instruction in Foreign Language Education: Articulating Core Practices for Content-Based Instruction. *Francis J. Troyan, The Ohio State University; Laurent Cammarata, University of Alberta*

Discussant: *Morva McDonald, University of Washington*

46.042. Rounding Out Teacher Preparation? Examining Education Rounds From Multiple Perspectives. Division K - Teaching and Teacher Education; Symposium

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

Chair: *A. Lin Goodwin, Teachers College, Columbia University*

Participants:

Education Rounds as a Formative Intervention: A Methodological Perspective. *Viv Ellis, Brunel University*

Playing Doctor With Teacher Preparation. *Rachel Roegman, Teachers College, Columbia University; Carolyn J. Riehl, Teachers College, Columbia University*

Unpacking Practice With Clinical Instructional Rounds in the San Francisco Teacher Residency Program. *Peter W. Williamson, University of San Francisco*

Round and Round: Examining Teaching Residents' Reflections on Education Rounds in an Urban Teacher Residency Program. *Emilie N. Reagan, University of New Hampshire; Rachel Roegman, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University*

Discussant: *Thomas A. Del Prete, Clark University*

46.043. Teachers' Lives in Contemporary China. Division K - Teaching and Teacher Education; Symposium

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

Chair: *Xudong Zhu, Beijing Normal University*

Participants:

Understanding Individual and Collective Aspects of Teachers' Personal and Professional Well-Being in China. *Laura Blythe Liu, Beijing Normal University*

School Support in Beginning Teachers' Career Trajectories: An Elementary School Case Study. *Ping Zhao, Beijing Normal University; Guoyuan Sang, Beijing Normal University*

Teachers' Educational Life in Primary and Secondary School in China Since 1949. *Yan Hu, Beijing Normal University*

From the Soil: A Reconsideration of Teacher Excellence in China. *Huajun Zhang, Beijing Normal University; Guozhen Wu, Beijing Normal University; Changbin Chi, College of Education at Shangcheng District*

A Self-Study on a Chinese Teacher-Researcher's Transformational Learning in the Milieu of International Conferences. *Xiaohong Yang, Hangzhou Normal University*

The Work and Lives of Teachers on the Honorable Road: Critical Analysis on Institutionalized Teacher Honor. *Huan Song, Beijing Normal University; Xudong Zhu, Beijing Normal University; Chiyang Chung, Chung Yuan Christian University*

46.044. Beyond the Rhetoric: Examining the Economic Rationales and the Evidence-Based Support for Current Reform Strategies. Division L - Educational Policy and Politics; Symposium

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

Chair: *Henry I. Braun, Boston College*

Participants:

Will Contemporary Reform Strategies Provide the International Economic Progress and Educational Equity Gains They Promise? *William J. Mathis, University of Colorado - Boulder*

Data-Driven Improvement and Accountability. *Andrew Hargreaves, Boston College; Henry I. Braun, Boston College*

The Virtual Evidence Base for Virtual Education and the Implications for Policy. *Jennifer K. Rice, University of Maryland; Luis Alberto Huerta, Teachers College, Columbia University*

Discussant: *David C. Berliner, Arizona State University*

46.045. National Standards and Curricula: Challenges Here and Abroad.

Division L - Educational Policy and Politics; Paper Session
 Convention Center, 100 Level, 115A; 8:15-10:15am

Chair: *Emily Hodge, The Pennsylvania State University*

Participants:

National Agendas, Global Drivers: Curriculum and Standards in the United States and Australia Since the 1980s. *Glenn Clifton Savage, The University of Melbourne; Kate O'Connor, The University of Melbourne*

Curriculum Standardization, Stratification, and Students' STEM Occupational Expectations: Evidence From PISA (Programme for International Student Assessment) 2006. *Seong Won Han, University at Buffalo, The State University of New York*

The Alignment of Textbooks to the Common Core. *Morgan S. Polikoff, University of Southern California*

Implementation of Common Core State Standards and Coaching Factors. *Daniella Hall, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania; Anne Darfler; Bernadette Newman, Consortium for Policy Research in Education*

Deeper Learning Opportunities and Outcomes: Evidence in the Midst of a Debate. *James E. Taylor, American Institutes for Research; Catherine Sousa Bitter, American Institutes for Research; Kristina Lillian Zeiser, American Institutes for Research; Megan Brown, American Institutes for Research; Micha Segeritz, Research Alliance for New York City Schools*

46.046. Poverty, Early Social Supports, and Child Outcomes. Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 102B; 8:15-10:15am

Chair: *Ajay Singh, Western State Colorado University*

Participants:

Comparing the Impact of Interventions to Support Children in Poverty.

Erin Sibley, Boston College; Anastasia E. Raczek, Boston College; Eric Dearing, Boston College; Mary Walsh, Boston College

Food Insecurity and Early Child Development Outcomes. *Julia B. Smith, Oakland University; Sherri L. Oden, Oakland University; Ashley Blake, Oakland University*

Impact of North Carolina's Early Childhood Initiatives on Special Education Placements in Third Grade. *Clara G. Muschkin, Duke University; Helen F. Ladd, Duke University; Kenneth A. Dodge, Duke University*

Monitoring to Prevent Elementary School Truancy: Early Results From a Mixed-Methods Process Evaluation. *Mimi Engel, Vanderbilt University; Amy Claessens, University of Chicago*

School-Level Supports That Contribute to Academic Success Among At-Risk U.S. Kindergarteners. *Leigh Shebanie McCallen, The Graduate Center - CUNY; Sophia Catsambis, Queens College - CUNY*

Discussants: *Erica Hilary Greenberg, Stanford University; Valerie Polakow, Eastern Michigan University*

46.047. Teacher and Administrator Hiring and Workforce Management.

Division L - Educational Policy and Politics; Paper Session
 Convention Center, 100 Level, 115C; 8:15-9:45am

Chair: *Patrick Denice, University of Washington*

Participants:

Competition, Unions, and Educational Personnel Salaries. *Mustafa U. Karakaplan, Utah State University*

Considering the Roles of Race and Gender in the Assignment of Public School Administrators. *Bradley W. Davis, The University of Texas at Arlington; Mark A. Gooden, The University of Texas - Austin*

Using Teacher Effectiveness Data for Information-Rich Hiring. *Marisa A. Cannata, Vanderbilt University; Mollie Rubin, Vanderbilt University; Timothy Drake, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Christine M. Neumerski, Vanderbilt University - Peabody College; Patrick Schuermann, Vanderbilt University*

Where's the Leverage for Improving Washington's Principal Workforce? *Patrick Denice, University of Washington; Michael DeArmond,*

University of Washington; Christine Campbell, University of Washington

SIG Sessions

46.048. Teachers and Teacher Educators Using Action Research to Inform Practice. SIG-Action Research; Structured Poster Session Convention Center, 100 Level, 121C; 8:15-9:45am

Chair: *Frances O. Rust*

Participants:

1. Empowering Students to Be Assets to the Community. *Clarissa Ash, Clara Barton High School; Katia Belony, Clara Barton High School*
2. Incorporating Active Student Response in Lesson Planning With Preservice Teaching Candidates. *Tara Watkins Galloway, Belmont Abbey College; Sara D. Powell, Belmont Abbey College; Josh Baker, University of Nevada*
3. Collective Reflection as a Catalyst to Action Research: An Overview of a Group's Inquiry. *Ann Walker Nielsen, Arizona State University*
4. Preservice Teachers Explore College Day With First-Generation Middle Schoolers and Parents. *Marga Madhuri, University of La Verne*
5. Reflection on Action in the Preschool Environment. *Nicole Teychea, Arizona State University*
6. Goals of Practitioner Research According to Teacher Educators and the "Formal" Curriculum. *Helma Oolbekkink, Radboud University Nijmegen; Eddie Denessen, Radboud University Nijmegen*
7. Firsthand Vocabulary Learning: Developing English-as-a-Foreign-Language Learning Strategies Through Group Action Research. *Gregory Siy Ching, Fu Jen Catholic University*
8. English-as-a-Foreign-Language Preservice Teacher Training: Implications of Cooperative Storytelling in Preschool Students. *Tsu-Chia Julia Hsu, Lunghwa University of Science and Technology*
9. Exploring University-School Partnerships and Insider/Outsider Action Research. *Anna Alarid, The New School; Jacqueline Jenkins, United Way of NYC*
10. Promoting Teacher Leadership and Interdisciplinary Collaboration to Improve Student Engagement. *Lorraine Liriano, The New School; Maeve Gavagan, The New School; Donna Lewis, The New School; Nanci Richards, The New School*
11. Teachers Who Empower: Learning to Develop Student Leadership at a Transformation School. *Ashleigh Staton, The New School; Isabel Ochoa, The New School; Johnny Arias, The New School*
12. Longitudinal Action Research: Crafting a Visual Thinking Professional Development Community. *Jill B. Farrell, Barry University; Carter Winkle, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools*

Discussants: *Christopher M. Clark, The University of Arizona; Alan D. Amtzis, The College of New Jersey*

46.049. Applied Research in Immersive Environments for Learning (ARIEL) SIG Workshop. SIG-Applied Research in Immersive Environments for Learning; Paper Session Marriott, Fourth Level, Franklin 7; 8:15-10:15am

Chair: *Christopher J. Dede, Harvard University*

Participants:

- Complex Systems Understanding With the Use of an Agent-Based Watershed System Simulation. *Jennifer Brammer Elliott, Voorstellen; David F. Feldon, Utah State University*
- Systematic Analysis of Mobile Games for Learning: The Case of Monster Physics and Math Ninja. *Arotis Nathaniel Foster, Drexel University; Mamta Shah, Drexel University; Kevin Gross, Drexel University; Madhur Parihar, Drexel University*
- Villainous: A Middle School Capstone Game Experience Using Augmented Reality. *Scott Joseph Warren, University of North Texas; Jonathan Gratch, University of North Texas; Jenny S. Wakefield, University of North Texas*

46.050. Pedagogy of the Bereft: Reevaluating Arts-Based Research and Learning in a Deprived Society. SIG-Arts and Learning; Symposium Marriott, Fourth Level, Franklin 12; 8:15-10:15am

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

Participants:

- Pedagogy of the Bereft. *James Haywood Rolling, Syracuse University*
- Art's Democratic Practice Beyond Redemptive Models of Education. *John Baldacchino, University of Dundee*

Democratic Pedagogy: Making Visible the Complexities of Childhood. *Christine M. Thompson, The Pennsylvania State University - University Park*

The Event of Research as Art Practice. *Charles Garoian, The Pennsylvania State University*

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

46.051. Chartering New Territory: Cyber Schools, Charter Schools, and Virtual Special Education—Pitfalls, Obstacles, Dilemmas, and Solutions. SIG-Charter School Research and Evaluation; Symposium Convention Center, 100 Level, 118A; 8:15-9:45am

Chair: *York Williams, West Chester University of Pennsylvania*

Participants:

- A Legal Framework for Special Education and Charter Schools. *Kevin Mckenna, Latsha, Davis & McKenna*
 - Cyber Charters and Special Education. *Nicole Snyder, Latsha Davis & McKenna*
 - Technology, Free Appropriate Public Education, and Progress Monitoring: Glows and Grows. *Michele Moser, The George Washington University*
- Discussant: *York Williams, West Chester University of Pennsylvania*

46.052. Mobile Devices: Does the Reality Match the Promise? SIG-Computer and Internet Applications in Education; Paper Session Marriott, Fifth Level, Grand Ballroom H; 8:15-10:15am

Chair: *Evrin Baran, Middle East Technical University*

Participants:

- Can We Predict Usage Out of Possession? *Mario Vennemann, University of Paderborn; Birgit Eickelmann, University of Paderborn, Germany*
- English-for-Speakers-of-Other-Languages Preservice Teachers' Experiences and Learning in Reading Electronic Storybooks. *Ho Ryong Park, Murray State University; Deoksoon Kim, University of South Florida*
- Investigation of Middle School Science Teachers' and Students' Use of Technology Inside and Outside of Classrooms. *Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Todd Campbell, University of Connecticut; Daniel Coster, Utah State University; Max L Longhurst, Utah State University*
- iLiteracy: Differentiating Reading and Writing Instruction Across Content Areas With 1:1 iPads. *Amy E. Vanden Boogart, The George Washington University; Natalie B. Milman, The George Washington University*
- Advancing Behavior-Mapping Methodology: Developing an iPad Application to Assess Science Learning in Preschoolers. *Robert Alan Wight, University of Cincinnati; Catherine V. Maltbie, University of Cincinnati; Mona Jenkins, University of Cincinnati; Victoria W. Carr, University of Cincinnati; Kyle Hartshorn*
- An Exploration of the Attitude of Adults on Preschool Children's Use of Information Technology. *Shu Ching Yang, National Sun Yat-Sen University; Chiao Ling Huang, Institute of Education - National Sun Yat-sen University*

46.053. Race and Ethnicity Issues: Asian, Canadian, and American Perspectives. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session Marriott, Fourth Level, 412; 8:15-9:45am

Chair: *Angela J. Cox, Georgetown College*

Participants:

- "It Is More Than How You Look!" Understanding "Asian American Women" From an Intersectionality Perspective. *Jia Liang, University of Georgia - Athens; April L. Peters, University of Georgia*
- Experiences and Expectations of Immigrant Pakistani Parents Regarding Parental Involvement in Schools. *Fawzia Reza, Rancho Palos Verdes Preschool and Kindergarten; Jyotsna Pattnaik, California State University - Long Beach*
- Black Male Youth in Toronto: Tales of Opportunity in the City. *Lance Trevor McCready, OISE/University of Toronto; Anthony Briggs, University of Toronto - OISE; David A Pereira, University of Toronto - OISE; Tawnee Collymore, University of Toronto - OISE; Emmanuel Tabi, University of Toronto - OISE*
- Immigrant Teachers, Canadian Multiculturalism, and the Notions of the "Good Teacher": A Multiple-Case Study of Recertification Programs in Metro Vancouver. *Lilach Marom, The University of British Columbia*
- Race, Religion, Class, Childhood, and the Acceptable Ways of Discussing "Choice" in Education Policy and Practice. *Karl Kitching, University College Cork*

46.054. Disrupting by Imagining: Rethinking Early Childhood Research.

SIG-Critical Perspectives on Early Childhood Education; Symposium
Marriott, Fourth Level, 409; 8:15-9:45am

Chairs: *Will Parnell, Portland State University; Jeanne Marie Iorio, University of Hawaii - West Oahu*

Participants:

Autoethnography as a Creative Analytical Practice. *Peter J. Gouzouasis, The University of British Columbia; Jee Yeon Ryu, The University of British Columbia*

Circles and Bicycles: Thinking and Rethinking About the Action Research Process. *Will Parnell, Portland State University; Jeanne Marie Iorio, University of Hawaii - West Oahu*

Ocean Swimmer: Metaphor and the Arts in Early Childhood. *David Keith Lines, The University of Auckland*

Imagining and Storying: A Method of Critical Research. *Elizabeth P. Quintero, California State University - Channel Islands*

Discussant: *Nicola J. Yelland, Victoria University - Australia*

46.055. Learning Through Design Processes as Researchers. SIG-Design and Technology; Paper Session

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

Chair: *Jennifer L. Chiu, University of Virginia*

Participants:

Teachers as Design-Researchers. *Ornit Sagy, University of Haifa; Yael Kali, University of Haifa*

Designing with Electronic-Textiles or E-Textiles. *Verily Tan, Indiana University; Kylie A. Pepler, Indiana University - Bloomington*

Effects and Impacts of a Professional Development Workshop in Online Course Design: A Mixed-Methods Study. *René Mercer, Texas A&M University*

Questioning Researcher Teaching and Technology Philosophical Orientations. *Heather A. Kanuka, University of Alberta*

Using Matrix Design in a Performance Support System to Promote Comprehension and Decision Making. *Wei-Chen Hung, Northern Illinois University; Faisal Kalota; Ifeng Jeng, Indiana University*

Discussant: *Patricia L. Hardre, University of Oklahoma*

46.056. Curriculum and Communication: Dewey's Influence on Our Professional Lives. SIG-Dewey Studies; Paper Session

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

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

Participants:

Aesthetic, Spiritual, and Flow Experiences: Contrasts and Educational Implications. *Bruce Uhrmacher, University of Denver; Bradley M. Conrad, Capital University; Christy M. Moroye, University of Northern Colorado*

Beyond Classical Cognitivism and Behaviorism: Wittgenstein and Dewey Revisited. *Jim Garrison, Virginia Polytechnic Institute and State University; Leaf O. Ostman*

Boyd Henry Bode, John Dewey, and the Problem of Consciousness. *Joseph L. Watras, University of Dayton*

Bringing Curriculum and Didactics Together: A Deweyan Perspective. *Zongyi Deng, Nanyang Technological University - National Institute of Education*

Listening and Experience: From Traditional and Progressive Education to Experiential Learning. *Leonard J. Waks, Temple University*

Why Do We Cite John Dewey? *Robert E. Boostrom, University of Southern Indiana*

Discussant: *Gert J. Biesta, University of Luxembourg*

46.057. Reclaiming the Methodological Grounds of Neoliberal Education Policy Research. SIG-Education and Student Development in Cities; Symposium

Marriott, Fourth Level, 411; 8:15-9:45am

Chair: *Kathleen M. Nolan, Princeton University*

Participants:

Perspectives From Studying Through School Closure Policy: A Critical Anthropology Guiding Neoliberal Inquiry. *Liza Pappas, The Graduate Center - CUNY*

Trapped Inside a Poisoned Maze: Mapping Young People's Geographies of Disposability in Schools. *Patricia Krueger-Henney, University of Massachusetts at Boston*

Complicit Practices, Entangled Supports: How Education Policies Miss the

Mark at Critical Junctures. *Mayida Zaal, Montclair State University*
Urban Teachers' Counterstories of Neoliberal School Reform. *Kathleen M. Nolan, Princeton University*

What Does Policy Have to Do With It? Antbullying Legislation and LGBTQ Youth Participation in Schools. *Darla Linville, Georgia Regents University*

Discussant: *Lisa (Leigh) Patel, Boston College*

46.058. Advances in Statistical Methodology. SIG-Educational Statisticians; Paper Session

Marriott, Fourth Level, Franklin 5; 8:15-10:15am

Chair: *Wei Pan, Duke University*

Participants:

A Proposed Method for Simulating Tukey g-and-h Distributions Based on the Method of Percentiles. *Tzu Chun Kuo, Southern Illinois University - Carbondale; Todd Christopher Headrick, Southern Illinois University - Carbondale*

Accuracy and Precision of Generalized Eta Squared: An Empirical Investigation of Research Design and Nonnormality. *Patricia Rodriguez de Gil, University of South Florida; Patrice S. Rasmussen, University of South Florida; Thanh Vinh Pham, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Anh P. Kellermann, University of South Florida; Jeanine L. Romano, American University of Sharjah; Yi-Hsin Chen, University of South Florida; Isaac Li, University of South Florida*

Bayesian Mediation Analysis for Partially Clustered Data. *Yiyi Chu, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*

Evaluation of Propensity Score Strategies With Multilevel Data When Treatment Assignment Mechanism Varies Between Clusters. *Sungur Gurel, University of Florida; Walter L. Leite, University of Florida*

Ordinal Regression Analysis: Stereotype Logistic Regression Models for Ordinal Response Variables Using Stata and R. *Xing Liu, Eastern Connecticut State University; Hari P. Koirala, Eastern Connecticut State University*

Precision-Based Approach to Number of Replications for Monte Carlo Studies of Robustness and Power. *Gordon P. Brooks, Ohio University - Athens; Emily A. Price, Ohio University; George A. Johanson, Ohio University*

Discussant: *Seock-Ho Kim, University of Georgia*

46.059. Hispanic Higher Education: What Does the Future Hold? SIG-Hispanic Research Issues; Paper Session

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

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

Participants:

The Hispanic-White College Completion Gap: Examining the Contributing Factors. *Stella M. Flores, Vanderbilt University; Toby Park, The Florida State University; Dominique Baker, Vanderbilt Peabody College*

(Re)searching the Past: Latina/o College Completion Pathways. *Vijay Kanagala, The University of Texas - San Antonio; Amaury Nora, The University of Texas - San Antonio*

The Influence of Individual, Family-Related, and Structural Factors on Latino Students' Academic Performance: An Ethnic Breakdown. *Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Luke Stanke, University of Minnesota*

A Community Cultural Wealth Examination of Sources of Support and Challenges Among Latino First- and Second-Generation College Students. *Claudia Kouyoumdjian, California State University; Nichole Garcia, UCLA; Bianca Guzman, California State University - Los Angeles*

Social Networks' Influence on First-Generation Latina/o Students' College Choice Process and Enrollment. *Griselda Flores, University of Florida; Francisco A. Jimenez, University of Florida - University of Chile*

Discussant: *Sylvia Hurtado, University of California - Los Angeles*

46.060. Indigenous Self-Determination and the Power of Educational Research. SIG-Indigenous Peoples of the Pacific; Paper Session

Marriott, Fourth Level, 405; 8:15-10:15am

Chair: *Kekailoa Perry, University of Hawaii - Manoa*

Participants:

The Power of Educational Research for Innovation in Practice and Policy:

An Indigenous Community Perspective. *Margaret J. Maaka, University of Hawaii - Manoa; Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa; Kerry Laiana Wong, University of Hawaii - Manoa*

Kūkū Hou (Rebuild): A Cultural Method for Innovation in Education Research, Practice, and Policy. Keith Kalani Akana, Office of Hawaiian Affairs

Mele Koihonua: A Hawaiian Epistemology. Katrina Kapaanaokalaokoala Oliveira, University of Hawaii

Ngā Nekehanga: Supporting Whānau Māori Language Development During Educational Transitions. Nicola Bright, NZCER; Nicola Bright, NZCER

Discussants: *Sam L. Warner, University of Hawaii - Manoa; Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi*

46.061. Studies of Assessment Methods and Validity. SIG-Measurement and Assessment in Higher Education; Paper Session
Convention Center, 100 Level, 111A; 8:15-9:45am

Chair: *Ulemu Luhanga, Queen's University - Kingston*

Participants:

A Piecewise Latent Growth Model to Study the Effect of a College Admissions Test Overhaul. *Paulina Perez Mejias, Universidad de Santiago de Chile; Alberto F. Cabrera, University of Maryland*

An Investigation of the Validity and Reliability of a College Business Learning Outcomes Assessment When Used in International Settings. *Guangming Ling, ETS*

Analyzing University Students' Subject-Specific Competence in Economics and Business by Adapting Two Internationally Approved Measuring Instruments. *Sebastian Brueckner, Johannes Gutenberg University of Mainz; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz; Manuel Förster, Johannes Gutenberg University of Mainz*

Discussant: *Ross Edward Markle, Educational Testing Service*

46.062. Productive Tensions in Mentoring. SIG-Mentorship and Mentoring Practices; Symposium
Convention Center, 100 Level, 118B; 8:15-9:45am

Chair: *Amanda Rolle, Texas A&M University*

Participants:

Dynamics of Tension and a Sense of Belonging in a Mentoring Community of Women Faculty. *Ke Wu, University of Montana; Nilsa J. Thorsos; Anne L. Kern, University of Idaho; Brittany Danielle Baldwin, Georgia State University*

Tensions in Cross-Cultural Mentoring. *Talia Randa Esnard, The University of Trinidad and Tobago; Deirdre Cobb-Roberts, University of South Florida; Ke Wu, University of Montana; Ann Unterreiner, Stanford University; Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; Makini Z. Beck, Valdosta State University*

The Power of Dialogue and Meaningful Connectedness for Two Female Scholars of Color. *Makini Z. Beck, Valdosta State University; Christine Wanjiku Nganga, South Dakota State University*

Collegiality, Loyalty, and Friendship: Emerging Tensions in the C-Y-F. *Ann Unterreiner, Stanford University; Laurette Maria Stacy Bristol, Charles Sturt University; Antonette M. Aragon, Colorado State University; Joyanne Beverly De Four-Babb, No university affiliation*

Discussant: *Frances K. Kochan, Auburn University*

46.063. Curriculum in Middle-Level Education. SIG-Middle-Level Education Research; Paper Session
Convention Center, 100 Level, 112A; 8:15-10:15am

Chair: *Jenny Denyer, University of Toledo*

Participants:

The Relationship Between Teacher-Student Interactions and Student Motivation in Middle School Science. *Julie Brockman Smart, Educational Research and Accreditation Consultant*

A Phenomenological Study of Middle-Grade Female and Male Students' Single-Sex Mathematical Experiences. *Amber Simpson, Clemson University; S. Megan Che, Clemson University*

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

Middle-Level Science Teacher Education Without Boundaries: Integration 6-16 Curriculum. *Victoria Matzenauer Deneroff, Georgia College & State University; Rosalie A. Richards, Georgia College & State*

University

Middle School Social Studies Teachers' Enactment of Content-Area Literacy. *Leila Nicole Richey, George Mason University; Erin Marie Ramirez, George Mason University; Ana M. Taboada Barber, George Mason University; Elizabeth G. Sturtevant, George Mason University; Julie K. Kidd, George Mason University*

Discussant: *Mary F. Roe, Arizona State University*

46.064. Understanding Educational Improvement Through the Lens of Institutional and Organizational Theory: From Teacher Communities to Teacher Evaluation. SIG-Organizational Theory; Paper Session

Marriott, Fourth Level, 410; 8:15-9:45am

Chair: *Christopher R. James, University of Bath*

Participants:

Defining the New Normal: Reaching Institutional Equilibrium After a Major Disaster. *Mahauganee Dawn Shaw, Miami University - Oxford*

Institutional Complexity and the Multiple Reform Logics of Teacher Communities in U.S. Public Schools. *David Gilbert Sherer, Harvard Graduate School of Education; Ebony N. Bridwell-Mitchell, Harvard University; David Quinn, Harvard University*

Shifts in Teacher Social Networks and Views of Student Mathematical Capability: A Stacked Analysis. *Jessica Rigby, Vanderbilt University - Peabody College; Christine Joy Andrews-Larson, Florida State University; I-Chien Chen, Michigan State University*

The New Teacher Evaluation Systems and Leadership Work Practice in Schools: Toward a Conceptual Frame. *Angeline Kathryn Spain, University of Michigan - Ann Arbor*

Studying the Coordination and Continuous Improvement of Instruction Through Social-Technical Interactions. *Lok-Sze Wong, University of Michigan*

Discussant: *Sharon D. Kruse, The University of Akron*

46.065. Education for Democracy in the Age of Neoliberalism. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Paper Session
Marriott, Fourth Level, 415; 8:15-10:15am

Chair: *Ana Lucia Cruz, Saint Louis Community College*

Participants:

A Conceptual Dialogue Between Freedom, Education, and Democracy: Freire's Pedagogy of Freedom and a Research Project on Education for Democracy. *Gina Thesee, University of Quebec - Montreal; Paul R. Carr, Lakehead University*

Living a Pedagogy of Freedom in Real Schools: Insights From Youth Leaders in Social Justice Activism. *Darren E. Lund, University of Calgary*

Pedagogy of Debt Versus Debtor Pedagogy: The Neoliberalism and Commodity in Education. *Sheila L. Macrine, University of Massachusetts - Dartmouth; João Menelau Paraskeva, University of Massachusetts*

Reinventing Freirean Pedagogy to Construct Citizenship Education Within Environmental and Social Justice Models: A Comparative Study in the Americas. *Greg William Misiaszek, Beijing Normal University*

Searching for Freedom Within a "Low-Ranking" School in a Neoliberal Age: A Work in Progress. *Rodney Handelsman, English Montreal School Board*

Discussant: *Marlon Simmons, University of Toronto*

46.066. Portfolios and Reflection in Teaching and Teacher Education. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session

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

Chair: *Nicole Rose Olcese, The Pennsylvania State University*

Participants:

An Account of Preservice Teachers' Learning Experiences in and Reflections on Developing a Course Portfolio. *Anna Liza Daunert, University of Paderborn*

E-Portfolios as a Professional Tool and Fluid Space for Evolving Early-Career Professional-Teacher Identities. *Diane W. Gomez, Manhattanville College; Diane E. Lang, Orange-Ulster BOCES*

Finding the Sweet Spot: E-Portfolios Connecting Personal, Classroom, and Field-Based Learning Experiences. *Norman Davis Vaughan, Mount Royal University*

46.067. Problem-Based Education SIG Full Paper Session: Problem-Based Learning in K-12, Teacher Education, and Other University

Contexts. SIG-Problem-Based Education; Paper Session
Convention Center, 100 Level, 118C; 8:15-10:15am

Chair: *Jeffrey Stuart Kaplan, University of Central Florida*

Participants:

Problem-Based Learning Processes: Impact on Preservice Teachers' Learning Strategies. *Bee Leng Chua, National Institute of Education - Nanyang Technological University; Oon Seng Tan, Singapore National Institute of Education; Woon Chia Liu, National Institute of Education - Nanyang Technological University*

Problem-Based Inquiry: Innovation in Practice and Learning. *Nahid Nariman, University of California - San Diego; Janet A. Chrispeels, University of California - San Diego; Vanessa Ann Karwan, TIDES (Transformative Inquiry Design for Effective Schools and Systems)*

Implementation of a Socioscientific Inquiry Unit in a High School Biology Classroom: A Teacher's Perspective. *Thomas Brush, Indiana University; Krista D. Glazewski, Indiana University; Suhkyung Shin, Indiana University; Sungwon Shin, Indiana University; Jiyoung Jung, Indiana University - Bloomington*

Evaluating the Essential Elements of Project-Based Learning: A Case Study of First-Year Implementation in One Urban School. *Jessica Gale, Georgia Institute of Technology; Christopher Cappelli, Georgia Institute of Technology; Jane Simpkins, Westminster Center for Teaching; Robert Ryshe, Westminster Center for Teaching*

Why Increased Social Presence Through Web Videoconferencing Does Not Automatically Lead to Improved Learning in Online Problem-Based Learning. *Bas Giesbers, Rotterdam School of Management; Bart Rienties, Maastricht University; Dirk Tempelaar, Maastricht University; Wim H. Gijssels, Maastricht University*

Problem Framing: Learning Through Designerly Practices. *Vanessa Svihla, University of New Mexico; Sushilla Knottenbelt, University of New Mexico; Jennifer Buntjer, University of New Mexico*

Discussant: *Clark A. Chinn, Rutgers University*

46.068. Queer Relationalities: Love, Friendship, and Other Conundrums of Educational Life. SIG-Queer Studies; Paper Session

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

Chair: *Adam Joseph Greteman, School of the Art Institute of Chicago*

Participants:

Friendship and Liking as a Way Beyond Love and Hate in Education. *Kevin Burke, University of Notre Dame; Adam Joseph Greteman, School of the Art Institute of Chicago*

The Educative Ga(y)ze: How Bodies Get "Seen" on Mobile Phone Apps for Gay Men. *Sam Stiegler, The University of British Columbia*

The Methodological Im/possibilities of Researching Sexuality Education in Schools: Working Queer Conundrums. *Kathleen Anne Quinlivan, University of Canterbury*

Theories of Recognition, Queer Subjectivities, and the Pedagogies of Friendship. *David L. Carlson, Arizona State University*

Discussant: *Mary Louise Rasmussen, Monash University*

46.069. Issues in Faith-Based Education. SIG-Religion and Education; Paper Session

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

Chair: *Larry D. Burton, Andrews University*

Participants:

Jesuit High Schools and the National Study of Youth and Religion Project. *Michael Thomas O'Connor, Jenny Small, Boston College; Joseph M. O Keefe, Boston College; Patricia A. Weitzel-O'Neill, Boston College - Roche Center for Catholic Education; Molly Cummings, Boston College*

Religious Tradition and Course Objectives: A Survey of Faculty at Faith-Based Institutions. *Nathan Alleman, Baylor University; Perry Glanzer, Baylor University*

Inside and Outside Education: Christian and Classical Education in Byzantium. *Theodore Christou, Queen's University*

Factors Associated With the Perception of Doctoral Students on Faith Integration. *Tawny J. Billings, Azusa Pacific University; Hae-Seong Park, Azusa Pacific University; Daniel Ross Lawson, Azusa Pacific University; Faith Ellis, Azusa Pacific University*

Discussants: *Mary Rose McCarthy, Pace University; Nathan C. Walker, Teachers College, Columbia University*

46.070. Research Focus on Black Education Invites a Conversation With Deans of Historically Black Colleges and Universities. SIG-Research

Focus on Black Education; Invited Session
Convention Center, 100 Level, 104A; 8:15-9:45am

Chair: *Chance W. Lewis, University of North Carolina - Charlotte*

46.071. Influences on Student-Athlete Experiences and Outcomes. SIG-Research Focus on Education and Sport; Paper Session

Convention Center, 100 Level, 124; 8:15-9:45am

Chair: *Melisa Jill Ziegler, The Pennsylvania State University - University Park*

Participants:

"Bonus" Degrees: Exploring the Alignment of Graduate Student Athletes' Career Choices and Graduate Degree Pathways. *Siduri Haslerig, University of California - Los Angeles; Kristina Navarro, University of Wisconsin*

An Examination of the Influence of Undergraduate Learning Communities on Student-Athletes' Campus Engagement and Career Exploration Processes. *Kristina Navarro, University of Wisconsin; Geoffrey Mamerow, University of Wisconsin - Madison*

An Organizational Culture Analysis of a Historically Black University and Its Educationally Based Intercollegiate Athletic Program. *Joseph Nehemiah Cooper, University of Connecticut; Billy Hawkins, University of Georgia*

Lowered Expectations: College Football Student-Athletes' Perceptions of the Literacy Expectations of Professors and Coaches. *Pamela Hope Segal, Towson University*

Entitlement and the Collegiate Student-Athlete. *Lydia F. Bell, National Collegiate Athletic Association; Thomas S. Paskus, National Collegiate Athletic Association*

Discussant: *Eric Archer*

46.072. Using Systemic Functional Linguistics to Study Mathematics Classroom Discourse. SIG-Research in Mathematics Education; Symposium

Convention Center, 100 Level, 125; 8:15-9:45am

Chair: *Gloriana Gonzalez, University of Illinois at Urbana-Champaign*

Participants:

Teacher Conduction of a Whole-Group Interaction: Functional-Grammatical Analysis of a Conversation in a Grade 7 Mathematics Classroom. *Betina A. Zolkower, Brooklyn College - CUNY; Sylvia Perez, Instituto de Formación Docente Continua*

How Do Middle School Students Identify and Track Mathematical Operations in an Online Synchronous Discussion Group? *Amos Joon Lee, University of Illinois at Urbana-Champaign; Sharon Tettegah, University of Illinois at Urbana-Champaign*

Semantic Relations and Student Participation in Middle School Mathematics Classrooms. *Samuel Otten, University of Missouri - Columbia*

Teachers' Negotiation Moves When Scaffolding Group Work. *Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Anna Francano DeJarnette, University of Illinois at Urbana-Champaign*

Discussant: *Mary J. Schleppegrell, University of Michigan*

46.073. Research on Creativity With an Advanced Population. SIG-

Research on Giftedness, Creativity, and Talent; Paper Session

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

Chair: *Hope Elisabeth Wilson, University of North Florida*

Participants:

An Interpretive Theory of Talent Development in Creative Writing. *Jill M. Olthouse, West Virginia University*

Exploring Differences in Creativity Across Academic Majors for High-Ability College Students. *Angie L. Miller, Indiana University; Veronica A Smith, Ball State University*

Identifying Remote and Close Associations in Divergent Thinking. *Selcuk Acar, Buffalo State College - SUNY; Mark A. Runco, University of Georgia*

The Impact of M3 Curriculum on Math Creative Problem-Solving Ability of Mathematically Promising English Language Learners. *Seokhee Cho, St. John's University; Marcella Mandracchia, St. John's University; Jenny Yang, St. John's University*

Discussant: *Norma L. Hafenstein, University of Denver*

46.074. Listening to All Voices: The Experiences of Asian Americans.

SIG-Research on the Education of Asian and Pacific Americans; Paper Session

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

Chair: *John D. Palmer, Colgate University*

Participants:

Flourishing Among Korean American Adoptees: The Mediating Effects of Family Cohesiveness on Its Relationship With Stress. *Diane Sookyoung Lee, Stanford University; Amado M. Padilla, Stanford University*

Student-Initiated Conferences: A Phenomenon of Asian American Student Agency and Community Leadership. *OiYan A. Poon, Loyola University Chicago; Lester Manzano, Loyola University Chicago; Sara Furr, Loyola University Chicago; Corinne Maekawa Kodama, Loyola University Chicago*

“Where Everyone Looks Like Them”: A Weekend Korean Language School as Safe Space. *Eujin Park, University of Wisconsin - Madison*

Impact of Self-Worth and Perceived Transition Challenges of High-Achieving, Low-Income Asian Americans on College Engagement. *Jing Che, Rochester City School District; Nahoko Kawakyu O'Connor, University of Rochester*

Discussant: *Mitsu Narui, The Ohio State University*

46.075. Leaning In: Learning From Frameworks for Science Education.

SIG-Science Teaching and Learning; Paper Session

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

Participants:

Critical Discourse Analysis and Science Education Texts: Employing Foucauldian Notions of Discourse and Subjectivity. *Jesse Bazzul, OISE/University of Toronto*

Disentangling “Discipline-Specific” Epistemologies: A Conceptual Framework to Guide Epistemic Sense-Making in Curriculum and Instruction. *Hiroki Oura, University of Washington*

Fostering Socioscientific Reasoning Through a Socioscientific Issues-Focused Course. *Nurcan Cansiz, Ataturk University; Ozgul Yilmaz-Tuzun, Middle East Technical University; Troy D. Sadler, University of Missouri - Columbia*

Learning From Wizard: Inclusive Science Education. *Michele J. Koomen, Gustavus Adolphus College*

Teaching and Learning the Nature of Scientific Evidence Demands Attention to the Notion of Causality. *Susan A. Kirch, New York University*

Science Youth Action Research: A Curricular Framework and Instructional Approach to Promote Democratic Citizenship. *Elizabeth Coleman, Loyola University Chicago*

46.076. Critical Issues of Race, Class, and Gender.

SIG-Social Studies

Research; Paper Session

Marriott, Fourth Level, 407; 8:15-9:45am

Chair: *Kristy Brugar, Wayne State University*

Participants:

Censoring the Self: One Novice Teacher and Her Decisions to Address or Avoid Race, Class, and Sexual Orientation. *Kathryn E Engebretson, Indiana University - Bloomington*

Feminism in Social Studies: A Tale of Two Spaces. *Mardi Schmeichel, University of Georgia; Meg M. Monaghan, University of Saint Joseph*

Race, Critical Race Theory, and Social Studies Education: A Decade of Literature. *LaGarrett Jarriel King, Clemson University; Christopher Busey, Kent State University; William (Billy) Smith, The University of Texas - Austin; Ryan M. Crowley, The University of Texas - Austin*

Social Studies Pedagogy for Latina/o Newcomer Youth: Toward a Theory of Culturally and Linguistically Relevant Citizenship Education. *Ashley Taylor Jaffee, James Madison University*

Teaching About Race in a Multicultural Setting: Culturally Relevant Pedagogy and the U.S. History Classroom. *Christopher C. Martell, Boston University*

Teachers’ Understandings of Ethnic Diversity: After 40+ Years of Official Multiculturalism in Canada, Are We Any Further Ahead? *Carla L. Peck, University of Alberta; Alan M. Sears, University of New Brunswick*

Discussant: *Sandra Schmidt, Teachers College, Columbia University*

46.077. Developing a Spiritual Research Paradigm: A Groundbreaking Effort Incorporating Spirituality in Research in Social Sciences and Science.

SIG-Spirituality & Education; Symposium

Marriott, Fourth Level, Franklin 1; 8:15-10:15am

Chair: *Jing Lin, University of Maryland - College Park*

Participants:

Confucian Perspective. *Jing Lin, University of Maryland - College Park*

Taoist Perspective. *Tom E. Culham, The University of British Columbia*

Buddhist Perspective: Research, Martial Arts, and Zen. *Heesoon Bai, Simon Fraser University; Avraham A. Cohen, City University of Seattle; Karen Fiorini, Simon Fraser University*

Islamic Perspective. *Omar Qargha, University of Maryland - College Park*

Christian Perspective. *Rebecca L. Oxford, Oxford Associates, Inc.*

Hindu Perspective: Considerations From *Advaita Vedanta* (Nonduality) in Understanding Intersubjectivity in Qualitative Inquiry. *Edward J. Brantmeier, James Madison University*

46.078. Teacher Stress and Coping: Exploring Teacher Engagement in Students’ School Mental Health Needs.

SIG-Stress and Coping in

Education; Symposium

Convention Center, 100 Level, 109A; 8:15-9:45am

Chair: *Elizabeth Levine Brown, George Mason University*

Participants:

Teachers and School Mental Health: A Systematic Review. *Annahita Ball, Louisiana State University; Elizabeth Levine Brown, George Mason University; Aidyn Iachini, The Ohio State University*

Teachers’ Experiences With School Mental Health Collaboration: Implications for Stress and Coping. *Elizabeth A Mellin, The Pennsylvania State University*

Teachers’ School Mental Health Competencies: Expanding the Capacity-Building Framework for Professional Learning. *Karen J. Weston, Columbia College*

Mental Health to Support Student Learning: Training Modules for Educators and School-Based Staff. *Jill Haak Bohnenkamp, University of Maryland - Baltimore*

Discussant: *Karen J. Weston, Columbia College*

46.079. Online Environments to Support Learner Interaction.

SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

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

Chair: *Marissa Ball, Georgia State University*

Participants:

Back-Channel and Side-Channel Conversation in the Synchronous Virtual Classroom. *Corinne Hyde, University of Southern California; Kimberly A. Ferrario, University of Southern California*

Gaming Personality and Gaming Dynamics in Online Discussion Environments. *Chih-Hsiung Tu, Northern Arizona University; Gayle A. Roberts, A. T. Still University; Laura Esthela Sujo-Montes, Northern Arizona University; Bodi Anderson, Indian River State College*

Mobile Instant Messaging: Collaborative Processes and Outcomes. *Miyoung Lee, Walden University*

The Assorted Affordances and Uses of Twitter: A Survey of Educators. *Jeffrey Paul Carpenter, Elon University; Daniel G Krutka, Texas Woman’s University*

Discussant: *Florence R. Sullivan, University of Massachusetts - Amherst*

46.080. Project CORE: Transforming Education for English Language Learners.

SIG-Urban Learning, Teaching, and Research; Symposium

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

Chair: *Alberto M. Ochoa, San Diego State University*

Participants:

Effectively Addressing Culturally and Linguistically Diverse Students: A Unique Collaborative Opportunity for Teacher Education Faculty. *Cristina Alfaro, San Diego State University*

Equity and Access to the Common Core State Standards: A Bilingual Approach to Preparing Preservice Teachers. *Rhianna Henry Casesa, San Diego State University*

Promoting Voice and Equity in Every Classroom: In-Service Teachers and Academic Bilingual Development. *Alexandra Hunt, San Diego State University*

Discussant: *Karen Cadiero-Kaplan, San Diego State University*

46.081. Training and Workplace Learning.

SIG-Workplace Learning; Paper Session

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

Chair: *Leonard George Cairns, Monash University*

Participants:

Degrees of Autonomy in Training Participation: What Are the Consequences? *Andreas Gegenfurtner, Technische Universität München; Nikola Kosmajac, University of Turku; Maximilian Knogler, Technische Universität München; Markus Gebhardt, Technische Universität München*

Measurement of Intrapreneurship Competence: A Validity Study on Test Items by Trainees' Verbal Protocols and Expert Ratings. *Sandra Trost, University of Munich; Michaela Wieth-Körprich, University of Munich; Susanne D.E. Weber, University of Munich; Frank Achtenhagen, University of Goettingen*

Older Workers' Motivation to Continue to Learn: Testing the Expectancy-Value Model of Motivation. *Isabel Raemdonck, Université Catholique de Louvain; Simon Beusaert, Maastricht University; Caroline Meurant, Université de Louvain*

Manifestations of Work Agency in Elderly Care: A Qualitative Interview Study About Nurses' Agentic Efforts at Work. *Michael Goller, University of Paderborn; Christian Harteis, Paderborn University*

Workplace Learning Support: How Employees of Differing Age Experience Their Workplace. *Michael Goller, University of Paderborn; Christian Harteis, Paderborn University*

Understanding Learning With the Brain in Mind: Insights From the Integration of Neuroscience and Education. *Kim Ilosvay, University of Portland; Alfonso Garcia Arriola, Portland Public Schools*

46.082-4. Issues in Conflict Resolution and Violence Prevention. SIG-Conflict Resolution and Violence Prevention; Roundtable Session

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

Chair: *Cary J. Roseth, Michigan State University*

Participants:
Comparison of the Perceptions of Administrators, Teachers, and Students on School Violence in Jamaica and Canada. *Susan Rebecca Anderson, The University of the West Indies - Mona Campus; Peter Yee Han Joong, The University of the West Indies; Disraeli M. Hutton, University of the West Indies*

Toward a New Understanding of Campus Racial Conflict: Organizational Responses in Postsecondary Education. *Blanca E. Elizabeth Vega, Teachers College, Columbia University*

Effects of Acute Versus Chronic School Violence Exposure on Substance Use. *Daniel M. Kimmel, Yeshiva University*

46.082-5. Exploring Achievement and Motivating Factors for Young Girls of Color. SIG-Research on Women and Education; Roundtable Session

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

Chair: *Tonya B. Perry, The University of Alabama - Birmingham*

Participants:
Critical Analysis of Texas Achievement Data for African American and Latina Females in Grades 3-5. *Patricia J. Larke, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station; Teresa Jimarez, University of Texas Pan American*

The Impact of Small-Group Direct Instruction on Second-Grade Hispanic Females Struggling in Reading. *Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Cindy Lynn Guerrero, Texas A&M University*

Toward a Model of Positive Youth Development Specific to Minority Girls: Perspectives on Development, Resilience, and Empowerment. *Katie Clonan-Roy, University of Pennsylvania; Charlotte E Jacobs, University of Pennsylvania*

46.082-6. Diverse Perspectives on Professional Development School Partnerships. SIG-Professional Development School Research; Roundtable Session

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

Chair: *Catherine Larsen, DePaul University*

Participants:
Comparing Observational Instruments in Professional Development School Settings: Do Ratings of Classroom Teaching Effectiveness Differ? *Linda A. Catelli, Dowling College; Joan T. Carlino, Belmont Elementary; GinaMarie Petraglia, Belmont Elementary PDS/NBSD; John Anastasio, Dowling College*

A School-University Partnership's Use of Action Research as an In-Service Clinical Response Initiative to Develop the Literacy-Based Instructional Practices of Teachers. *David A. Walker, Northern Illinois University; Portia Marion Downey, Northern Illinois University*
Supporting Mathematics Learning in a Professional Development School Network: The Parents' Perspective. *Jeanne L. Tunks, University of North Texas; Julie Joneal Williams, University of North Texas*

46.082-7. What's in the Toolbox: A View on Noteworthy Social and Emotional Learning Assessments. SIG-Social and Emotional Learning; Roundtable Session

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

Chair: *Brian A. Collins, Hunter College - CUNY*

Participants:
Validation of a Resiliency/Social-Emotional Learning Instrument for Elementary Students. *Christine De Baca, ScholarCentric; V. Scott H. Solberg, Boston University*
Developing Short Forms of the Social Skills Improvement System: Teacher Rating Scale. *Christopher James Anthony, The Pennsylvania State University; James C. Diperna, The Pennsylvania State University*
A Follow-Up Study of the Positive Behavior Rating Scale. *Abby Carlson; Chavaughn Brown; Lydia Janeva Carlis, AppleTree Institute for Education Innovation*

Division and SIG Roundtables

46.082. Roundtable Session 12; Roundtable Session

46.082-1. Multicultural and Multiethnic. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

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

Chair: *Danne E. Davis, Montclair State University*

Participants:
Deciphering the Future in Secondary Science Fiction Classrooms: A Critical Multicultural Approach. *Jim L. Hollar, Central Washington University*
Identifying a Cosmopolitan Lens in Multicultural Educational Research. *Eleni Oikonomidou, University of Nevada - Reno*
Nurturing Young Children's Multicultural Awareness Through Reading and Responding to Multicultural Children's Books. *Xiufang Chen, Rowan University; Susan Browne, Rowan University*
Teachers Moving Forward on Their Self-Cultural Awareness Spectrum: Museums and Diverse Children's Literature. *AnnMarie Alberton Gunn, University of South Florida - St. Petersburg*

46.082-2. Using Self-Study to Explore Online Teaching. SIG-Self-Study of Teacher Education Practices; Roundtable Session

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

Participants:
A Collaborative Self-Study of Teaching About Teaching ... Online. *Tim Fletcher, Brock University; Shawn M. Bullock, Simon Fraser University*
How Can I Remain Committed to Principled Practice and Integrate Digital Technologies Into My Teaching? Self-Studies of Four Teacher Educators' Journeys in Learning to Use Edmodo in Their College Education Courses. *Julie M. Nicholson, Mills College; Betty Lin, Mills College; Linda R. Kroll, Mills College; Linda Marie Perez, Mills College*
Self-Study of Online Teaching in Education: Multiple Contexts and Strategies for Peer Interaction Online. *Allison Ward-Parsons, George Mason University; Margaret A. Hjalmanson, George Mason University; Anya S. Evmenova, George Mason University; Anastasia P. Samaras, George Mason University*

46.082-3. Brain, Neurosciences, and Education SIG Roundtable Session. SIG-Brain, Neurosciences, and Education; Roundtable Session

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

Chair: *Debby M. Zambo, Arizona State University*

Participants:
The Ripple Effect: Creating Synergy Between Neuroscience and Education Through Teacher Education Programs. *Margaret Billings Krause, University of South Florida; Julia Hagge, University of South Florida*
The Thinking Hand: Embodiment of Tool Use, Social Cognition, and Metaphorical Thinking and Implications for Learning Design. *Firat Soylu, Northwestern University; Corey Brady, Northwestern University; Nathan Holbert, Northwestern University; Uri J. Wilensky, Northwestern University*

46.082-8. Adult Education and Adult Literacy Research. SIG-Adult

Literacy and Adult Education; Roundtable Session

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

Chair: *Joni Marie Schwartz, LaGuardia Community College - CUNY*

Participants:

A Pilot Study of Adult Literacy Student Pathways Between Secondary and Postsecondary Education. *Jeff Zacharakis, Kansas State University; Haiyan Wang, Kansas State University*

Adult Literacy Instruction: State of Evidence on Effective Approaches.

Dolores Perin, Teachers College, Columbia University

Organizational Learning: How to Deal With Resistance to Organizational Change. *Jieun You, The Ohio State University - Columbus*

Technical College Transition Experience From English as a Second

Language Through Graduation. *Debra J Solomon, Gateway Technical College*

46.082-9. Walking as Sensory Methodology. SIG-Arts-Based Educational

Research; Roundtable Session

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

Chair: *Kimberly Anne Powell, The Pennsylvania State University*

Participants:

Walking Neighbourhoods Hosted by Children. *Louise Gwenneth Phillips, The University of Queensland*

The Art of Perambulation: Walking, Reading, and Artistic Expression as Public Pedagogy. *Sarah Truman, University of Toronto - OISE*

Walking and the Living Archive. *Stephanie Springgay, OISE/University of Toronto*

Wayfaring the City: Walking as a Method for Place-Based Research.

Kimberly Anne Powell, The Pennsylvania State University

46.082-10. A Cultural-Historical Activity Theory Framework for**Examining Reading, Writing, and Language Learning.** SIG-Cultural

Historical Research; Roundtable Session

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

Chair: *Emily Duvall, Boston College*

Participants:

An Activity System Analysis of Middle School Students' Online Writing. *Sonia Melanie Kline, University of Illinois at Urbana-Champaign*

Examining Critical Moments in Conversations About Reading and Texts With Underachieving Year 5 Students. *Helen Harper, Menzies School of Health Research; Chantelle Rogers, Northern Territory Department of Education and Children's Services*

Understanding the Process of Contextualization. *Tasha R. Wyatt, University of Hawaii - Manoa*

46.082-11. Mindfully Embodied Connections in Environmental Education**Work.** SIG-Environmental Education; Roundtable Session

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

Chair: *Lesley Lionel Leonard Le Grange, Stellenbosch University*

Participants:

Fat Pedagogy and Environmental Education. *Constance L. Russell, Lakehead University; Erin M. Cameron, Lakehead University; Teresa Socha, Lakehead University; Hannah McNinch, Lakehead University*

Bringing Students to Environmental Consciousness Through Engaging Outdoor Experiences. *Joanne Nazir, University of Toronto - OISE; Erminia G. Pedretti, OISE/University of Toronto*

Reflecting on Connections: The Self and the More-Than-Human World in the Postsecondary Humanities Classroom. *Rita Turner, University of Maryland - Baltimore County*

46.082-12. Conversations in Children's Literature: Multimodal Texts, Representations of Identity, and Culturally Responsive Teacher**Education.** SIG-Literature; Roundtable Session

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

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

Participants:

Critical Discussions: Unveiling the Possibilities of Using *Persepolis* in a High School Classroom. *Ashley Kaye Dallacqua, The Ohio State University; Dorothy Sutton, Metro Early College High School*

Risk or Resistance? Troubling Representations of Sexuality in Young Adult Literature. *Mark A. Lewis, Loyola University Maryland; Sybil Durand, Arizona State University*

Teachers' Personal Reading Orientations: Establishing a Foundation for Culturally Responsive Teacher Education in English/Language Arts.

Malayna Bernstein, West Virginia University

Toward a Cosmopolitan Literature Curriculum: Teaching Literature in an Era of Transnationalism. *Suzanne S. Choo, Nanyang Technological University - National Institute of Education*

46.082-13. Morality, Moral Disengagement, Identity, and Meaning of Youth. SIG-Moral Development and Education; Roundtable Session

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

Chair: *Deborah L. Schussler, The Pennsylvania State University - University Park*

Participants:

Developmental Trajectories of Bullying and Moral Disengagement in Youth. *Ji Hoon Ryoo, University of Virginia; Cixin Wang, University of California - Riverside; Susan Swearer, University of Nebraska - Lincoln*

Hannah Arendt: Truth, Meaning, Thinking, and Judging. *Sara Efrat Efron, National-Louis University - Illinois*

Maturity Is Coherent: Structural and Content-Specific Coherence in Adolescent Moral Identity. *Lynn C Reimer, University of California - Irvine; Kevin S Reimer, Azusa Pacific University*

Nativity and Morality: Giving Birth to Morality. *Matthew J. Hayden, Drake University*

46.082-14. Exploring Identity in Music Education. SIG-Music Education; Roundtable Session

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

Chair: *Jeananne Nichols, University of Illinois at Urbana-Champaign*

Participants:

"Still Trying on Teaching": Preservice Teachers' Reflections Upon Transitioning From a Precollegiate Recruitment Program to an Undergraduate Music Education Degree Program. *Stephanie Prichard, University of Maryland - College Park*

A Culture of Critique and Competition: Positioning School Music and Music Teacher Education. *Alison LaGarry, University of North Carolina - Chapel Hill*

The Persona Problem: How Expectations of Masculinity Shape Female Band Director Identity. *Colleen Anne Quinn Sears, The College of New Jersey*

46.082-15. Autonomy, Religion, and Exit Rights in Philosophy of Education. SIG-Philosophical Studies in Education; Roundtable

Session

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

Chair: *Michael Brighouse, University of Wisconsin*

Participants:

A Moral Case for Regulating Homeschooling: Children's Right to Escape Their Parents. *Ingrid Steinberg, University of California - Los Angeles*

Confronting the Challenges of Orthodoxy to Pluralism: A Case for Privileging Reason in the Public Schools. *Benjamin J. Bindewald, Clemson University; Suzanne N. Rosenblith, Clemson University*

Securing "Exiting" Rights: The Demands of Educating for Autonomy and Noncognitive Intellectual Virtues in Diverse Societies. *Rebecca M Taylor, Stanford University*

46.082-16. Examining Racial/Ethnic and Socioeconomic Inequality. SIG-Sociology of Education; Roundtable Session

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

Chair: *Yasmiyn Irizarry, Mississippi State University*

Participants:

Capital Investments: Contributions to the School Readiness of Children of Adolescent Mothers. *Erin Powell Baumgartner, The Pennsylvania State University*

Noncognitive Skills and the Black-White Test Score Gap. *Jill Bowdon, University of Pennsylvania*

School Racial Segregation and Differences in Exposure to Opportunities to Learn. *Paul Hanselman, University of Wisconsin - Madison; Jeremy Fiel, University of Wisconsin - Madison*

The Use of Private Supplementary Tutoring Among Young Asian American Children. *Hyowon Park, Pennsylvania State University; Soo-yong Byun, The Pennsylvania State University*

46.082-17. International Perspectives on Students' Historical Reasoning. SIG-Teaching History; Roundtable Session

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

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

Participants:

“The English Have Tried to Assimilate Us but in Vain”: Québec Students and Their Historical Consciousness of the Nation. *Stephane Levesque, University of Ottawa; Jocelyn Létourneau, Laval University; Raphaël Gani, Ottawa University*

Stimulating Students’ Construction of a Historical Context. *Harry Havekes, Radboud Graduate School of Education Nijmegen; Johan Luttenberg, Radboud University Nijmegen; Peter-Arno Coppen, Radboud University Nijmegen; Carla Van Boxtel, University of Amsterdam*

Understanding Agency and Developing Historical Thinking Through Labor History in Elementary School: A Local History Learning Experience. *Stephanie Demers, University of Quebec - Outaouais; David Lefrançois, University of Quebec - Outaouais; Marc-Andre Ethier, Université de Montréal*

46.083. Roundtable Session 13; Roundtable Session**46.083-1. Research in Teaching Students With Intellectual Disability.** SIG-Special Education Research; Roundtable Session

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

Chair: *Colleen M. Gibbons, Syracuse University*

Participants:

Hidden Dimensions of Curricula for Students With Intellectual Disabilities Based on Special Education Teachers’ Priorities. *Soonhwa Seok, Korea University; Boaventura DaCosta, Solers Research Group*

Identity Development of Literacy Teachers of Adolescents With Significant Cognitive Disabilities. *Carly A. Roberts, Purdue University*

Predictors of Access to Sex Education for Adolescents With Intellectual Disabilities in Public Schools. *Lucy Barnard-Brak, Texas Tech University; Marcelo R. Schmidt, Texas Tech University; Steven Randall Chesnut, Texas Tech University; Tianlan Wei, Texas Tech University; David Richman, Texas Tech University*

46.083-2. Wellness, Resilience, and Innovation: Holism and Health in Education and Beyond It. SIG-Holistic Education; Roundtable Session

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

Chairs: *Ida Oberman, Community School for Creative Education; Juli B. Kramer, DAT High School*

Participants:

Confirmatory Factor Analysis of the Holistic Wellness Assessment. *Brooks Applegate, Western Michigan University; Charlene Rinehart Brown, Western Michigan University; Mustafa Yildiz, Western Michigan University*

Online Holistic Practices for Collective Teacher Resiliency. *Karen F. Tardrew, National Louis University*

The Research Base for Innovation: Transdisciplinary Approaches to Building Evidence. *Elizabeth R. Mackenzie, University of Pennsylvania*

Validation of the Multidimensional Wellness Inventory: A Factor Analytic Approach. *Brianna M. Scott, University of Indianapolis; Mindy Mayol, University of Indianapolis; James B. Schreiber, Duquesne University*

46.083-3. Ethnography and Language in Educational Settings: (Re) Envisioning and Reformulating Language Use in Educational Settings. SIG-Language and Social Processes; Roundtable Session

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

Chair: *W. Douglas Baker, Eastern Michigan University*

Participants:

Cognition and Learning Through Educational Discourse Interactions. *Carl H. Frederiksen, McGill University*

Teachers and Adolescent Students Using LGBT-Themed Graphic Novels to Talk About Homophobia, Heterosexism, and Transphobia. *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University - Columbus*

Ethnography and Language in the Study of Emergent Bilinguality in an “English Only” Context. *Iliana Reyes, The University of Arizona*

Cross-Case Analysis of Ethnographic Studies Across International Borders: Common Frame in Uncommon Sites. *Maria L. Castanheira, Federal University of Minas Gerais*

46.083-4. Development and Conception of Principals as Leaders. Division A - Administration, Organization and Leadership; Roundtable Session

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

Chair: *Dan Berebitsky, Southern Methodist University*

Participants:

Conceptualization of Effective Leadership Indicators Among University Female Leaders in North Carolina. *Tracy Collum, High Point University*

Connecting Principals’ Professional Development to Practice: The Mediating Roles of Context and *Phronesis*. *Pat A. Schroeder, Texas A&M University*

Poetics as an Aesthetic Examination of Ethical Dilemmas Through Moral Reasoning and Moral Imagination. *Patrick M. Jenlink, Stephen F. Austin State University*

Posing Questions as Innovation in Leadership Development and Practice. *Jane Clark Lindle, Clemson University*

46.083-5. Diversity and District Dilemmas: Gender, Sexuality, and the Politics of Difference. Division A - Administration, Organization and Leadership; Roundtable Session

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

Chair: *Dipali Puri, Lincoln University*

Participants:

Leveraging Community Resources: A Case Study of District, Nonprofit, and Business Collaboration. *Barry J. Aidman, Texas State University; Sarah W. Nelson, Texas State University - San Marcos*

Principal Leadership for Urban School Reform and Community Development: A Case Study in the Western United States. *Terrance Green, The University of Texas - Austin*

Strategic Position of Local Education Foundations: Framing Relationships With Districts, Communities, and Policy. *Kandyce Fernandez, Arizona State University*

The Shifting Political Winds: LGBTQ Students, Educational Policy and Politics, and the Dilemmas Confronting Street-Level Bureaucrats. *Jason Murphy, Rutgers University; Catherine A. Lugg, Rutgers University*

The Power of Brotherhood: Does Mentoring Work for Black Male Adolescents? *Nicole S. Simon, Harvard University*

46.083-6. Equity Considerations in School Improvement. Division A - Administration, Organization and Leadership; Roundtable Session

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

Chair: *Michael Patrick O’Malley, Texas State University*

Participants:

Consistency of Performance Across Subjects Among African American Students. *Natasha Murray, Kentucky Department of Education; Xin Ma, University of Kentucky*

Culturally Responsive Practices in a School Closing an Opportunity Gap. *Vernita Mayfield, Leadership Learning; Dorothy Faye Garrison-Wade, University of Colorado - Denver*

Equity of Opportunity to Learn, Spending, and Student Achievement: A Statewide Analysis. *Herman W. Meyers, The University of Vermont; John Rogers*

From Vision to Action, an Incubator of Best Practices: The Superintendent Zone—A Case Study of San Francisco Unified School District’s Federally Funded Reform. *Laura P. Wentworth, California Education Partners; Ritu Khanna, San Francisco Unified School District; Regina Piper, San Francisco Unified School District*

Rapid Total System Change: How Urban School Reform Failure Is Transforming American Education. *Barry A. Gold, Pace University*

46.083-7. Innovations in Selected Standard Practice: Action Principles for State and Local Education Agencies. Division A - Administration, Organization and Leadership; Roundtable Session

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

Chair: *Marilyn A. Murphy, Temple University*

Participants:

Games in Learning, Design, and Motivation. *Catherine C. Schifter, Temple University*

Innovative Practice in Teaching the English Language Arts: Building Bridges Between Literacy in School and Out. *Michael W. Smith, Temple University*

Getting Personal: The Promise and Perils of Personalized Learning. *Sam Redding, Academic Development Institute*

Innovations in Learning Technologies. *Janet Twyman, Center on Innovations in Learning*

46.083-8. Networks and Partnerships for Improving Schools. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Marian A. Robinson, The George Washington University*

Participants:

Mobilizing Research Knowledge Through Social Networks. *Joelle Rodway Macri, University of Toronto - OISE*

Negotiation of Joint Work in a Research-Practice Partnership. *Sam Severance, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder; Heather Leary, University of Colorado - Boulder*

New Partnerships for New Challenges: School-University Partnerships for Urban School Improvement in the No Child Left Behind Era. *Charles Tocci, Loyola University Chicago; Caleb Steindam, Loyola University Chicago*

Parent Networks as a Determinant of Relational Trust. *Kenji Tsuyuguchi, Ehime University; Tetsuo Kuramoto, Aichi University of Education*

The Evolution of the Design of the Remote Networked School. *Therese Laferrriere, Laval University; Alain Breuleux, McGill University; Stephane Allaire, Université du Québec à Chicoutimi; Christine Hamel, Université Laval; Sandrine Turcotte, University of Quebec - Outaouais*

46.083-9. Online Learning for Leadership Development. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Lori Kupczynski, Texas A&M University - Kingsville*

Participants:

How to Be a Digital District Leader: Advice From Tech-Savvy Superintendents. *Jayson W. Richardson, University of Kentucky; Nick John Sauers, University of Kentucky; Scott McLeod, University of Kentucky*

Structuring Online Study Groups to Build and Sustain Communities of Practice. *Michelle P. Collay, University of New England*

iPrincipals: A Comparative Study of 10 Innovative Online University School Leadership Preparation Programs. *Teri Anne Marcos, Azusa Pacific University; William Loose, Azusa Pacific University*

46.083-10. Policies, Governance, and the Influence of Accountability on Schools. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Nathalie Carrier, OISE/University of Toronto*

Participants:

Efficiency of Empirically Defined Labor Markets for Determining Teachers' Pay. *I. Phillip Young, University of California - Davis; Henry Tran, University of California - Davis*

Enterprising Governance: The Role of Accountability in 21st-Century British Education. *Andrew Wilkins, Roehampton University*

Evaluation of the Impact of Early Start Time on Academic Performance Using a Growth Model. *Mei-Hui Wang, Anne Arundel County Public Schools; Anthony R. Alston, Anne Arundel County Public Schools; Kathryn L Kubic, Anne Arundel County Public Schools; Christopher Grandieri*

Student Growth Models for Educator Evaluation Policy: Innovative or Inappropriate? *Kimberly Kappler Hewitt, University of North Carolina - Greensboro*

The Pedagogical Coordinator as Policy Mediator: Challenges due to New Policies in the Public School System in Brazil. *Maria Ines G.F. Marcondes De Souza, Pontificia Universidade Catolica do Rio de Janeiro*

46.083-11. Understanding the Influences of Social Relationships on School Community and Learning. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Horace R. Hall, DePaul University*

Participants:

Analysis of Teachers' Task and Extra-Role Performance Under Different Autonomy Regimes. *Ibrahim Duyar, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Nancy Lee Ras, Walden University; Turker Kurt, University of Wisconsin-Madison; Bronwyn MacFarlane, University of Arkansas at Little Rock*

Multiple Measures for School Promise: Teacher Effectiveness, Student

Composition, and Student Achievement. *Stacey Michie Takanishi, University of Hawaii - Manoa*

Rethinking Educational Leadership: Combining Paradigms. *John R. Shoup, California Baptist University*

Teacher, Workplace, Administrative, School Variables Associated With Teacher Control. *Tina Lane Heafner, University of North Carolina - Charlotte; Paul G. Fitchett, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte*

Trust in the School Principal: A Pathway to Inhibit Teacher Burnout in Elementary Education? *Dimitri Van Maele, Ghent University; Mieke Van Houtte, Ghent University*

46.083-12. Utilizing Resources, Relationships, and Governance to Enhance Student Learning. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Mahnaz R. Charania, Rozhar Center for School-Based Research*

Participants:

A Multiple Case Study Examining Elementary School Art, Music, and Physical Education Teachers' Perceptions, Attitudes, and Beliefs Related to Interdisciplinary Teaching Practice. *Ashley Jane Coudriet, University of Pittsburgh*

Administrative Structural Variables: Toward Greater Retention and Efficiencies. *Narren J. Brown, Grinnell College*

Exploring Characteristics of Professional Learning Communities in China: A Mixed Study on Schools of Shanghai. *Jia Zhang, Chinese University of Hong Kong*

School Turnaround Through Collaboration: A Mixed-Methods Study of School-to-School Partnerships in a U.K. District. *Daniel R. Muijs, University of Southampton*

The Impact of Teacher Leadership Selection in Creating Equitable Educational Opportunities. *Jason Salisbury, University of Wisconsin - Madison*

46.083-13. School Climate Factors: An Examination of Multiple Perspectives. SIG-School Community, Climate, and Culture; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Christen E. Clemson, The Pennsylvania State University - University Park*

Participants:

Hierarchical Linear Modeling to Predict the Effect of Students' Satisfaction, Teaching Quality, and School Climate on Student Achievement in Thailand. *Penpak Pheunpha, Ubon Ratchathani University*

Growing Up and Going to School in Different Urban Spaces. *K. Milan Brooks, University of Illinois at Chicago; Pamela Anne Quiroz, University of Illinois at Chicago*

Improving a District Survey of School Climate to Better Inform School Practice. *Amie Bettencourt, Baltimore City Public Schools; Kimberly Howard Robinson, Baltimore City Public Schools; Kathryn Van Eck, University of Maryland*

Research Partnerships to Identify Disengaged Students: A Descriptive Case Analysis of School Climate. *Manuelito Biag, Stanford University; Monika Sanchez, Stanford University*

46.083-14. Perceptions and Psychosocial Experiences of Out-of-School Time Programs. SIG-Out-of-School Time; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Chris Walther-Thomas, Virginia Commonwealth University*

Participants:

Emotional Expression Patterns in Urban Youths' Developmental Contexts: Differences in Belonging, Engagement, and Motivation. *Christy Suzanne Galletta Horner, University of Pittsburgh; Thomas Akiva, University of Pittsburgh; Jacqueline Schall, University of Pittsburgh*

Girls' Challenge-Seeking: Correlates and Contributions of Out-of-School Time Outdoor Program Participation. *Kallen E. Tsikalas, Girl Scout Research Institute; Karyn L Martin, Girl Scouts of Eastern Massachusetts*

Perceived Influence of a Summer Mentorship Program. *Catherine A. Little, University of Connecticut; Kelly Lynn Kearney, University of Connecticut; Heather Spottiswoode, University of Connecticut*

46.083-15. Problems With Punitive School Disciplinary Policies: Race,

Place, and Gender. SIG-Safe Schools and Communities; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Laura Krystal Porterfield, University of Wisconsin-Whitewater*
Participants:
A Historical Account of the Construction of Zero Tolerance in Print Media. *Katherine Rene Evans, Eastern Mennonite University; Jessica Nina Lester, Indiana University*
School Disciplinary Policies: Space, Race, and Racial Hierarchies. *Blanca R Martinez-Navarro, University of California - Los Angeles*
Challenges and Opportunities: The Law-Related Education in Juvenile Justice Settings Project. *Annie Woo, Oregon Department of Human Services*
Pushed to the Margins: How Teachers Understand Gendered Harassment Policies in an Era of Accountability. *Elke Chen*

46.083-16. Examining Teacher and Student Writing Across Contexts. SIG-Writing and Literacies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Susan D. Martin, Boise State University*
Participants:
Preservice Teachers' Noticing in Elementary Student Writing. *Ellen Ballock, Gordon College; Vicki McQuitty*
Picturing Kids and "Kids" as Researchers: English Language Learners, Preservice Teachers, and Effective Writing Instruction. *Kristien Zenkov, George Mason University; Anthony Michael Pellegrino, George Mason University; Corey Ranshaw Sell, George Mason University; Marriam Ewaida, George Mason University; Megan Lynch, Osbourn Park High School; Athene Cooper Bell, George Mason University; Samantha Biernesser, George Mason University; Meghan McCamis, George Mason University*
"You Write How You Talk": Negotiating the Tensions of Schooled Literacy in Teacher Education. *Lydia Menna, OISE/University of Toronto; Clare Kosnik, University of Toronto*
Exploring Teachers' Workplace Writing: Expanding What Counts as "Teacher Writing". *Christine Dawson, Skidmore College*
Mapping the "Metaphors We Live By": Representations of Teachers' Local Knowledge of Teaching Writing. *Michelle Honeyford, University of Manitoba; Wayne Serebrin, University of Manitoba; Jennifer Watt, University of Manitoba*

46.083-17. Researchers and Teachers Attending to the Lives of Children. SIG-Narrative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Lynnette M. Driedger-Enns, University of Saskatchewan*
Participants:
Interdisciplinary Curriculum Makers' Attempt to Support Diverse Students: Assembling a Multicultural Dance. *Mary F. Rice, The University of Kansas*
From Within and Without: Young Black Children's Experiences of Science and School. *Justine M. Kane, Wayne State University*
The Lunch Bunch: A Narrative Inquiry Into the Creative Voices of Students With Autism. *Kelly Ann Kotowski, The Help Group; Sharon H. Ulanoff, California State University - Los Angeles*

46.083-18. A Framework to Assess Research Quality, Innovations to Support Educational Research, and Rigor and Bias in the Researcher-Researched Relationship. SIG-Research Use; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Hilary Edelstein, Holland Bloorview Kids Rehab*
Participants:
One Hundred Thirty Innovations Supporting the Power of Educational Research. *Andrea M. Honigsfeld, Molloy College; Audrey Cohan, Molloy College*
A Survey of Mathematics Education Technology Dissertation Scope and Quality: 1968-2009. *Christopher R. Rakes, University of Maryland - Baltimore County; Robert N. Ronau, University of Cincinnati; David K. Pugalee, University of North Carolina - Charlotte; Sarah Bush, University of Louisville; Margaret L. Niess, Oregon State University; Shannon Driskell, University of Dayton*
Using Research in Policy Decisions: Rigor and Bias. *Robert Perry, University of Saskatchewan*

46.083-19. Cases of Learning to Engage in Social Justice Activism. SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*
Participants:
Voices of Social Justice Activist Educators in Arizona: A Multiple-Case Study. *Kimberly Ann Eversman, Wartburg College*
Living Lives of Dignity: Using Human Capabilities and Critical Multiculturalism to Pursue Social Justice. *Lauren P. Hoffman, Lewis University*
Inquiring and Facilitating Inquiry With Students: Residents Develop a Social Justice Teaching Stance. *Monica Taylor, Montclair State University; Emily J. Klein, Montclair State University; Kathryn Jill Strom, WestEd; Gail M. Perry-Ryder, Montclair State University*

46.083-20. Democratic Citizenship in Education Paper Discussion (Roundtable) Session. SIG-Democratic Citizenship in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chairs: *James M. Mitchell, California State University - East Bay; Caroline R. Pryor, Southern Illinois University - Edwardsville*
Participants:
Sensitive Political Controversies in the High School Classroom: Negotiating Competing Democratic Values. *Paula McAvoy, Spencer Foundation; Diana E. Hess, Spencer Foundation*
Sex Ed as Civics Education: From the Personal to the Social. *Sharon Lamb, University of Massachusetts Boston; Aleksandra Plocha, University of Massachusetts - Boston; Renee Randazzo*
Teaching Controversy: The Changing Stage of Three Gorges Dam Issues in the Chinese Social Studies Curriculum. *Min Yu, Missouri State University*
"We Don't Talk About That in School": Elementary Teacher Candidates' Approaches to "Controversial Issues". *Brian R. Horn, Illinois State University; Thomas A. Lucey, Illinois State University*
"Where Are the Rights of the Refugee?" Citizen Production in Urban Public Schools. *Julia A. McWilliams, University of Pennsylvania; Sally Wesley Bonet, Rutgers University*

46.083-21. Leadership for Social Justice Roundtable on Culturally Responsive Practice. SIG-Leadership for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Participants:
A Micropolitics for Social Justice. *James Ryan, University of Toronto - OISE; Katie Higginbottom, University of Toronto, Ontario Institute for Studies in Education*
Designing for Learning: How Communities of Practice Affect Schools' Capacities to Meet Students' Special Needs. *Martin Scanlan, Marquette University*
Discourses and Identities: U.K. Male and Female Principals' Perceptions and Experiences in Early-Years Schools. *Deborah Jones, Brunel University*
Distributed Leadership for Social Justice: Employing Student Voice to Critique School Culture. *Jason Swanson, University of Illinois*
The Impact of Embedded Course Components on Teacher Preparation and Leadership in Culturally Responsive Practice. *Marie L. Masterson, Dominican University; Steve P. Myran, Old Dominion University*

46.083-22. Value Creation and Second Language Research: Tsunesaburo Makiguchi's and Daisaku Ikeda's Ideas in a Global Context. SIG-Second Language Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: *Jason Goulah, DePaul University*
Participants:
Makiguchi Tsunesaburo and Language, Value-Creative Composition Instruction, and the Geography of Identity in Community Studies. *Jason Goulah, DePaul University*
Makiguchian Perspectives in Language Policy and Planning. *Kazuma Hatano, University at Buffalo - SUNY*
Research on Soka Pedagogy: Applied Science as a Method of Inquiry Into Truth, Value, and Identity. *Michio Okamura, DePaul University*
A Moral Cosmopolitan Perspective on Language Education. *Gonzalo Obelleiro, Teachers College, Columbia University*

46.083-23. Family Stories, Stories of Families. SIG-Disability Studies in Education; Roundtable Session

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

Chair: *Susan E. Baglieri, Montclair State University*

Participants:

Forced Choices and Limited Options: Parent Perspectives on High School for Their Children With Disabilities. *Amy Hanreddy, California State University - Northridge*

A Persian American Mother's Experiences and Understanding of Individuals With Autism. *Kimiya Sohrab Maghzi, Chapman University*

Important Voices in Education: Listening to the Life Stories of Mothers of Individuals Who Type to Communicate. *Fernanda Orsati; Christine Elaine Ashby, Syracuse University*

Division and SIG Posters

46.084. Poster Session 8; Poster Session

46.084-1. Goals, Beliefs, Attitudes, and Metacognitive States. Division C - Learning and Instruction; Poster Session

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

Posters:

1. Identifying Interrelated Social and Academic Parenting Beliefs. *Smriti Jangra, Florida State University; Pam W Burris, Florida State University; Beth Michelle Phillips, Florida State University; Christopher Lonigan, Florida State University*
2. Investigating Attitudes Toward Physical Education: A Cross-Validation for Two Middle School Instruments. *Corinne Donovan, Adelphi University; Kevin Mercier, Adelphi University; Sharon Rose Phillips, Hofstra University*
3. Beliefs About Intelligence and Intellectual Humility. *Tenelle Porter, Stanford University; Karina Schumann, Stanford University; Carol Dweck, Stanford University*
4. Student Self-Regulation: Teacher Instructional Practices and Student Writing Feedback Perceptions as Predictive Factors. *Sharon Zumbunn, Virginia Commonwealth University; Jennifer Goldsmith, Virginia Commonwealth University; Heather Carlson-Jaquez, Virginia Commonwealth University; Shawn Sthresley, Virginia Commonwealth University; Eric Ekholm, Virginia Commonwealth University*
5. An Examination of Relations Among Varied Measures of Cognitive Load and Metacognition. *Wik Hung Pun, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University; Philip M. Reeves, The Pennsylvania State University*
6. Vocational Interests and Requirements in Teacher Training Programs. *Kathrin Kaub, Saarland University; Gundula Stoll, Saarland University; Antje Biermann, Saarland University; Frank M. Spinath, Saarland University; Roland Bruenken, Saarland University*
7. Do Text Titles Affect Metacognitive Judgments? *Marie Lippmann, Dresden University of Technology; Susanne Narciss, Technical University of Dresden; Neil H. Schwartz, California State University - Chico; Neil Jacobson, California State University - Chico*
8. Cuing Attention Through Metacognition During Note-Taking. *Gina Anna Forchelli, Temple University; Sonia M Rosen, University of Pennsylvania; Joseph Boyle, Temple University*
9. Improving Children's Competence in Decision Making. *Xin Zhang, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*
10. What Do Questions Have to Do With Comprehension? Student-Generated Questions, Perceived Comprehension, and Achievement. *Bradley W. Bergey, Dalhousie University; Jennifer G. Cromley, Temple University; Briana L. Chang, Temple University*
11. Cognitive Processes in Adapting to Unexpected Changes: The Role of Metacognitive Monitoring. *Fei Chen, State University of New York; Sigmund Tobias, Albany State University*
12. The Effect of Strategy Training and Incentives on Calibration Accuracy. *Antonio P. Gutierrez, Georgia Southern University; Gregory John Schraw, University of Nevada - Las Vegas*
13. The Influence of Preservice Teachers' Perceived Instrumentality on Their Self-Regulation in Teacher Education Courses. *Jumi Lee, The Florida State University; Jeannine E. Turner, Florida State University*
14. Dispositional Self-Control in Educational Research: Structure and Validity of the Brief Self-Control Scale. *Christoph Lindner, IPN - Leibniz Institute for Science and Mathematics Education; Gabriel Nagy, Leibniz-Institute; Jan Retelsdorf, IPN - Leibniz Institute for*

Science and Mathematics Education

15. Exploration of Preservice Teachers' Professional Identity Development and Its Relation to Their Resilience and Teaching Ability Beliefs. *Ji Yeon Hong, University of Oklahoma; Barbara A. Greene, University of Oklahoma; Robin R. Roberson, University of Oklahoma*

46.084-2. Math College-Readiness of Texas Community College Developmental Education Students: A Multiyear Statewide Analysis. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Poster:

16. Math College-Readiness of Texas Community College Developmental Education Students: A Multiyear Statewide Analysis. *Reni Abraham, Sam Houston State University; John R. Slate, Sam Houston State University; Patrick Saxon, Sam Houston State University; Wally Barnes, Sam Houston State University*

46.084-3. Division J Section 4 Poster Session 1. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

17. Students' Perceptions of Plagiarism. *Reva M. Fish, Buffalo State College - SUNY; Gerri M. Hura, Baldwin-Wallace College and University of Akron*
18. "Well This Is Awkward": Silence and Participation in an Undergraduate Classroom. *Melissa J. DeJonckheere, University of Cincinnati*
19. Academic Research Experiences of East Asian International Faculty: An Empirical Study. *Mo Xue, The University of Alabama; Aaron M. Kuntz, The University of Alabama; Sara M. Childers, Independent Scholar*
20. Assessing the Presence of Scientific Teaching Principles in the STEM Classroom. *Matthew Tadashi Hora, University of Wisconsin - Madison; Brian Couch, University of Colorado - Boulder*
21. Does It Pay to Be "Hot"? Maybe, but Not on Your Student Evaluations of Teaching. *Nathan E. Gonyea, SUNY - College at Oneonta; Marie Osick, SUNY - College at Oneonta*
22. Evaluating Faculty Research Productivity and Collaborations With Social Network Analysis. *Kathryn Shirley Akers, Kentucky Department of Education; Jennifer Ann Eli, The University of Arizona; Kenneth Royal, University of North Carolina - Chapel Hill*
23. Examining Faculty Members' Emotions in Teaching and Research: Comparing Ranks and Correlating With Success. *Robert H. Stupnisky, University of North Dakota*
24. Faculty Members' Experiences and the Impact of Cyberbullying by Students at a Canadian University. *Lida Marie Blizard, Kwantlen Polytechnic University; Michelle Johanna Nilson, Simon Fraser University*
25. Mastery Learning in Calculus I Affects Student Learning, Grade Improvement, and Professor Exhaustion. *Judith M. Puncochar, Northern Michigan University*
26. Predictors of Graduate STEM Degree Production for Women at U.S. Master's Institutions. *Amanda Ostreko, The University of Kansas; Sara E. Tomek, The University of Alabama; Austin Ryland, University of Alabama*
27. Predictors of Student Course Evaluations. *Timothy Michael Sauer; Namok Choi, University of Louisville*
28. Rating My Professors: Influences on Student Ratings and Faculty Beliefs About Those Influences. *Allison BrckaLorenz, Indiana University; Alexander C. McCormick, Indiana University - Bloomington; Leah Peck, Indiana University - Bloomington*
29. The Choice to Have Children in Graduate School: Opportunities and Challenges. *Catherine J. Mutti-Driscoll, University of Washington*
30. The Impact of Institutional Finance on Part-Time Faculty Employment in Public Doctoral and Master's Institutions in the Past Two Decades. *Lijing Yang, Ohio University - Athens*
31. The Profession and the Work: The Experiences of Working-Class Academics. *Meghan Pifer, Widener University; Karley A Riffe, Gannon University*
32. Who Are Our Graduate Teaching Assistants? A Classification Based on Identity and Motivation. *Rachel Louis Kajfez, The Ohio State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University*

46.084-4. Division J Section 4 Poster Session. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

33. (Re)Design of the Golden Triangle: A Case Study of New Universities in Singapore and Finland. *M. Allison Witt, University of Illinois*
34. The Relations of High School Math Preparation, College Remediation, and College Completion. *Chi-Keung Chan, Hong Kong Shue Yan University; Geoffrey M. Maruyama, University of Minnesota*
35. Why Not? A Pilot Study of College Students' Reasons for Avoiding an Online Course. *Kevin O'Neill, Simon Fraser University; Tzy Horng Sai, Simon Fraser University*

46.084-5. The Impact of Internationalization on U.S. Faculty. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

36. The Impact of Internationalization on U.S. Faculty. *Kimberly Niezgoda, Wilkes University; Elizabeth Dianne Johnson, George Mason University*
37. Exploring the Efficacy of Dialect Diversity Workshops in Higher Education. *Stephany Brett Dunstan, North Carolina State University; Audrey J. Jaeger, North Carolina State University; Rebecca Crandall, North Carolina State University*
38. Examining Media Bias Around Higher Education: The Dominant Culture's Portrayal of Historically Black Colleges in the Media. *Charmaine E Troy, Morgan State University*

46.084-6. The Path to Critical Thinking: Examining the Factors Involved in Students' Acquisition of Epistemological Skills. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Poster:

39. The Path to Critical Thinking: Examining the Factors Involved in Students' Acquisition of Epistemological Skills. *Lea Jacobson, Temple University; Azeb Gebre, Temple University*

46.084-7. The Relationships Among Students' Background, Academic Disengagement (ADEG), and Learning Outcomes. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Poster:

40. The Relationships Among Students' Background, Academic Disengagement (ADEG), and Learning Outcomes. *Yunhee Bae, Texas A&M University - College Station; Mark Troy, Texas A&M University*

46.084-8. The Role of Institutional and Goal Commitment in College Students' Academic Achievement and School Connectedness. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Poster:

41. The Role of Institutional and Goal Commitment in College Students' Academic Achievement and School Connectedness. *Julieme Alipio Palbusa, University of California - Riverside; Sindi Valeria Concebida, University of California - Riverside; Lizette Llamas, University of California - Riverside; Mary Theresa Gauvain, University of California - Riverside*

46.084-9. Issues in Literacy Education. SIG-Research in Reading and Literacy; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

42. Book Choice and Adolescent Reading Motivation. *Myka N. Gilliam, University of Central Oklahoma; Malinda Hendricks Green, University of Central Oklahoma; Judith Wakefield, University of Central Oklahoma; Bryan L. Duke, University of Central Oklahoma*
43. Effects of the Interactive Strategies Approach—Extended (ISA-X) in Intermediate-Grade Struggling Readers With Limited Reading Accuracy. *Shufen Wang, University at Albany - SUNY; Lynn M. Gelzheiser, University at Albany - SUNY; Frank Vellutino, University at Albany - SUNY; Donna M. Scanlon, University at Albany - SUNY*
44. Studying Reading Strategies With Rapid Serial Visual Presentation. *Jessica Busler, Auburn University; Alejandro A. Lazarte, Auburn University*

45. The PISA (Programme for International Student Assessment) Reading Achievement Differences Across Students in China, Japan, and Korea. *Jaran Shin, University of California - Berkeley*

46.084-10. Faculty Development Characteristics. SIG-Faculty Teaching, Evaluation, and Development; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

46. Changes in Teaching Beliefs When Faculty Development Is Learning-Centered. *Hsiu-Lien Lu, Georgia Southern University; Judith Longfield, Georgia Southern University*
47. Exploring the Gendered Condition of Faculty Development. *Jaclyn Kay Rivard, University of Minnesota; Andrea L. Beach, Western Michigan University; Mary D. Sorcinelli, University of Massachusetts - Amherst; Ann E. Austin, Michigan State University*

46.084-11. Exploring Critical Issues in Catholic Education. SIG-Catholic Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

48. The Cristo Rey Model: The Resurgence of American Catholic Urban Education in the 21st Century. *Sajit Udaya Kabadi, University of Colorado - Denver*
49. Critical Pedagogy and Ignatian Pedagogy: Jointly Supporting Pedagogy, Curriculum, and the Rationale for Socially Just Education. *Sharon M. Chubbuck, Marquette University*
50. "Working to Improve the Job You're In": A Case Study of Catholic School Teacher-Assistant Principals. *John Luciano Beltramo, University of Southern California*

46.084-12. Equity Issues in Rural Education. SIG-Rural Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

51. Beyond Personalization: Contrasting Approaches to Policy Changes in Two Rural Schools. *Janet I. Angelis, State University of New York; Kristen C. Wilcox, University at Albany - SUNY; Linda L. Baker, University at Albany - SUNY; Stephanie Conklin, University at Albany - SUNY*
52. Equitable Access: Developing Regional Mathematics Networks to Support Rural and Remote Schools in Idaho. *Cory A. Bennett, Idaho State University; Julie Amador, University of Idaho*
53. Examining the Effect of Poverty, Rurality, and Their Interaction on Mathematics State Test Scores. *Antonio Moretti, Pearson*
54. Sexuality Education Policy Implementation in Two Rural Midwestern Communities: A Case Study. *Adam Michael Foley, Iowa State University*

46.084-13. Race to the Top Program and District Professional Development Policy: Lesson Study in Florida. SIG-Districts in Research and Reform; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Poster:

55. Race to the Top Program and District Professional Development Policy: Lesson Study in Florida. *Motoko Akiba, Florida State University; Laura K Ramp, Florida State University; Gareth Bryan Wilkinson, Florida State University*

46.084-14. Diverse Issues in Human Development. Division E - Counseling and Human Development; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

56. Keeping One's Cool: How Do Social Achievement Goals Affect Psychological Well-Being? *Sungok Serena Shim, Ball State University; Cen Wang, Charles Sturt University; Xiao-Guang Xu; Lina Xie*
57. Literacy Development Over Time of Children With Socioeconomic Disadvantage: Results From Growth Curve Modeling. *Lily L. Dyson, Simon Fraser University; Tim Seifert, Memorial University*
58. Special Education (SPED) Services and Children With Attention Deficit Hyperactivity Disorder: An Unfair Advantage? *Yen M. To, University of Southern Mississippi; Forrest Lane, University of Southern Mississippi*
59. Assessment in Context: Natural Assessment of Young Children's Play. *Emanuel J. Mason, Northeastern University; Karin Lifter, Northeastern*

University

60. Challenging Gender Stereotypes: The Role of Theory of Mind. *Kelly Lynn Lynn Mulvey, University of South Carolina; Michael T. Rizzo, University of Maryland - College Park; Melanie Killen, University of Maryland - College Park*

46.084-15. Mathematics, Science, and Accountability. SIG-International Studies; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

61. A Tale With Two Tails: Doing Formative Assessment Under Chinese and American High-Stakes Testing Contexts. *Xinying Yin, California State University - San Bernardino; Gayle A. Buck, Indiana University*
62. Investigating the Relationship Between School-Level Accountability and Science Achievement Across Four Countries: Australia, Korea, Portugal, and the United States. *M. Fernanda Gandara, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts*
63. Quality Mathematics Instructional Practices Across High-Achieving Countries: A Hierarchical Linear Modeling Analysis Using TIMSS (Trends in International Mathematics and Science Study) 2011 International Data. *Qiang (Andy) Cheng, The University of Mississippi; Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, Texas Tech University; Shiqi Hao, Michigan Department of Education*
64. TIMSS (Trends in International Mathematics and Science Study) 2011 Response Pattern Analysis: Characteristics of U.S. Students With Incomplete Assessments. *Tim Werwath, American Institutes for Research*

46.084-16. Research in Bilingual Education. SIG-Bilingual Education Research; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

65. Bilingual Child's Socialization Through Interactions With Peers and Sibling Across Linguistically and Culturally Diverse Contexts. *Hyonsuk Cho, State University of New York, Buffalo*
66. Providing Opportunities to Learn: Analysis of Group and Student-Teacher Interactions Among Select Long-Term English Language Learners in a Ninth-Grade Specially Designed Academic Instruction in English (SDAIE) Earth Science Classroom. *Jomeline Balatayo, University of California - Santa Barbara*
67. Tensions in New Identity: Examining Spaces Between Communities of Practice for Marginalized, Latino English Learners. *Reynaldo Reyes III, The University of Texas - El Paso*
68. The First of the Firsts: Illinois Bilingual Preschool Legislation. *Samina Hadi Tabassum, Dominican University*
69. Translanguaging Tools: Usability Results for Universally Designed Accessibility Features for English Learners. *Danielle Guzman-Orth, Educational Testing Service; Alexis Lopez, Educational Testing Service; Sultan Turkan, ETS*
70. Using Classroom Observations to Examine Classroom Instruction for English Language Learners in Elementary School Classrooms. *Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Beverly L. Alford, The University of Mississippi; Susana E Franco-Fuenmayor, Texas A&M University*
71. Bringing "Bilingualism" Back to Bilingual Education Programs. *Maria Teresa Sanchez, The Graduate Center - CUNY; Ivana Espinet, CUNY - Graduate Center; Kate Seltzer, CUNY - Graduate Center*

46.084-17. Instructional Technology SIG Poster Session: Cognition, Multimedia, and Games. SIG-Instructional Technology; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

72. Exploring the Effects of Narrative and Expository Videos of Senior Staff on Junior Staff's Career Reflection. *Jingbo Huang, Teachers College, Columbia University*
73. Leveraging Learning Games Data to Support Decision Making in the Mathematics Classroom. *Michael A. Evans, Virginia Polytechnic Institute and State University*
74. Animated Agents in Simulated Environments: Effects of Emotive Responses on Visual Attention, Emotion, Performance, and Perceptions. *Enilda Jannet Romero-Hall, University of Tampa; Ginger*

S. Watson, Old Dominion University; Amy B. Adcock, Old Dominion University; James Bliss, Old Dominion University; Kimberly Adams Tufts, Old Dominion University

75. Supporting Participation in Science Practices: Using Social Bookmarking to Make Sense of Alternative Energy. *Jennifer Lynn Weible, The Pennsylvania State University; Heather Toomey Zimmerman, The Pennsylvania State University*
76. Teaching and Learning in Third-Year Medical Clerkships: Enhancing the Process With iPads. *Janette R. Hill; Michelle A. Nuss; Bruce Middendorf; Ronald M. Cervero, University of Georgia; Julie K. Gaines*

Saturday, 10:35 am

Governance Meetings and Events

- 47.001. AERA Professional Development and Training Committee: Closed Meeting.** AERA Governance; Governance Session
Marriott, Third Level, 306; 10:35am to 12:05pm
Chair: *Melora A. Sundt, University of Southern California*
- 47.002. Educational Researcher Closed Editorial Board Meeting.** AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 10:35am to 12:05pm
Chairs: *Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania*

AERA Related Activities

- 47.010. Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 2.** AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 10:35am to 12:05pm
Chair: *Rick Peacor, All Academic, Inc.*

Presidential Sessions

47.011. 2012 PISA (Programme for International Student Assessment) Results: Why We Should Care About International Comparisons. AERA Presidential Session

- Convention Center, 200 Level, 201B; 10:35am to 12:05pm
Chair: *Martin Carnoy, Stanford University*
Participants: *William H. Schmidt, Michigan State University; Henry M. Levin, Teachers College, Columbia University*
Presenter: *Andreas Schleicher, Organisation for Economic Co-operation and Development*

47.012. Institute of Education Sciences (IES): Promises and Challenges. AERA Presidential Session

- Convention Center, 100 Level, 108A; 10:35am to 12:05pm
Chair: *Michael S. McPherson, The Spencer Foundation*
Speaker: *John Q. Easton, Director, Institute of Education Sciences*
Discussants: *Susanna Loeb, Stanford University; David J. Chard, Southern Methodist University; Joan Ferrini-Mundy, National Science Foundation*

47.013. The Common Core State Standards: Views From the Bridge Between Research and Implementation. AERA Presidential Session

- Convention Center, 100 Level, 119A; 10:35am to 12:05pm
Chair: *Michael J. Feuer, The George Washington University*
Participants:
Views From the World of Practice. *Kaya Henderson, District of Columbia Public Schools; Abigail Smith, Teach For America, Inc.*
Views From the World of Research. *Gina Burkhardt, American Institutes for Research; Joshua L. Glazer, The George Washington University*
Conversation. *Carl A. Cohn, Claremont Graduate University; Susan*

Fuhrman, Teachers College, Columbia University
 A View From the Bridge (Between Research and Practice). *Heather A. Harding, Teach For America, Inc.*
 Discussant: *Maria Ferguson, Center on Education Policy*

47.014. The Need for Evidence-Based Understanding of Immigration and Its Consequences. AERA Presidential Session

Convention Center, 200 Level, 201A; 10:35am to 12:05pm

Chair: *Alfredo J. Artilles, Arizona State University*

Participants:

U.S. Immigration Policies: Learning From Past Mistakes. *Douglas Massey, Princeton University*

Are Small Steps Forward Enough? Assessing the Benefits of Deferred Action for Childhood Arrivals From the National Undocumented Research Project. *Roberto Gonzales, Harvard University*

Children in Transnational Families: The Education Implications. *Joanna Dreby, State University of New York Albany*

The Civic Engagement of Latino Immigrants in Their Children's Schools: Challenges and Opportunities. *Veronica Terriquez, University of Southern California*

Discussant: *Howard F. Chang, University of Pennsylvania*

AERA Sessions

47.015. AERA Distinguished Contributions to Research in Education Award (2013) Address: Alan Schoenfeld (#AERAEd). AERA Sessions; Invited Session

Convention Center, 200 Level, 201C; 10:35am to 12:05pm

Chair: *Ann E. Austin, Michigan State University*

Speaker:

What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? *Alan H. Schoenfeld, University of California - Berkeley*

47.016. Meet Journal Editors: Journal Talks 3. AERA Sessions; Invited Roundtable

Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm

Participants:

1. Education Policy Analysis Archives. *Gustavo E. Fischman, Arizona State University*
2. Journal of Education Policy. *Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*
3. Action in Teacher Education. *Thomas P. Crumpler, Illinois State University; Lara J. Handsfield, Illinois State University*
4. Online Educational Research Journal. *Peter B Tymms, Durham University*
5. The Journal of At-Risk Issues. *Rebecca A. Robles-Pina, Sam Houston State University*
6. Vocations and Learning. *Bernadette Ohmer, Springer Netherlands*
7. Journal of Early Childhood Literacy. *Jackie Marsh, The University of Sheffield; Guy Merchant, Sheffield Hallam University*
8. Journal of Education. *Michelle Carney, Boston University; Lee Indrisano, Boston University*
9. Research in Science and Technological Education. *Shirley Simon, Institute of Education - London*
10. American Educational Research Journal- Teaching, Learning, and Human Development. *Harold F. O'Neil, University of Southern California*
11. Journal of Literacy Research. *David B. Yaden, The University of Arizona; Patricia L. Anders, The University of Arizona*
12. Critical Studies in Education. *Sam Sellar, The University of Queensland*
13. Social Studies Research and Practice. *Cynthia S. Sunal, The University of Alabama*
14. Educational Research Review. *David Gijbels, University of Antwerp; Ann Corney, Elsevier Ltd*

Committee Sessions

47.017. Applying Critical Methodologies to Curriculum by Male Educators in Predominantly Female Teacher Education Programs. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

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

Chair: *Cheryl E. Matias, University of Colorado - Denver*

Participants:

The Macabre Maintenance of Misogyny: A Counternarrative of a Latino Educator in Teacher Education. *Roberto Montoya, University of Colorado - Denver*

"Can I Be a Black Feminist Theorist?" A Case Study of Critical Teacher Education. *Anthony Collatos, Pepperdine University*

Ew, Why Are You Wearing a Pink Shirt, Mister? An Autoethnographic Response to a Gendered Microaggression. *Eduardo Lara, University of California - Los Angeles*

Got Privilege: Challenging Dominant Ideologies of Race, Class, and Gender From a Position of Male Privilege. *Clifford H. Lee, Saint Mary's College of California*

Discussant: *Kris D. Gutiérrez, University of Colorado - Boulder*

47.018. Division J Fireside Chat. Beyond Academia: Reaching a Broader Audience. Graduate Student Council Cosponsored with Graduate Student Council, Division J - Postsecondary Education; Invited Session

Convention Center, 100 Level, 112B; 10:35am to 12:05pm

Participants: *Erin L. Castro, University of Utah; Liliana M. Garces, The Pennsylvania State University - University Park; Marybeth Gasman, University of Pennsylvania; Gary D. Rhoades, The University of Arizona; J. Luke Wood, San Diego State University*

47.019. Graduate Student Networking Opportunity With Special Interest Groups. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 10:35am to 12:05pm

Participants: *Geni Cowan, California State University - Sacramento; Carol Huang, City University of New York; Kathleen M.T Collins, University of Arkansas; Eve Tuck, SUNY - College at New Paltz; Theresa Y. Austin, University of Massachusetts - Amherst; Tiffany S. Lee, University of New Mexico*

47.020. U.S.-China Innovative Partnership in Elementary Education. International Relations Committee; Symposium

Convention Center, 200 Level, 202B; 10:35am to 12:05pm

Chair: *Susan Hildreth Bardouille Charles, Santa Clara University*

Participants:

Global Education: Collaboration and Innovation. *Guoli Liang, Global Educational Community*

School/University Partnerships: Negotiating International Culture and Context Differences in Elementary Schools. *Ann Lieberman, Stanford University*

Global Collaboration for Promoting Innovations in Teaching and Learning: Using Evidence From Performance Assessments. *Susan E. Schultz, Stanford University*

Expanding the Boundaries of a University-School Partnership Through Global Collaboration to Improve Teaching. *Jennie Rakestraw, Winthrop University*

Discussant: *Andrew Hargreaves, Boston College*

Division Sessions

47.021. Action Space for School Reform: Taking Stock of Philadelphia, the 1990s and Today. Division A - Administration, Organization and Leadership; Symposium

Convention Center, 100 Level, 114; 10:35am to 12:05pm

Chair: *Gabriel Aaron Reich, Virginia Commonwealth University*

Participants:

The Action Space: An Introduction. *Gabriel Aaron Reich, Virginia Commonwealth University; Joseph P. McDonald, New York University*

The Philadelphia Story: A Critical Conversation Between Researchers and Stakeholders. *Jolley B. Christman, Research for Action; Warren Simmons, Brown University; Dale Mezzacappa; Germaine Ingram, Philadelphia Public Schools*

Discussants: *Jeffrey R. Henig, Teachers College, Columbia University; Charles M. Payne, University of Chicago*

47.022. Constructing a Common Curriculum: System, Discipline, School, and Classroom. Division B - Curriculum Studies; Symposium

Convention Center, 200 Level, 202A; 10:35am to 12:05pm

Chair: *Lyn Yates, University of Melbourne*

Participants:

The Common Core Standards as a Systemic Initiative. *Mary Kay Stein, University of Pittsburgh*

Developing a New National History Curriculum in Australia: The Public Authority, the Teachers, the Discipline. *Lyn Yates, University of Melbourne; Kate O'Connor, The University of Melbourne*

Curricular Decision Making: Influences and Interpretations. *David J. Clarke, University of Melbourne; Peter Arnold Sullivan, Monash University; Doug McLean Clarke, The Australian Catholic University*

Investigating Social Reproduction in Curriculum Implementation: Comparing Science Teachers' Curricular Views and Classroom Talk. *Aloysius Kian Keong Ong, University of Melbourne; David J. Clarke, University of Melbourne*

Discussant: *Sverker S:son Lindblad, University of Gothenburg*

47.023. Decolonizing the Curriculum: Challenging the Constraints of Colonized Knowledge.

Division B - Curriculum Studies; Paper Session

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

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

Participants:

Missed Opportunities: What the Curriculum Teaches About Colonialism and Race. *Stephanie Masta Zywicki, Iowa State University*

Resistance to the *Epistemicidios*, or Destruction of Ways of Knowing, in Educational Movements and Practices in Latin America. *Raul Olmo Fregoso, University of Texas; Sheila M. Shannon, University of Colorado - Denver*

Seeing Culture Rather Than Poverty: An Interview Study of White South African Teachers. *Zachary A. Casey, University of Minnesota*

Witnessing and Decolonization as Spectacle: Open Access as an Exhibitionary Pedagogy of Colonialism? *Eric Ritskes, University of Toronto*

Discussant: *João Menelau Paraskeva, University of Massachusetts*

47.024. Pushing Methodological Boundaries and Performing Dissertation Writing.

Division B - Curriculum Studies; Structured Poster Session

Convention Center, 100 Level, 121C; 10:35am to 12:05pm

Chair: *Ming Fang He, Georgia Southern University*

Participants:

1. A Curriculum of Place: Who Are We? Southerners Beneath the Red Clay and the Black Dirt? *Patsy D. Faulkner, Woodland High School/Georgia Southern University*

2. Rainbow in the Clouds: Oral Histories of Black Homosexual Male Graduates' Experience of Schooling in Augusta, Georgia. *Stacey Nicole Mabray, Georgia Southern University*

3. And Then the Wall Rose: Counternarrative of Black Males in an Urban Public Elementary School in Georgia. *Katrana Seay, Georgia Southern University*

4. Reconceptualizing High School Science Curriculum: Using Storytelling and the Immortal Life of Henrietta Lacks in Science Classrooms. *Dana Compton McCullough, Georgia Southern University*

5. Navigating Solitude: Teachers as Public Intellectuals. *Stacey Brown, Georgia Southern University*

6. Dissolution of Humans and Rise of Leviacons: Revisiting the Aims and Practices of Education. *John Parker Cook, Effingham County Board of Education, Georgia*

7. "We're in the Business of a Good Education": A Whole Lot of BS (a Dark Comedy). *Nickie Nolasco, Georgia Southern University*

8. My Life Is a Fucking Manifesto: From Rich White Bitch, to Poor White Trash, to a Teacher in a Multiracial School. *Angela Pieniaszek, Georgia Southern University*

9. Poetics of Curriculum, Poetics of Life: Arts-Based Research and Multiperspectival Poetic Inquiry. *Mary-Elizabeth Vaquer, Georgia Southern University*

10. Curriculum Between Borders: Research for the Pulled Out, Tempered, and Put Back In—Critical Geography and Critical Disability Studies. *Kristen Denney, South Effingham High School*

11. Centering the Voices of Mixed-Race Peoples and Eradicating Racism: A Critical Multiracial/Mixed-Racial Autobiographical Inquiry. *Michael Williams, Georgia Southern University*

12. Performing Identities and Performing Lives. *Allison Hulst Beasley, Wayne County Board of Education; Samantha Awala, Bulloch County Board of Education; Yiming Jin, Georgia Southern University; Elizabeth McCall, Georgia Southern University; Julie Kimble, Heritage*

high school; Damita Robinson, Georgia Southern University

Discussants: *William H. Schubert, University of Illinois at Chicago; Denise M. Taliaferro Baszile, Miami University; Janet L. Miller, Teachers College, Columbia University*

47.025. Evaluating and Improving Concept Inventories as Assessment Resources in STEM Teaching and Learning.

Division C - Learning and Instruction; Symposium

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

Chair: *James W. Pellegrino, University of Illinois at Chicago*

Participants:

Statistical Analyses of Performance on the Concept Assessment Tool for Statics and the Thermal and Transport Concept Inventory: Foundations of Inventory Validity and Utility. *Natalie Jorion, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago*

The Use of Evidence-Centered Design to Reverse Engineer an Existing Concept Inventory and Develop New Questions for Diagnostic Reporting. *Ronald L. Miller, Colorado School of Mines; Dana Denick, Purdue University; Ruth A. Streveler, Purdue University; James W. Pellegrino, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; Lianne Schroeder, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Natalie Jorion, University of Illinois at Chicago*

Qualitative Analysis of Students' Conceptual Reasoning. *Dana Denick, Purdue University; Ruth A. Streveler, Purdue University*

Quantitative Analyses of Student Performance on Concept Inventories. *Natalie Jorion, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Lianne Schroeder, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago*

Discussant: *Finbarr C. Sloane, National Science Foundation*

47.026. Exploring the Antecedents of Students' Academic Emotions.

Division C - Learning and Instruction; Symposium

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

Chairs: *Thomas Goetz, University of Konstanz; Reinhard Pekrun, University of Munich*

Participants:

Reciprocal Relations Between Students' Achievement and Academic Emotions. *Reinhard Pekrun, University of Munich; Stephanie Lichtenfeld, University of Munich*

Choice and Difficulty as Antecedents of Affect During Learning. *Sidney K. D'Mello, University of Notre Dame; Sara M. Fulmer, SUNY - College at Oneonta; Caitlin Mills, University of Notre Dame*

The Influence of Autonomy Support on the Trajectory of Boredom Over a Semester. *Virginia Man Chung Tze, University of Alberta; Lia Marie Daniels, University of Alberta; Rob Klassen, University of York*

Thinking Impacts Feeling: Judgments of School Domain Similarity and Between-Domain Relations of Students' Academic Emotions. *Thomas Goetz, University of Konstanz; Ludwig Haag, University of Bayreuth; Anastasiya A. Lipnevich, Queens College and the Graduate Center - CUNY; Melanie M. Keller, University of Konstanz; Anne C. Frenzel, University of Munich (LMU); Antonie Collier, University of Konstanz*

Discussant: *Lisa Linnenbrink-Garcia, Michigan State University*

47.027. Innovations in Peer and Teacher Feedback During Writing Instruction: Results From Three Institute of Education Sciences Studies.

Division C - Learning and Instruction; Symposium

Marriott, Fourth Level, Franklin 6; 10:35am to 12:05pm

Chair: *Judy M. Parr, University of Auckland*

Participants:

Reconsidering Peer Feedback for Argumentative Essays. *Sarah J. McCarthey, University of Illinois at Urbana-Champaign; Alecia Marie Magnifico, University of New Hampshire; Sonia Melanie Kline, University of Illinois at Urbana-Champaign*

How Teachers' Epistemologies Shape Teacher-Student Conferences About Argumentative Writing. *George E. Newell, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University; Allison S. Wynhoff Olsen, Montana State University; Alan Hirvela, The Ohio State University*

The Relationship Between High School Students' Essay Revisions, Peer Feedback, and Reviews of Peers' Essays. *Amanda J. Godley, University*

of Pittsburgh; Sara DeMartino, University of Pittsburgh; Chelsea Hart, University of Illinois; Amanda Crowell, University of Pittsburgh
Discussant: Judy M. Parr, University of Auckland

47.028. Integrating Literacy and Science in the Early Years: The Effects of Content-Rich Instruction. Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 113B; 10:35am to 12:05pm

Chair: Ashley Pinkham, University of Michigan

Participants:

Uniting Science Knowledge and Literacy Development: A Theoretical Rationale for Reading to Learn in the Early Grades. *Alison Knight Billman, University of California - Berkeley; P. David Pearson, University of California - Berkeley*

Examining the Relationship Between Child-Generated Questions, Teacher Practices, and Science and Literacy Readiness Among Low-Income Minority Preschool Children. *Irena Nayfeld, University of Miami; Daryl B. Greenfield, University of Miami*

English Word-Acquisition Patterns for Spanish-Speaking Dual Language Learners During Content-Rich Shared Book Reading Instruction. *Sharolyn D. Pollard-Durodola, University of Denver*

Improving Low-Income Preschoolers' Word and World Knowledge in Science: The Effects of Content-Rich Instruction. *Susan B. Neuman, New York University; Tanya Kaefer, Lakehead University; Ashley Pinkham, University of Michigan*

Discussant: Tanya S. Wright, Michigan State University

47.029. Mathematics Learning Trajectories. Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 10:35am to 12:05pm

Chair: Anna Emilia Bargagliotti, Loyola Marymount University

Participants:

Curriculum, Classroom, and Individual Effects on Students' Mathematics Learning Trajectories. *Alison T Miller Singley, University of California - Berkeley; Nicole Leveille Buchanan, University of California - Berkeley; Chloe Green, University of California - Berkeley*

Establishing Parameters for Consideration of Mathematics Common Core Learning Progressions. *Ashley Cromwell, Pearson; Sarah J Larson, Pearson; Jennifer L. Koblin, Pearson*

From Research to Practice: Measuring Length in First Grade. *Julie Sarama, University of Denver; Douglas W. Van Dine, University of Denver; Douglas H. Clements, University of Denver; Jeffrey E. Barrett, Illinois State University*

Validating a Learning Trajectory for the Teaching and Learning of Sampling Variability. *Anna Emilia Bargagliotti, Loyola Marymount University*

Discussant: Eileen Murray, Harvard University

47.030. Maximizing the Benefit of Teacher/Researcher Partnerships in Classroom-Based Development and Implementation Projects.

Division C - Learning and Instruction; Invited Session

Convention Center, 100 Level, 113A; 10:35am to 12:05pm

Chair: Avi Kaplan, Temple University

Participants: *Rick Coppola, University of Illinois at Chicago; Matthew Hartwell, Temple University; Liam Gallagher, Project Learn School; MaryAnn Stolberg, Our Lady of Victory Catholic School; Chris S. Hulleman, University of Virginia; Kenn E. Barron, James Madison University*

Discussant: Tim Urdan, Santa Clara University

47.031. Research on Algebra, Teaching, Thinking, and Learning. Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 414; 10:35am to 12:05pm

Chair: Kristie Jones Newton, Temple University

Participants:

Assessment Results From the Generative Activities in Singapore (GenSing) Project. *Sarah M. Davis, College of Charleston; Kumar Laxman, The University of Auckland*

Grounded Theory of Productive Routines of Practice for Algebraic Thinking. *Jessie Chitsanzo Store, Alma College; Davie Store, University of North Carolina*

Investigating the Development of Mathematical Flexibility. *Karin E. Lange, Temple University; Kristie Jones Newton, Temple University; Julie L. Booth, Temple University*

The Effects of Exposure to Problems in Symbolic Contexts: The Case of the Equal Sign. *Helena P. Osana, Concordia University; Eva Sokol, Concordia University*

Discussant: Shanta Hattikudur, Temple University

47.032. The Role of Learning Environments in Supporting Underserved and Understudied Populations. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113C; 10:35am to 12:05pm

Chair: Charles Lu, The University of Texas - Austin

Participants:

An Exploratory Study on Learners' Perception of Online Learning: Minority Students in Continuing Education. *Yu-Chun Kuo, Jackson State University*

Changing Practices: A Cross-Cohort Examination of Classroom Demographics and Instructional Practices. *Stephani L. Wrabel, University of Southern California; Morgan S. Polikoff, University of Southern California*

Engaging Urban Youth in a Creative Community-Based STEM Education: Participatory Inquiry Into Deep Cultural Change. *Jae-Eun Joo, University of Connecticut; Susan Klimczak, Harvard University*

Role-Identity Salience and Research Career Attitudes Among Undergraduate Science and Nonscience Majors. *Brandon Joshua Okechukwu Nzekwe, Florida State University; Susan Carol Losh, The Florida State University*

How Do Adults Acquire Digital Literacy Skills? Exploring Tutor-Facilitated Learning and Teaching Within Community-Based Organizations. *Jill M. Castek, Portland State University; Stephen M. Reder, Portland State University; Elizabeth Withers, Portland State University; Andrew Pizzolato, Portland State University; Kim Pendell, Portland State University*

Discussant: Janeula M. Burt, Bowie State University

47.033. The Roles of Student Voice, Participation, and Youth-Adult Partnerships in Promoting Student Development. Division E - Counseling and Human Development; Symposium

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

Chair: Matthew J. Bundick, Duquesne University

Participants:

Student Voice and Leadership in Pedagogical Partnerships With Professors: Catalyzing Students' Personal and Academic Development. *Alison Cook-Sather, Bryn Mawr College; Esther Chiang, Bryn Mawr College*

The World Upside Down: Students Negotiating Their Classroom Curriculum. *Jeroen Gerard Bron, SLO - The Netherlands Institute for Curriculum Development*

Deep, Sustainable Partnerships: The Case of a Multischool Youth-Adult Partnership Network. *Catharine Biddle, The Pennsylvania State University; Helen Beattie, UP for Learning; Dana L. Mitra, The Pennsylvania State University*

A Mechanism-Based Understanding of the Student Voice Process. *Tanner LeBaron Wallace, University of Pittsburgh; Matthew J. Bundick, Duquesne University; Russell J. Quaglia, Quaglia Institute for Student Aspirations*

Discussant: Ben R. Kirshner, University of Colorado

47.034. Theory and Practice: Expanding Historical Models of Education.

Division F - History and Historiography; Paper Session

Marriott, Fourth Level, 409; 10:35am to 12:05pm

Chair: Andrés Castro Samayoa, University of Pennsylvania

Participants:

Listening for the Echo: Historical Models of Pathways to Educational Success for Innovation in Practice and Policy. *Sharon Gay Pierson, Ramapo College of New Jersey*

Recapitulation Theory and the Racial Roots of the New Education, 1880-1910. *Thomas Fallace, William Paterson University*

The Limitations of Human Capital Theory to Explain Educational Expansion: 1910-1940. *Laura Holden, Michigan State University*

Theoretical Problems With Chronology for History of Education. *Lynn Fendler, Michigan State University*

Discussant: Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne

47.035. Fidelity of Implementation: Identifying Common Components and Sources of Variation in Implementation and Intervention

Effects. Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 116; 10:35am to 12:05pm

Chair: *Catherine Darrow, Abt Associates Inc.*

Participants:

Universal Dimensions of Fidelity of Implementation. *Catherine Darrow, Abt Associates Inc.; Barbara Dillon Goodson, Dillon-Goodson Research Associates Inc.; Beth A. Boulay, Abt Associates Inc.*

A Conceptual Framework for Studying the Sources of Variation in Program Effects. *Michael Joseph Weiss, MDRC; Howard Bloom, Manpower Demonstration Research Corp.; Thomas Brock, The National Center for Education Research (NCER)*

Measuring Implementation of Education Interventions: A Five-Step Model of Fidelity Assessment. *Chris S. Hulleman, University of Virginia*

Discussant: *Carol L. O'Donnell, U.S. Department of Education*

47.036. Closer Examinations of the Historically Black College and University Environment. Division J - Postsecondary Education; Paper Session

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

Chair: *Teniell L. Trolan, University of Iowa*

Participants:

A Historically Black Institution and a Predominantly White Institution: A Comparative Study of African American Student Engagement Factors. *Terrence Finley, Prairie View A&M University; Pamela Renee Minigan-Finley, Prairie View A&M University*

Feeling Like an "Alien" or "Family"? Comparing Student and Faculty Experiences of Diversity in STEM Disciplines at a Historically Black University and a Predominantly White Institution. *Rachelle Winkle-Wagner, University of Wisconsin; Dorian L. McCoy, Louisiana State University*

The Reduction of Stereotype Threat and the Development of Positive Self-Concept at Historically Black Colleges and Universities. *Charles Robert Shorette, NASPA Research & Policy Institute; Robert Terry Palmer, Binghamton University - SUNY*

Is It a Different World? Exploring the Experiences of Non-Black Graduates From Three Historically Black Universities. *Andrew Thomas Arroyo, Norfolk State University; Danica G. Hays, Old Dominion University*

Discussant: *Robert A. Bennett III, The Ohio State University*

47.037. How Close Are We to the College Degree Completion Goal? Current Trends and Future Projections. Division J - Postsecondary Education; Invited Session

Marriott, Fifth Level, Grand Ballroom J; 10:35am to 12:05pm

Chair: *Leah D. Morgan, The Ohio State University*

Presenters: *Terrell Lamont Strayhorn, The Ohio State University; Lorelle Espinosa, American Council on Education; Laura W. Perna, University of Pennsylvania; William T. Trent, University of Illinois at Urbana-Champaign*

47.038. International Faculty in the United States: Socialization, Satisfaction, and Work Life. Division J - Postsecondary Education; Paper Session

Marriott, Fourth Level, 408; 10:35am to 12:05pm

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

Participants:

Asian Faculty's Roles and Job Satisfaction in U.S. Academia. *Mikyong Minsun Kim, The George Washington University; Eunhyoung Lee Yook, George Mason University; Yu-Chuan Chuang, The George Washington University*

Driven by Discovery: Satisfaction, Motivation, and Mobility Among Foreign-Born STEM Faculty. *Lisa E. Wolf-Wendel, The University of Kansas; Susan B. Twombly, The University of Kansas; Dongbin Kim, The University of Kansas*

International Faculty Fathers: Navigating Work and Family in the American Research University. *Margaret W. Sallee, University at Buffalo - SUNY; Jeni Hart, University of Missouri - Columbia*

The Socialization Experiences of International Women Faculty at a Research University in the United States. *Daniela Veliz, University of Maine*

Discussant: *Kelly A. Ward, Washington State University*

47.039. Performance Funding and Organizational Learning in Higher Education. Division J - Postsecondary Education; Symposium

Convention Center, 100 Level, 108B; 10:35am to 12:05pm

Chair: *Monica Reid Kerrigan, Rowan University*

Participants:

Redesigning Accountability for Equity: Policy Making as Organizational Learning. *Keith Witham, University of Southern California; Estela M. Bensimon, University of Southern California*

Performance Funding and Organizational Learning in Three States: Forms, Hindrances, and State Support. *Kevin J. Dougherty, Teachers College, Columbia University; Sosanya M. Jones, Southern Illinois University - Carbondale; Hana Lahr, Teachers College, Columbia University; Rebecca S. Natow, Teachers College, Columbia University; Lara Pheatt, Teachers College, Columbia University; Vikash Reddy, Teachers College, Columbia University*

Reframing Data-Driven Decision Making as Organizational Learning. *Monica Reid Kerrigan, Rowan University*

Discussant: *Adrianna Kezar, University of Southern California*

47.040. Self-Created Safe Spaces: Forming Research and Writing Collaborations Among Female Faculty. Division J - Postsecondary Education; Symposium

Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm

Chair: *Melissa Ann Martinez, Texas State University-San Marcos*

Participants:

We Are Stronger Together: The Story of Five Female Academics Who Formed a Research/Writing Team. *Melissa Ann Martinez, Texas State University-San Marcos; Laura Jean Cortez, The University of Texas - Austin; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign*

Collaborating for Success in the Academy: Being Fishers of Women. *Whitney Sherman Newcomb, Virginia Commonwealth University*
Sisters of the Academy: Developing Scholarship Through Collaboration. *Tamara Bertrand Jones, Florida State University; Dannielle Joy Davis, St. Louis University; LaTara D. Osborne-Lampkin, Florida State University- Regional Educational Laboratory-Southeast*

47.041. Improving Preservice Teachers' Reflective and Evaluative Feedback Mechanisms. Division K - Teaching and Teacher Education; Paper Session

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

Chair: *Toya Jones Frank, George Mason University*

Participants:

Cooperative Teacher and University Supervisor Ratings: Comparing Teacher Candidates' Knowledge, Skills, and Professional Dispositions. *Francis DeMatteo, Marywood University; Patricia Sullivan Arter, Marywood University; Estelle Campenni, Marywood University; Tammy Brown, Marywood University*

Linking Preservice Teachers During the Practicum: Can Online Discussion Enhance Their Professional Knowledge? *Josephine Mary Ryan, Australian Catholic University; Mellita Jones, Australian Catholic University Ballarat*

Secondary Teachers' Frequencies of Behavior-Specific Feedback While Delivering Simulated Lessons in a Virtual Learning Environment. *Earle Knowlton, Morningside College; Martha Elford, University of Kansas*

Written Online Reflections as a Meeting Place in Student Teaching: A Possibility or a Dream? *Vivi Nilsen, Sør-Trøndelag University College; Torunn Klemp, Sør-Trøndelag University College*

Discussant: *Mahnaz R. Charania, Rozhar Center for School-Based Research*

47.042. Innovations in Early Childhood Professional Development: Using Content, Collaboration, and Alignment to Support Professional Learning. Division K - Teaching and Teacher Education; Symposium

Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm

Chair: *Debra Mary Pacchiano, The Ounce of Prevention Fund*

Participants:

Building Early Childhood Leaders' and Teachers' Capacity for Ambitious Practice Through Embedded Routines for Collaboration. *Debra Mary Pacchiano, The Ounce of Prevention Fund; Rebecca Klein, Ounce of Prevention Fund*

Aligning Early Math Professional Development With Teachers' Zone of Proximal Development. *Jie-Qi Chen, Erikson Institute; Jennifer S. McCray, Erikson Institute; Bilge Cerezci, Erikson Institute*

Negotiating Educational Cultures Across Pre-K-Third Grade: Alignment Through Collaborative Professional Development. *Christine B. Maxwell, Erikson Institute; Gillian D. McNamee, Erikson Institute*

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

47.043. Multiple Perspectives on Preparing Teachers for Diverse**Populations: National, Institutional, and Curricular Responses.**

Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203A; 10:35am to 12:05pm

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

Participants:

Syllabus as Story: Institutional Rhetoric and the Framing of Diversity in Foundational Coursework. *Laura A. Davis, New York University*

A Tale of Two Measures: Defining Pedagogical Proficiency in the Assessment of Preservice Teachers. *Kimberly Woo, New York University*

Institutional Responses to Changing Political Landscapes: Federally Mandated Teacher Education Coursework in Brazil. *Jenifer Crawford, University of Southern California*

Pedagogy in Preparing Students to Work With Diverse Populations: Integrating Prejudice Reduction Across Undergraduate Education Coursework. *Rema Ella Reynolds, University of California - Los Angeles*

Discussant: *SJ Miller, University of Colorado - Boulder*

47.044. STEM Teacher Beliefs. Division K - Teaching and Teacher Education; Paper Session

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

Chair: *Douglas E. McDougall, University of Toronto*

Participants:

Examining the Impact of an Embedded Project-Based Learning Model on Teacher Attitudes and Beliefs. *Susan Gomez Zwiap, California State University - Long Beach; David Harris, California State University - Long Beach*

Identifying Factors Influencing Elementary Mathematics Teachers' Beliefs in Reform-Based Teaching. *Amanda Gantt Sawyer, University of Georgia - Athens*

Reform-Based Science Teaching: Explaining Variation in Secondary Science Teacher Practice. *Lauren E. Jetty, Syracuse University; John W. Tillotson, Syracuse University*

The Effect of Authority and Overarching Beliefs on Elementary Mathematics Teachers' Beliefs and Teaching Practices. *Amanda Gantt Sawyer, University of Georgia - Athens; Yi Jung Lee, University of Georgia; Eun Kyung Kang, University of Georgia; B.J Kim; Denise A Spangler, University of Georgia*

The Cultural Dimensions of Prospective Mathematics Teachers' Beliefs. *Constantinos Xenofontos, University of Nicosia, Cyprus*

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

47.045. The Influence of Cultural Identities on Reflective Practices in Diverse Contexts. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 203B; 10:35am to 12:05pm

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

Participants:

Beyond Bystanderism Toward Social Responsibility: Reenvisioning Reflective Practice Within a Creativity Framework. *Marilyn J. Narey, Duquesne University*

Coconstructing a Learning Culture in the School: A Case Study of Collaborative Inquiry Teams of Secondary Teachers. *Sabre Lynn Cherkowski, University of British Columbia Okanagan; Leyton Schnellert, The University of British Columbia - Okanagan Campus*

Teaching With Self: Learning From Alternative High School Students' Perspectives About Good Teachers. *Jessica Blum, Teachers College, Columbia University*

Teacher Perceptions of Culture and Diversity and Teaching Practices: The Role of Ethnic Identity and Beliefs About Diversity. *Sherryl B. Graves, Hunter College School of Education; Tebea Berberena, Hunter College*

What's Race Got to Do With It? Preservice Teachers and White Racial Identity Development. *Terri Peters, Monmouth University; Marcia E. Margolin, College of Saint Rose; Kristi Fragnoli, College of Saint Rose*

Discussant: *Nicholas Daniel Hartlep, Illinois State University*

47.046. Video Case Studies in Preservice Teaching. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fifth Level, Grand Ballroom L; 10:35am to 12:05pm

Chair: *Johnna Bolyard, West Virginia University*

Participants:

Moving Beyond a Pilot: Expanding Video Grand Rounds Across Teacher Education. *Kristen Cuthrell, East Carolina University; Joy Stapleton, East Carolina University; Sharilyn Steadman, East Carolina University; Elizabeth Marie Hodge, East Carolina University; Kathi Wilhite, East Carolina University; Michael R. Vitale, East Carolina University*

Problem-Based Versus Direct Instructional Case-Based Learning in Teacher Education. *Marcus Syring, Tuebingen University; Jürgen Schneider, Eberhard Karls Universität Tübingen; Thorsten Bohl, Eberhard-Karls University of Tuebingen; Marc Kleinknecht, Technische Universität München*

Standardized Measurement of Preservice Teachers' Ability to Detect and Implement Effective Teaching Interactions. *Peter Wiens, UW-Parkside; Jennifer LoCasale-Crouch, University of Virginia*

Videos, Pairs, and Peers: What Connects Theory and Practice in Teacher Education? *Thomas C. Hatch, Teachers College, Columbia University; Jay Shuttleworth, Teachers College, Columbia University; Ashley Taylor Jaffee, James Madison University; Anand R. Marri, Federal Reserve Bank of New York*

Discussant: *Nancy Burns Sardone, New York University*

47.047. Video-Based Professional Development. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, 404; 10:35am to 12:05pm

Chair: *Nicole Rose Olcese, The Pennsylvania State University*

Participants:

Attending to Context: An Interpretation of Teacher/Student Mathematical Interactions in Two Urban Middle School Classrooms. *Pamela Brett, Rutgers University*

Improving Teacher and Student Science Learning Through Videocase-Based Lesson Analysis. *Kathleen J. Roth, Biological Sciences Curriculum Study; Christopher D. Wilson, Biological Sciences Curriculum Study; Joseph Taylor, Biological Sciences Curriculum Study*

Increasing the Quality of Teacher-Student Interactions Through Participation in Video-Based Professional Development Structured Around CLASS. *Kim Lebak, Richard Stockton College of New Jersey Teachers' and Peers' Facilitation of Engagement in Video-Case Discussions. Poonam Arya, Wayne State University; Tanya M. Christ, Oakland University; Ming M. Chiu, University at Buffalo - SUNY*

Discussant: *Jeffrey Stuart Kaplan, University of Central Florida*

47.048. Data Use for School Improvement: Findings From Studies of School Leaders' Decision Making in Accountability Contexts.

Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 102A; 10:35am to 12:05pm

Chair: *Lydia Rainey, University of Washington*

Participants:

Differential Impacts: How Accountability Policies Impact School Leaders' Data Use and Decision Making. *Lydia Rainey, University of Washington*

Understanding Schools' Search for Improvement Strategies. *Jessica K. Beaver, Research for Action; Brittan Leigh Hallar, Research for Action*

School Use of Data in the Face of Performance Management Sanctions: Examining the Work of School Leaders and Leadership Teams. *Shelby A. Cosner, University of Illinois at Chicago*

The Classroom Assignment Process: Understanding Data Use Across School Contexts. *Elise St John, University of Washington*

Discussant: *Andrea Conklin Bueschel, Spencer Foundation*

47.049. Early Childhood Education Policy. Division L - Educational Policy and Politics; Paper Session

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

Chair: *Nora Gannon-Slater, University of Illinois at Urbana-Champaign*

Participants:

Pre-K-2 Admission Practices of Elite Independent Schools in North America: Admit or Not to Admit? *Chris William Bigenho, Greenhill School*

Is Kindergarten the New First Grade? The Changing Nature of Kindergarten in the Age of Accountability. *Daphna Bassok, University of Virginia; Anna Rorem*

Unintended Consequences of Literacy Instruction in Kindergarten. *Tina*

M. Costantino-Lane, Chino Valley Unified School District; Rio Hondo Community College

Making Sense of Accountability Across Different Institutional Environments: The Case of Early Childhood Education. *Noa Rom, Hebrew University of Jerusalem; Ori Eyal, Hebrew University*

SIG Sessions

47.050. Structuring for Success in Private Education. SIG-Associates for Research on Private Education; Paper Session
Convention Center, 100 Level, 109A; 10:35am to 12:05pm

Chair: *Janine F. Allen, Corban University*

Participants:

Extending Theories of College Access: A Critical Ethnography on the Organizational Habitus of College-Going in an Urban Catholic High School. *Paul Joseph Rodriguez, The University of Texas - San Antonio*

Student Retention Factors: A Case Study From an Independent Faith-Based School. *Diana B. Hiatt-Michael, Pepperdine University*

The Launch "Family": Organizational Structures and the Creation of Social and Emotional Capital. *Amanda Barrett Cox, University of Pennsylvania*

A Comparative Study of Headship Transitions in K-12 International and U.S. Independent Schools. *Pearl R. Kane, Teachers College, Columbia University; Justin Barbaro, Teachers College, Columbia University*

Discussant: *Larry D. Burton, Andrews University*

47.051. Methodological Issues in Biography and Documentary. SIG-Biographical and Documentary Research; Paper Session
Marriott, Fourth Level, 410; 10:35am to 12:05pm

Chair: *Djanna A. Hill, William Paterson University*

Participants:

A Dilemma: Toward a Distinction Between Biography, Narrative, Memoir, and Autoethnography Research Methods. *Della R. Leavitt, LIS Curriculum Research Consulting*

Collective Biography and the Problem of Sample Size: Or, When Is Enough Enough? *Ronald E. Butchart, University of Georgia*

Other People's Children: Catharine Cox Miles. *Ann E. Robinson, University of Arkansas at Little Rock; Dean Keith Simonton, University of California - Davis*

Tuesdays With Mama P: Learning About My Mother and Methodologies for Research. *Diana Petrarca, UOIT*

Discussant: *Victoria M. MacDonald, University of Maryland - College Park*

47.052. Catholic Education in the United States: Historical and Legal Perspectives. SIG-Catholic Education; Symposium
Marriott, Fourth Level, 411; 10:35am to 12:05pm

Chair: *Thomas C. Hunt, University of Dayton*

Participants:

Catholic Schools in the United States From Colonial Times to Vatican II. *Thomas C. Hunt, University of Dayton*

Catholic Schools in the United States From Vatican II to the Present. *Ronald J. Nuzzi, University of Notre Dame; James Mario Frabutt, University of Notre Dame; Anthony C. Holter, University of Notre Dame*

State and Federal Regulation of Faith-Based Schools. *Ralph Mawdsley, Cleveland State University*

Leading Supreme Court Decisions on Faith-Based Schools. *Charles J. Russo, University of Dayton*

47.053. Examining Feedback Practices in Multiple Settings With Multiple Perspectives. SIG-Classroom Assessment; Symposium
Marriott, Fourth Level, Franklin 7; 10:35am to 12:05pm

Chair: *Min Li, University of Washington*

Participants:

Looking at Feedback Practices in Science and Mathematics Classrooms: Lesson Learned. *Maria Araceli Ruiz-Primo, University of Colorado - Denver; Heidi Kroog, University of Colorado - Denver; Deanna J. Sands, Seattle University*

Written Feedback in the Middle School Mathematics Classroom. *Edith Gummer, National Science Foundation; Traci Fantz, Education Northwest; Karen A. Marrongelle, Portland State University*

Students' Use of Written Feedback in Science Notebooks. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Phonraphee Thummaphan, University of*

Washington - Seattle

Focus on Process in a Design Studio Supports Learners in Developing Feedback Skills. *Tammy Quinn Tasker, Western Washington University*
The Role of Feedback in High School Students' Collaborative Design Practice in a Problem-Solving and Design Competition. *Andrew E. Morozov, University of Washington*

Discussant: *Susan M. Brookhart, Duquesne University*

47.054. Conceptualizing Classroom Management in Terms of Behavior, Efficacy, Coercion, and Effective Strategies. SIG-Classroom Management; Paper Session
Convention Center, 100 Level, 115C; 10:35am to 12:05pm

Chair: *Candace M. Schlein, University of Missouri - Kansas City*

Participants:

An Examination of the Efficacy of INSIGHTS in Enhancing the Academic and Behavioral Development of Children in Early Grades. *Meghan P. McCormick, New York University; Sandee G. McClowry, New York University; Erin E. O'Connor, New York University; Elise Cappella, New York University*

Changes in Beginning Teachers' Sense of Efficacy in Classroom Management: A One-Year Follow-Up Study. *Sue Catherine O'Neill, University of New South Wales; Jennifer Stephenson, Macquarie University*

Novice Elementary Teachers' Attributions for Student Misbehavior and Related Disciplinary Practices. *Julie Brockman Smart, Educational Research and Accreditation Consultant*

Teachers Misunderstand the Effect of Their Coercion in Class on the Lesson Social Climate. *Tim Mainhard, Utrecht University; Raisa van Winden, Utrecht University; Theo Wubbels, Utrecht University; Mieke Brekelmans, Utrecht University*

The Ineffectiveness of "Effective" Management Strategies: Novice Teachers, Classroom Management, and Identity. *Daryl Mortensen Dugas, Northern Illinois University*

Discussant: *Latrise Johnson, The University of Alabama*

47.055. Bright Stars: Technology-Mediated Settings as Pathways for the Engaged Learning of Urban Youth. SIG-Computer and Internet Applications in Education; Symposium
Marriott, Fifth Level, Grand Ballroom H; 10:35am to 12:05pm

Chair: *Cassandra Scharber, University of Minnesota*

Participants:

"How Can I Make That?" Teens Helping Teens Use Technology Within a Public Library Program. *Cassandra Scharber, University of Minnesota; Kris Isaacson, University of Minnesota - Twin Cities*

Texts, Critical Talk, and Technology: A Classroom Setting That Inspires. *Cynthia J. Lewis, University of Minnesota; Tracey Pyscher, University of Minnesota*

Learning Media Skills Through Addressing Local Issues: A Technology-Mediated Community Organization Gives Youth Voice. *Cassandra Scharber, University of Minnesota; Cynthia J. Lewis, University of Minnesota; Kris Isaacson, University of Minnesota - Twin Cities; Tracey Pyscher, University of Minnesota*

Discussants: *Glynda A. Hull, University of California - Berkeley; Nichole D. Pinkard, DePaul University*

47.056. Investigations on Constructivist Learning Environments. SIG-Constructivist Theory, Research, and Practice; Paper Session
Convention Center, 100 Level, 118A; 10:35am to 12:05pm

Chair: *Terry Robertson, Merrimack College*

Participants:

Examining the Use of Teacher Candidate-Created Protocols to Connect Research to Practice in Elementary Classrooms: A Pilot Study. *Jannah Walters Nerren, Stephen F. Austin State University; Tracey Covington Hasbun, Stephen F. Austin State University*

Student Knowledge Linking, Learning Environments, and Learning Outcomes. *Kathy L. Schuh, University of Iowa; Yi-Lung Kuo, Beijing Normal University - Hong Kong Baptist University United International College*

Transformative Learning as Cultural Capital: Native American College Students Discover Personal Values Through Educational Journeys. *Steven R. Aragon, Texas State University - San Marcos; Patricia Stelter, Texas State University; Anjali Forber-Pratt, University of Kansas; Karrie A. Shogren, The University of Kansas*

Discussant: *Patrick M. Jenlink, Stephen F. Austin State University*

47.057. Overcoming the Silence Through Spoken Word. SIG-Critical

Educators for Social Justice; Symposium
Convention Center, 100 Level, 105B; 10:35am to 12:05pm

Chair: *Keisha L. Green, Rutgers University - New Brunswick/Piscataway*
Participants:

“I Think We Can Use Our Words to Change the World”: Poetry as a Tool of Social Analysis in a Class of Nondominant Fifth-Grade Students. *Denise Pacheco, University of California - Los Angeles*

“Education Is Obligatory Theft”: Reclaiming Critical Public Pedagogical Spaces for Youth Voices. *Tyson E.J. Marsh, University of New Mexico*

I Am More Than My Voice: A Young Woman’s Journey Toward Spoken Word and Exploring Her Dis/Ability. *Shiv Raj Desai, Thomas More College; Adai Abebe Tefera, Arizona State University*

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

47.058. Facing Current Issues in Urban Education: Race, Class, and

Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Convention Center, 100 Level, 121A; 10:35am to 12:05pm

Chair: *Terah Talei Venzant Chambers, Michigan State University*

Participants:

Critical Examination of Gifted African American Males in Higher Education: Two Case Studies. *Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*

Critical Examination of Race and Gender: In the Professional Practices of Literacy Educators. *Jeanine M. Staples, The Pennsylvania State University*

Critical Examination of Race in the Selection of Literature in an Urban Classroom. *Quinita D. Ogletree, Texas A&M University*

Critical Examination of Urban Middle School African American Males: Motivation and Engagement. *Marlon C. James, Loyola University Chicago*

Critical Examination of White Faculty Maladjustment at Historically Black Colleges and Universities. *Dave A. Louis, Western Michigan University*

47.059. Hip-Hop-Based Pedagogy as Culturally Responsive Curriculum: Whose Culture Is It Really? SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Marriott, Fourth Level, Franklin 13; 10:35am to 12:05pm

Chair: *Nicole Lewis, University of Hawaii - Manoa*

Participants:

Blacks, Hip-Hop, and the Sociocultural Milieu. *Kmt G. Shockley, Morgan State University*

Tales From the Mic: A Content Analysis of 10 Years of Hip-Hop Lyrics. *Jomo W. Mutegi, Indiana University - IUPUI; Vanessa R. Pitts Bannister, University of South Florida*

Pedagogy of the Oppressors: Critiquing the Premise Behind Hip-Hop Pedagogy. *Jada Phelps, Indiana University, IUPUI*

The Impact of Hip-Hop Instruction on Students in Urban Settings. *Tayana S. Dowdell, Metropolitan School District of Lawrence Township*

Key Components of Hip-Hop Pedagogy for Black Youth: Critical Consciousness and Liberation. *Julius Davis, Bowie State University*

47.060. Rethinking Research in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Paper Session

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

Chair: *Kyunghwa Lee, University of Georgia*

Participants:

Embodying Reconceptualism: Teaching Through the Lens of Documentation. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School*

Rainbow Kindergarten: An Ethnographic Study on Korean Immigrant Children and Their Families. *MinSoo Kim-Bossard, The Pennsylvania State University*

Writing About Class and Race in Early Childhood Mathematics: The Case of One Monograph. *Amy Noelle Parks, University of Georgia*

“Becoming-Posthuman”: A Turn Toward a Posthuman Performative Methodology in Early Childhood. *Mindy Blaise, The Hong Kong Institute of Education; Jane Elizabeth Bone, Monash University*

47.061. Practicing Disability Studies in Education, Acting Toward Social Change. SIG-Disability Studies in Education; Symposium

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

Chair: *David J. Connor, Hunter College - CUNY*

Participants:

Exploring the Moral Dimensions of the Social Model of Disability.

Deborah J. Gallagher, University of Northern Iowa

A Disability Studies in Education (DSE) Analysis of Corporate-Based Educational Reform Undermining Educational Equity in New Orleans. *Kathleen M. Collins, The Pennsylvania State University*

“As a Cripple I Swagger”: Disability Studies in Education and Embodied Difference. *Beth A. Ferri, Syracuse University*

Enacting Research: Disability Studies in Education and Performative Inquiry. *Jan W. Valle, City College of New York - CUNY*

Practicing What We Teach: The Benefits of Using Disability Studies in an Inclusion Course. *David J. Connor, Hunter College - CUNY*

Discussant: *Chris Hale, College of Staten Island - CUNY*

47.062. Philanthropy and Charter School Practice and Policy: State-Based Case Studies. SIG-Education and Philanthropy; Symposium

Marriott, Fifth Level, Grand Ballroom I; 10:35am to 12:05pm

Chair: *Kathleen P. deMarras, University of Georgia*

Participants:

Philanthropies and Intermediary Organizations in Denver, Colorado: Incentivist-Oriented Advocacy Coalitions. *Elizabeth H. DeBray, University of Georgia; Janelle T. Scott, University of California - Berkeley; Christopher A. Lubinski, University of Illinois at Urbana-Champaign*

Georgia’s Charter School Amendment Strategic Action Field: A Case Study of Incumbents and Challengers. *Kathleen P. deMarras, University of Georgia; Jarrett B. Warshaw, University of Georgia*

“Pulling the Trigger”: The American Legislative Exchange Council and Parent Empowerment Legislation in Georgia. *Jamie B. Lewis, Georgia Gwinnett College*

Building Capacity or Taking Power? Philanthropists as Jurisdictional Challengers in Detroit Education Politics. *Mary L. Mason, Michigan State University; Sarah Reckhow, Michigan State University*

Discussant: *Kenneth J. Saltman, DePaul University*

47.063. I Got the Job, Now What? Successfully Navigating Academia for Early Career Quantitative Scholars. SIG-Educational Statisticians; Invited Session

Marriott, Fourth Level, Franklin 5; 10:35am to 12:05pm

47.064. Everybody but Foucault: How Alternative Poststructuralisms Operate in Educational Theory, Policy, and Practice. SIG-Foucault and Education; Symposium

Marriott, Fourth Level, 412; 10:35am to 12:05pm

Chair: *Yasin Tunc, University of Wisconsin - Madison*

Participants:

Jean Baudrillard Did Not Take Place: What Poststructuralism’s Least Respected Theorist Can Teach Us About Social Studies Education. *David W. Kupferman, University of Hawaii West Oahu*

“I Do Activist Things in Some Moments Even Though I’m Nothing”: Conceptualizing Immigrant and Undocumented Youth Identity as if They Encounter a Deleuzian Fold. *Sophia Rodriguez, Loyola University Chicago*

Postfoundational Theories as Methodologies of Practice: Innovative Approaches to Understanding the Educational Subject of Difference. *Suniti Sharma, Saint Joseph’s University*

Foucault’s Matter: Education, Subjectivity, and Political Ecology. *Marek Tesar, The University of Auckland*

Discussant: *Stephen J. Ball, Institute of Education - London*

47.065. Examining and Applying Safety Zone Theory: Current Policies, Practices, and Experiences. SIG-Indigenous Peoples of the Americas; Symposium

Marriott, Fourth Level, 405; 10:35am to 12:05pm

Chair: *Teresa L. McCarty, University of California - Los Angeles*

Participants:

Creating and Negotiating Native Spaces in Public School Systems. *Cynthia Benally, Arizona State University*

Toward Culturally Relevant Teacher Education Within the Tribal College: Examining Safe and Unsafe Spaces in Early Childhood Education. *Danielle R. Lansing*

Internal and Environmental Safety Zones: Applying the Safety Zone

Theory to Identity, Motivation, and Engagement in a Native American Literature Classroom. *Timothy Jose San Pedro, Arizona State University*

Discussant: *K. Tsianina Lomawaima, Arizona State University - Tempe*

47.066. Family Engagement and Learning in Informal Settings. SIG- Informal Learning Environments Research; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm

Chair: *Lara Meyer Triona, Learning in Motion, Inc.*

Participants:

Family Science in the Wild: Hybrid Spaces for Exploration. *Shelley V. Goldman, Stanford University; Megan R. Luce, Stanford University; Tanner Veal, Stanford University*

Making Learning Happen: The Effect of a Parents' Guide and Kids' Worksheet on Family Conversations and Behaviors in a Museum. *Xianqing Bao, Shanghai Normal University; Xinning Pei, Institute of Curriculum and Instruction, East China Normal University; Youqun Ren, East China Normal University; Jian Zhao, East China Normal University; Mei Wang, East China Normal University; Tainian Zheng, East China Normal University*

Seeking Culturally Sustaining Experiences for Hispanic Mothers at an Informal Science Center. *Ingrid Weiland, University of Louisville*

Tree Investigators: Supporting Families' Scientific Talk in an Arboretum With Mobile Computers. *Heather Toomey Zimmerman, The Pennsylvania State University; Susan M. Land, The Pennsylvania State University; Lucy R. McClain, The Pennsylvania State University; Michael Mohnhey, The Pennsylvania State University; Gi Woong Choi, The Pennsylvania State University; Fariha Hayat Salman, The Pennsylvania State University*

Discussant: *Maureen A. Callanan, University of California - Santa Cruz*

47.067. Over a Decade of PISA (Programme for International Student Assessment): Findings on the Achievement, Engagement, and Measurement of 15-Year-Olds' Literacy. SIG-International Studies; Symposium
Convention Center, 100 Level, 121B; 10:35am to 12:05pm

Chair: *Stefan Thomas Hopmann, University of Vienna*

Participants:

Results From PISA (Programme for International Student Assessment) 2012: Mathematics, Reading, and Science Literacy of 15-Year-Olds From Multiple Perspectives. *David C. Miller, American Institutes for Research*

Trends in Student Achievement and Mathematics Engagement: Findings From PISA (Programme for International Student Assessment) 2000 to 2012. *Anindita Sen, American Institutes for Research*

Student Subgroups: Achievement Gaps and Trends in Achievement Gaps. *Bao Le, American Institutes for Research*

Comparing the PISA (Programme for International Student Assessment) 2012 and NAEP 2013 Mathematics Assessments. *Maria Stephens, American Institutes for Research*

47.068. Tinkering With Student Speech: Emerging Legal Debates in P-20 Education. SIG-Law and Education; Symposium

Convention Center, 100 Level, 118C; 10:35am to 12:05pm

Chair: *Karen L. Miksch, University of Minnesota - Twin Cities*

Participants:

(The Lack of) Distinctions Among Students' Educational Levels as Determinants of Student Speech Rights. *Suzanne E. Eckes, Indiana University; Neal H. Hutchens, The Pennsylvania State University - University Park; Jeffrey C. Sun, University of North Dakota*

Inclusivity and Civility. *Suzanne E. Eckes, Indiana University; Jeffrey C. Sun, University of North Dakota*

Online Speech and Expressive Conduct. *Martha M. McCarthy, Loyola Marymount University; Neal H. Hutchens, The Pennsylvania State University - University Park*

Discussant: *Karen L. Miksch, University of Minnesota - Twin Cities*

47.069. Effects and Affects of the Learning Environment. SIG-Learning Environments; Paper Session
Marriott, Fourth Level, Franklin 1; 10:35am to 12:05pm

Chair: *Jeffrey P. Dorman, Monash University*

Participants:

Associations Between Learning Environment and Students' Attitudes and Understanding of Nature of Science (NOS). *Sheila Raja, Curtin*

University; Barry J. Fraser, Curtin University

Determinants of Financial Attitudes Among Secondary School Students in Singapore. *Noi-Keng Koh, Nanyang Technological University - National Institute of Education; Barry J. Fraser, Curtin University*

Exploring the Effects of Perceptions of Learning Environments and Assessments on Students' Test Performance. *Man-Wai Chu, University of Alberta; Oksana Babenko, University of Alberta; Ying Cui, University of Alberta; Jacqueline P. Leighton, University of Alberta*

Revisiting the Impact of a Task-Based Learning Environment on Language Learning. *Hyewon Lee, University of Georgia - Athens*

Schools Matter: The Positive Relationship Between New York City High Schools' Learning Environments and Student Academic Progress. *Jonathan Ryan Davis, The Graduate Center - CUNY; Nathan Warner, CUNY - Graduate Center*

A Comparative Study of Academic Performance Between Online and Traditional Public High Schools in California. *Pamela Maddox, Azusa Pacific University; Pamela M. Christian, Azusa Pacific University; Hae-Seong Park, Azusa Pacific University*

47.070. Creating Socially Just Learning Environments Through Educational Leadership Programs. SIG-Learning and Teaching in Educational Leadership; Paper Session
Convention Center, 100 Level, 118B; 10:35am to 12:05pm

Chair: *Carol A. Mullen, Virginia Polytechnic Institute and State University*

Participants:

Color-Blind Leadership Preparation and Policy: A Critical Race Theory Analysis of the Interstate School Leaders Licensure Consortium and the Educational Leadership Constituent Council Standards. *Bradley W. Davis, The University of Texas at Arlington; Mark A. Gooden, The University of Texas - Austin; Donna Micheaux, Allegheny Intermediate Unit*

Exploring the Impact of an Antiracist Leadership Preparation Program on the Social Justice Values, Beliefs, and Practices of Its Graduates. *Dottie L. Hall, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin; Bradley W. Davis, The University of Texas at Arlington; Daniel D. Spikes, The University of Texas - Austin; Leslie A. Coward, The University of Texas*

Context for Content Teachers' Learning: Leadership and Supports in a Linguistically Diverse High School. *Felice Atesoglu Russell, Kennesaw State University*

Critical Pedagogy in Online Environments: A Qualitative Analysis of the Voices of Educational Leadership Candidates. *Jennifer Ingrid Friend, University of Missouri - Kansas City; Loyce E. Caruthers, University of Missouri - Kansas City*

Discussant: *Danna M. Beaty, Tarleton State University*

47.071. Demoralization and Schizophrenia: What Lives Should Teacher Education Prepare Candidates For? SIG-Lives of Teachers; Symposium

Marriott, Fourth Level, 406; 10:35am to 12:05pm

Chair: *Richard D. Osguthorpe, Boise State University*

Participants:

Teachers and Teacher Educators in Distress: Dispatches From New York and Iowa. *Margaret S. Crocco, Michigan State University*

From Reflective Nostalgia to Reflective Practice: Undermining Myths With Memories. *Jessica Lee Hochman, Pratt Institute*

The Schizophrenia of Contemporary Teaching and Its Implications for Teacher Education. *Matthew N. Sanger, Idaho State University*

Demoralization and the Role of Personal and Professional Integrity in the Lives of Teachers. *Doris A. Santoro, Bowdoin College*

Discussant: *Barbara S. Stengel, Vanderbilt University*

47.072. Mixed Methods Perspectives. SIG-Mixed Methods Research; Paper Session

Convention Center, 100 Level, 117; 10:35am to 12:05pm

Chair: *Anthony J. Onwuegbuzie, Sam Houston State University*

Participants:

A Compendium of Advanced Mixed-Analysis Approaches. *Anthony J. Onwuegbuzie, Sam Houston State University; John H. Hitchcock, Indiana University - Bloomington*

Advancing a Conceptual Framework as a Practical Guide to the Field of Mixed-Methods Research: A Methodological Discussion. *Vicki L. Plano Clark, University of Cincinnati; Nataliya V. Ivankova, The University of Alabama - Birmingham*

A Review of the Use of Mixed-Methods Research Designs for Survey Development. *Janet Walton, University of Cincinnati*
 Validity of Mixed-Methods Research: A Perspective From Habermas's Validity Claims. *Haiping Long, Florida International University*
 Discussant: *Thomas W. Christ, University of Bridgeport*

47.073. Gender and Educational and Occupational Choices: International Perspectives. SIG-Motivation in Education; Symposium
 Convention Center, 200 Level, 204A; 10:35am to 12:05pm

Chair: *Rebecca Christine Lazarides, Technische Universität Berlin*

Participants:

The Role of Academic Performance, Self-Concept of Ability, and Gender in Adolescents' Educational Plans in Finland. *Jaana Viljaranta, University of Jyväskylä; Eija Räikkönen, University of Jyväskylä; Kaisa Aunola, University of Jyväskylä; Jari-Erik Nurmi*

Gender Differences in the Prioritization of Occupational Values Among American Young Adults. *Erica Weisgram, University of Wisconsin - Stevens Point; Amy Roberson Hayes, The University of Texas - Austin*
 Student-Perceived Mathematics Teacher Beliefs, Math Classroom Learning Environments and Gendered Math Career Intentions. *Rebecca Christine Lazarides, Technische Universität Berlin; Helen M.G. Watt, Monash University*

Gender and STEM in High School: The Role of Mathematics Values, Interest, and Test Scores in STEM Career Preferences. *Janet S. Hyde, University of Wisconsin - Madison; Helen M.G. Watt, Monash University; Jennifer Lee Petersen, University of Wisconsin - Whitewater; Zoe A. Morris, Monash University; Judith Harackiewicz, University of Wisconsin*

Discussant: *Ruth Butler, Hebrew University of Jerusalem*

47.074. Subjective Task Values and Influences on Their Development From an International Perspective. SIG-Motivation in Education; Symposium
 Marriott, Fourth Level, 407; 10:35am to 12:05pm

Chairs: *Ulrich Trautwein, University of Tuebingen; Anna-Lena Dicke, University of Tübingen*

Participants:

The Development of Intraindividual Interest Profiles Across Four Domains. *Alanna Epstein, University of Michigan - Ann Arbor; Jacquelynne Eccles, University of California - Irvine*

The Role of Peers in Adolescents' Task Values: Disentangling Peer Selection, Influence, and Deselection Processes. *Angela Chow, University of Alberta; Noona Kiuru, University of Jyväskylä; Philip David Parker, University of Western Sydney; Jacquelynne Eccles, University of California - Irvine; Katariina Salmela-Aro, Helsinki Collegium for Advanced Studies*

Change in Expectancies and Values During Traditional Instruction and Concept-Oriented Reading Instruction. *Jenna Cambria, University of Maryland - Sesame Workshop; Allan L. Wigfield, University of Maryland - College Park*

Increasing Students' Subjective Task Value in Mathematics: Applying Utility Value Interventions in the Classroom Setting. *Anna-Lena Dicke, University of Tübingen; Hanna Gaspard, University of Tübingen; Isabelle Häfner, University of Tübingen; Brigitte Maria Schreier, Tuebingen University; Barbara Flunger, University of Koblenz-Landau; Benjamin Nagengast, Tuebingen University; Ulrich Trautwein, University of Tuebingen*

Expectancies, Subjective Task Values, Perceived Work Uncertainty, and Postgraduate Intentions: A Study Among Graduates in Ghana. *Sheriffa Mahama; Rainer Silbereisen, University of Jena; Jacquelynne Eccles, University of California - Irvine*

Discussant: *Jacquelynne Eccles, University of California - Irvine*

47.075. Multilevel Modeling: Nonnested Multilevel Data, Measurement Invariance, and Nonlinear Models. SIG-Multilevel Modeling; Paper Session
 Marriott, Fourth Level, 415; 10:35am to 12:05pm

Chair: *Qi Chen, University of North Texas*

Participants:

Estimation of Cross-Classified Random Effects Models With Missing Data Using Multiple Imputation. *Christopher M. Swoboda, University of Cincinnati; Benjamin Kelcey, University of Cincinnati; Jiaqi Zhang, University of Cincinnati*

Estimation of Extensions to the Multiple-Membership and Cross-Classified

Random Effects Models. *Andee Kaplan, University of Iowa; Susan Natasha Beretvas, The University of Texas - Austin*
 Standardized Mean Differences in Two-Level Partially Nested Models. *Hok Chio Lai, Texas A&M University - College Station; Oiman Kwok, Texas A&M University - College Station*

The Effect of Using Sampling Weights on Testing Mediation Effect in Large-Scale, Complex Survey Data. *Leina Zhu, Texas A&M University - College Station; Oiman Kwok, Texas A&M University - College Station*

The Impact of Partial Measurement Invariance on Tests of Moderation for Single- and Multilevel Data. *Yuyu Hsiao, Texas A&M University - College Station; Hok Chio Lai, Texas A&M University - College Station*

Turning Point Detection in Longitudinal Data Using Piecewise Linear Models in SAS NLMIXED. *Ling Ning, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station*

47.076. Narrative Research: Ontological, Epistemological, and Axiological Wonders. SIG-Narrative Research; Paper Session
 Convention Center, 100 Level, 111B; 10:35am to 12:05pm

Chair: *Derek A. Hutchinson, Park Hill School District*

Participants:

From Arrogance to Acceptance: Narratively Shifting "I-It" to the "I-Thou" Through Reflection. *Yali Zou, University of Houston; Cheryl J. Craig, University of Houston*

The Table Where Rich People Sit: A Turn Toward Narrative Inquiry as Method, Phenomenon, and Pedagogy. *Lee Mason Schaefer, University of Regina; Sean Michael Lessard, University of Regina*

Attending to Place in Narrative Inquiry With Teachers. *Mark T Kissling, The Pennsylvania State University*

International Perspectives on Place: How the Experience of Place Shapes Our Lives as Narrative Inquirers. *M. Shaun Murphy, University of Saskatchewan; Ann Mary Higgins, Mary Immaculate College; Dilma Mello, Federal University of Uberlandia*

Discussant: *Elaine Chan, University of Nebraska - Lincoln*

47.077. The "Placetimematter" of Generation in Feminist Qualitative Research. SIG-Qualitative Research; Symposium
 Convention Center, 100 Level, 119B; 10:35am to 12:05pm

Chair: *Margaret Jean Somerville, University of Western Sydney*

Participants:

Generation Through Incommensurable Body Knowledge. *Margaret Jean Somerville, University of Western Sydney*

Incarnating the Mother: Illogical Conceptions of Generation in Postqualitative Feminist Epistemology. *Sue Collins, Federation University Australia*

What Might a Transnational (Queer) Daughter Make? Staking Claims to Feminism via Race, Space, and Time. *Lisa Weems, Miami University*

Killing the Mother? From Butler to Barad in Feminist (Post)Qualitative Research. *Patti A. Lather, The Ohio State University*

47.078. Philly Under Fire: Counternarratives on School Reform, Pedagogy, and Community Voices. SIG-Research Focus on Black Education; Symposium
 Convention Center, 100 Level, 104B; 10:35am to 12:05pm

Chair: *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

Participants:

Doing and Undoing: How the School District of Philadelphia Came Undone, 1967-2013. *Camika Royal, Arcadia University*

Innovation in Policy Through the Assistant Principalship in School Leadership. *Sabriya K. Jubilee*

Innovation in Pedagogy Through Preparing Servant Leaders as a Strategy in History, Cultural Studies, and Service-Learning. *Kelli Nicole Sparrow Mickens, Alvernia University*

Exploring Innovative Practices in Educational Ethnography: Student Voice, Identity, and Positionality in Rites of Passage Research. *Angela N. Campbell, Cabrini College*

Digital Communities of Practice, Parent Involvement, and School Reform. *Alesha Gayle Jackson, University of Pennsylvania*

47.079. Innovation in K-12 Sport Through Classrooms and Communities. SIG-Research Focus on Education and Sport; Paper Session
 Convention Center, 100 Level, 120A; 10:35am to 12:05pm

Chair: *Eric M. Snyder, University of Oklahoma*

Participants:

Evaluating Community-Based Sport and Physical Activity Programs for Underserved Youth: Challenges and Potential Strategies. *Meredith Whitley, Adelphi University; Tanya Forneris, University of Ottawa; Bryce Barker, University of Ottawa*

Black Male Athletes' Neighborhood Experiences: High-Achieving Black Males Who Play High School Sports. *Adeoye Adeyemo, University of Georgia*

Student Athletes' Perceptions of Sexual Harassment on Campus. *Lynn Hunt Long, University of North Carolina - Wilmington; Regina E. Rahimi, Armstrong Atlantic State University; Delores D. Liston, Georgia Southern University*

Athletic Coaches and Student Achievement. *Daniel Henry Bowen, University of Arkansas; Anna J. Egalite, University of Arkansas; Julie R Trivitt, University of Arkansas at Fayetteville*

Investigating the Effects of School Sports on Academic and Social Outcomes. *Okan Bulut, American Institutes for Research; Martin Van Boekel, University of Minnesota - Twin Cities; Jose R. Palma Zamora, University of Minnesota; Luke Stanke, University of Minnesota; Michael C. Rodriguez, University of Minnesota*

Discussant: *Eddie Comeaux, University of California - Riverside*

47.080. Understanding the Implications of the Common Core Mathematical Practice Standards for English Learners: An Interactive Symposium. SIG-Research in Mathematics Education; Symposium
Convention Center, 100 Level, 125; 10:35am to 12:05pm

Chair: *Judit N. Moschkovich, University of California - Santa Cruz*

Participants:

Examining the Ways in Which Teachers Attend to Precision in Mathematics Instruction for English Learners. *William Carl Zahner, Boston University*

Unintended Consequences: Accommodating English Language Learners and Eliminating All Struggle. *Zandra de Araujo, University of Missouri*

Foregrounding and Backgrounding Mathematical Practices to Support English Learners. *Sarah Ann Roberts, Iowa State University*

Discussant: *Richard Barwell, University of Ottawa*

47.081. Exploring Epistemological Perspectives in Research on Evaluation. SIG-Research on Evaluation; Paper Session
Convention Center, 100 Level, 111A; 10:35am to 12:05pm

Chair: *Eric Barela, Partners in School Innovation*

Participants:

A Measurement-Based Approach to Assessing Evaluators' Commitment to Social Justice. *Lauren P. Saenz, Boston College*

Culturally Responsive Evaluation, Partnerships, and Practicality. *Melissa Freeman, University of Georgia; Jori Hall, University of Georgia*

Exploratory Identification of Project Evaluation Effectiveness Principles for Professional Development in Elementary Science Teaching: PEEPs for PD. *Juna Z. Snow, University of California - Berkeley; Daniela C. Schroeter, Western Michigan University; Chris L.S. Coryn, Western Michigan University; Rena Dorph, University of California - Berkeley; Ardice Hartry, University of California - Berkeley; Robert McCowen, Western Michigan University; Stephanie Means, Western Michigan University; Valeria Romero, University of California - Berkeley*

Exploring the Leadership Dimensions of Developmental Evaluation: The Evaluator as a Servant-Leader Agent for Change. *Chi Yan Lam, Queen's University*

Discussant: *Anne T. Vo, University of California - Los Angeles*

47.082. Pedagogical Content Knowledge (PCK): Considering Models, Methods, and Recommendations From the PCK Summit. SIG-Science Teaching and Learning; Symposium
Marriott, Fifth Level, Grand Ballroom G; 10:35am to 12:05pm

Chair: *Janet Carlson, Stanford University*

Participants:

Pedagogical Content Knowledge Summit: A New Way to Visit an Old Construct. *Julie Gess-Newsome, Oregon State University - Cascades; Janet Carlson, Stanford University*

Pedagogical Content Knowledge as a Heuristic to Describe Learning Progressions for Science Teachers. *Rebecca M. Schneider, University of Toledo*

Pedagogical Content Knowledge in Biology Teachers Resulting From Professional Development and Educative Curriculum. *Janet Carlson,*

Stanford University; Julie Gess-Newsome, Oregon State University - Cascades; April Lynn Gardner, Biological Sciences Curriculum Study
Discussant: *Julie Gess-Newsome, Oregon State University - Cascades*

47.083. Global Partnerships: Perspectives on Developing Engaged Service-Learning Experiences. SIG-Service-Learning & Experiential Education; Paper Session

Marriott, Fourth Level, Franklin 3; 10:35am to 12:05pm

Chair: *Kathleen Tice, The University of Texas - Arlington*

Participants:

Fostering Cultural Humility Among Preservice Teachers: Connecting With Children and Youth of Immigrant Families Through Service-Learning. *Darren E. Lund, University of Calgary; Lianne Lee, University of Calgary*

Learning and Knowledge: University and Community Perspectives in an International Service-Learning Partnership. *Nora Pillard Reynolds, Temple University*

Redistribution or Recognition? Outcomes of an International Service-Learning Partnership From the Perspective of the Community. *Nora Pillard Reynolds, Temple University*

Discussant: *Alan Scott Tinkler, The University of Vermont*

47.084. Issues in Civic Education. SIG-Social Studies Research; Paper Session
Convention Center, 200 Level, 204B; 10:35am to 12:05pm

Chair: *Kathryn M. Obenchain, Purdue University*

Participants:

Asset-Based Civics for, With, and by Immigrant Students: Three Sites of Enriched Teaching and Learning for Immigrant and Native-Born Students. *Jeremy Hilburn, University of North Carolina - Wilmington*
Contextual Effects on Internal Political Efficacy Among Adolescents in 34 Counties: A Multilevel Analysis. *Taehan Kim, University of Wisconsin - Madison*

Examining the Civic Achievement Gap from a Sociocultural Curricular Perspective: Lessons From Three Israeli Civics Classrooms. *Aviv Cohen, Hebrew University of Jerusalem*

Should Schools Help Students Develop Partisan Identities? *Diana E. Hess, Spencer Foundation; Paula McAvoy, Spencer Foundation*

Teaching About the 2012 Presidential Election in a Swing State: Opportunities and Challenges Related to Fostering Youth Political Interest. *Brett Miller Levy, University of Wisconsin - Madison*

Primary-to-Secondary Transition and the Practice of Civic Competence: Teacher Views From an Exploratory Study. *Hamish Ross, University of Edinburgh; Jane Alison Brown, University of Edinburgh*

Discussant: *Lauren McArthur Harris, Arizona State University*

47.085. Assessment and Instruction of Problem-Solving Skills. SIG-Special Education Research; Paper Session
Convention Center, 100 Level, 103B; 10:35am to 12:05pm

Chair: *Yan Ping Xin, Purdue University*

Participants:

A Comparison of Strategic Development for Multiplication Problem Solving in Low-, Average-, and High-Achieving Students. *Dake Zhang, Rutgers University; Yi Ding, Fordham University; David Elm Barrett, Clemson University*

Math Learning Disabilities and Fraction Comparisons: Understanding Errors. *Katherine Lewis, University of Washington - Seattle*

Teaching Mathematical Word Problem Solving: The Quality of Evidence for Strategy Instruction Priming the Problem Structure. *Asha K. Jitendra, University of Minnesota; Shawna Petersen-Brown, University of Minnesota - Twin Cities; Amy Lein, University of Minnesota; Anne F. Zaslofsky, University of Minnesota; Amy K Kunkel, University of Minnesota; Pyung-Gang Jung, University of Minnesota; Andrea M Egan, University of Minnesota - Twin Cities*

The Impact of Schema-Based Instruction on Proportional Problem Solving for Students With Mathematics Problem-Solving Difficulties. *Michael R. Harwell, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Asha K. Jitendra, University of Minnesota; Stacy R. Karl, University of Minnesota; Amy Lein, University of Minnesota; Susan Slater, University of Minnesota*
Using Number Lines to Solve Math Word Problems: A Strategy for Students With Learning Disabilities. *Jennifer Lee Krawec, University of Miami*

47.086. Issues in Disability. SIG-Special Education Research; Paper Session

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

Chair: *David E. Emenheiser, U.S. Department of Education*

Participants:

Causal Effects of Inclusion on Postsecondary Education Outcomes of Individuals With High-Incidence Disabilities. *In Heok Lee, University of Georgia; Jay W. Rojewski, University of Georgia; Noel Gregg, University of Georgia*Preaching Beyond the Choir: Content-Area Professional Organizations' Journals and Disability. *Patricia Alvarez McHatton, Kennesaw State University; Julia M. White, University of Rochester*Relations Between Academic Achievement and Self-Concept Among Adolescent Students With Disabilities Over Time. *David E. Emenheiser, U.S. Department of Education; Elisabeth K. Hess Rice, The George Washington University*The Academic Trajectories of Students Receiving Special Education Services in Elementary School. *North Cooc, Harvard University***47.087. Measurement Issues in Survey Research.** SIG-Survey Research in Education; Paper Session

Convention Center, 100 Level, 112A; 10:35am to 12:05pm

Chair: *Michael P. Cohen, American Institutes for Research*

Participants:

The Costs of Agree-Disagree: Satisficing and Sacrificing Reliability. *Joe McIntyre, Harvard University; Hunter Gehlbach, Harvard University*
Equating Surveys With Variable Rating Scales. *Zongmin Kang, DePaul University; Gregory E. Stone, University of Toledo*Using a Rasch Analysis to Refine a Musicians' Self-Efficacy to Maintain Practice Schedules Scale. *D. Gregory Springer, Boise State University; Joanne P. Rojas; Kelly D. Bradley, University of Kentucky*Applying the Rasch Measurement Model to Measure Changes in College Students' Mathematics and Statistics Perceptions. *Letao Sun, University of Kentucky; Kelly D. Bradley, University of Kentucky; Michelle L. Smith*Discussant: *Kathy E. Green, University of Denver***47.088. Iron Instructor: Educational Psychology—Harnessing the Power of Educational Research for Practice.** SIG-Teaching Educational Psychology; Working Group Roundtable

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

Chair: *Lynley H. Anderman, The Ohio State University*

Participants:

Creating an Issues-Based Course in Educational Psychology: Utilizing Case Studies and Current Events as a Catalyst for Learning. *Sandra A. Deemer, Millersville University of Pennsylvania; Laurie B. Hanich, Millersville University of Pennsylvania*Skate By? Not on My Watch: Redesign to Promote Conceptual Change in an Educational Psychology Course. *Michael Yough, Purdue University*Placing Learning, Beliefs, and Research at the Center of Teaching Educational Psychology. *Helenrose Fives, Montclair State University***47.089. Instructional Systems and the Construction of Knowledge.** SIG-Technology, Instruction, Cognition & Learning; Paper Session

Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm

Chair: *Joseph Jay Williams, Stanford University*

Participants:

AuthorIT Authoring and TutorIT Delivery: Breakthrough in Dynamically Adaptive Tutoring. *Joseph M. Scandura, Merge Research Institute*
Development and Statistical Evaluation of a Mathematical Model of Motivation, Volition, and Performance. *Elena Novak, Western Kentucky University*Digital Games and Science Proficiency Goals. *Mario Manuel Martinez-Garza, Vanderbilt University; Douglas Clark, Vanderbilt University*Dancing in Virtual Environments: Exploring Grounded Embodied Pedagogy in Support of Computational Thinking. *Shaundra Bryant Daily, Clemson University; Alison E Leonard, Clemson University; Sophie Joerg, Clemson University; Sabarish Babu, Clemson University*Virtual Experiments or Worked Examples? How to Learn the Control-of-Variable Strategy. *Shiyu Liu, University of Minnesota; Keisha Varma, University of Minnesota*Discussant: *Eric Bernstein, University of Southern California***47.090. Looking Back and Moving Forward: Tracking, Detracking, and Equity in the 21st Century.** SIG-Tracking and Detracking; Invited

Session

Convention Center, 200 Level, 204C; 10:35am to 12:05pm

Chair: *Kevin G. Welner, University of Colorado - Boulder*

Participants:

On the Same Track: How Schools Can Join the 21st-Century Struggle Against Resegregation. *Carol A. Burris, South Side High School*
In College's Front Door: Creating a College-Bound Culture of Learning in High Schools. *Hugh Mehan, University of California - San Diego*
Sorting and Supporting: Why Double-Dose Algebra Led to Better Test Scores but More Course Failures. *Elaine M. Allensworth, University of Chicago; Takako Nomi, The Pennsylvania State University*Discussant: *Jeannie Oakes, Ford Foundation***Division and SIG Roundtables****47.091. Roundtable Session 14;** Roundtable Session**47.091-1. Defending Democracy in Schools: Rethinking Privilege**

and Color Blindness. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Dana E. Wright, Connecticut College*

Participants:

Breaking Out of Color-Blind Care: Navigating Care Conflicts in the Work of Reengaging Dropout Youth. *Jennifer Buehler, Saint Louis University; Lauren Rea Preston, Saint Louis University*Blinded by Privilege: Negotiating Race, Class, and Power in a Justice-Oriented, Multicultural School. *Melissa Leigh Gibson, University of Wisconsin - Madison*In the Face of Neoliberalism: Public Educators and Resources for Defending a Democratic Discourse. *Anneli K. Frelin, University of Gavle; Jan Grannas, University of Gavle***47.091-2. Female Experiences and Perspectives on Education.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Patricia Del Carmen Quijada, The University of Texas - San Antonio*

Participants:

Exploring Future Time Perspectives of Girls of Color in a Culturally Relevant Technology Program. *Kiki Hachiya, Arizona State University; Kimberly A. Scott, Arizona State University*Latina Engineering Students' Narratives of Resilience. *Alberto Esquinca, The University of Texas - El Paso; Luciene Soares Wandermurem, The University of Texas - El Paso; Elsa Quiroz Villa, The University of Texas - El Paso; Guillermin Nunez, New Mexico State Department of Education*New Enactments of Activism and Support: Women of Color in Computing Education and Careers. *April K. Hodari, Council for Opportunity in Education; Lily Ko, TERC; Maria (Mia) Ong, TERC; Rachel R. Kachchaf, TERC*"Picture the Middle of Nowhere": Latina High School Students' Educational Experiences in Rural Wyoming. *Aurora Chang, University of Wyoming***47.091-3. High School Students of Color and STEM Education.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Jorge L. Solis, University of California - Santa Cruz*

Participants:

Effects of Teacher and Student Race Congruence on Engagement in Ninth-Grade Mathematics. *Will J. Jordan, Temple University; Crystal Menzies, Temple University; Julia Camille Ransom, Temple University; Briana L. Chang, Temple University*Examining the Effectiveness of a STEM-Focused Intervention Program for African American Middle School Boys. *Alexis Martin, Level Playing Field Institute; Allison Scott, University of California - Berkeley*Stereotype and Stigma Consciousness in Middle and High School Latino Students Participating in a College and STEM Mentoring Program. *Diley Hernandez, Georgia Institute of Technology; Analia Rao, Georgia Institute of Technology; Cher C. Hendricks, The University of West Georgia*The Effects of English Language Proficiency and Academic Tracking on Latinas/os' High School Mathematics Achievement. *Eduardo Mosqueda, University of California - Santa Cruz*

47.091-4. Missing the Boat? Examining the Potential Power of Media**Literacy Education for Policy and Practice.** Division G - Social

Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Cynthia Choi, Le Moyne College*

Participants:

Core Principles of Media Literacy Education as a Framework for Teacher Education. *Vanessa Elaine Domine, Montclair State University*Media Literacy Education: Helping Teachers Forge Smart Trails Through the Common Core State Standards Jungle. *Cathy C. Leogrande, Le Moyne College*Exploring Media Literacy Education Through Classroom-Based Research: A Case Study of Three Teachers. *Theresa Redmond, Appalachian State University***47.091-5. Multicultural Perspectives in Early Childhood Education.**

Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Mari Riojas-Cortez, The University of Texas - San Antonio*

Participants:

¡Fántastico! Honoring Students' Spiritual, Cultural, and Linguistic Knowledge in a First-Grade Classroom. *Christina P. Denicolo, Wayne State University*The Language and Literacy Skills and Experiences of Kindergarteners in a Rural Appalachian Community. *Sky Harmony Marietta, Harvard University*Multicultural Multilingual Multimedia Projects: Promoting Healthy Eating Habits Among Young Children. *Melda N. Yildiz, Kean University; Kristine Scharaldi, Belinha De Abreu, Drexel University***47.091-6. Pedagogies of Multiple Languages and Literacies.** Division G -

Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

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

Participants:

Silencing *Nepantla*: A Methodological Framework Using Critical Discourse Analysis and Linguistic Ethnography to Analyze Silences in Classroom Pedagogies. *Stephanie Lynn Abraham, Rowan University*The Coconstruction of a Community of Practice in a Fourth-Grade Bilingual Classroom. *Maria-Antonieta Avila, University of Wisconsin - Milwaukee*Off-Label Teaching of Reading: An Ethic of Care During Literacy Practices in a Bilingual Third-Grade Classroom. *Anissa Wicktor Lynch, University of Rochester - Warner School*The Preservation of Effective Instructional Practices: Experiences of Exemplary Teachers of English Language Learners. *Leanne M. Evans, University of Wisconsin - Milwaukee***47.091-7. Studies of Ethnic Diversity in Education.** Division G - Social

Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Ajay Singh, Western State Colorado University*

Participants:

Recognition, Transmission, Conversion, and Activation of Southeast Asian American Students' Forms of Capital. *Krisssyan khamvongsa Truong, Claremont Graduate University*New Immigrant Children and Achievement: The Roles of Parents, Aspiration, Gender, and Race/Ethnicity. *Eunjoo Jung, Syracuse University; Yue Zhang, Syracuse University*"Superdiverse" Neighborhoods, Children's Friendships, and Schools' Friendship Policy Practices. *Carol Vincent, Institute of Education - London; Sarah Neal, University of Surrey; Humera Iqbal, Institute of Education - London***47.091-8. The Tensions Between Students' Rights and Citizenship as****Inclusion.** Division G - Social Context of Education; Roundtable

Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Jason Ronald Harshman, The Ohio State University*

Participants:

Homeless Education Policy: Charity, Accountability, and Student Rights. *Ann M. Aviles de Bradley, Northeastern Illinois University*Schooling for Citizenship: Social and Civic (Re)production in Latina/o Educational Experiences. *Dinorah Sanchez Loza, University of**California - Berkeley*Shifting Terrains of Citizenship: Undocumented Community College Students and the Politics of the "Undeserving" Immigrant. *Genevieve Negron-Gonzales, University of San Francisco*To Be or Not to Be (Canadian)? Critiquing "Adequate" Language Practices and Canada's Citizenship Test. *Casey Megan Burkholder, McGill University; Mariaane Filion, McGill University***47.091-9. Action Research and Vocality: The Power of Personal and Social Transformations for Students and Educators.** SIG-Action Research;

Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Sarai Koo, MAPS 4 College*

Participants:

Novice Urban Teachers and Practitioner Inquiry: Case Studies of Pedagogical Growth and Reclaiming Teacher Agency. *Sara Labib Salloum, Long Island University - Brooklyn*"Others Were Hearing What I Had to Say": Student Agency/Voice in Online Simulation Experiences. *Amy Rector-Aranda, University of Cincinnati; Miriam B. Raider-Roth, University of Cincinnati*"I'm Not So Sure ...": Teacher Educator Action Research Into Uncertainty. *Carrie Ann Barnes Rogers, Western Carolina University***47.091-10. Critical Geographies, Curriculum Reframing, and Educational Policies in Schools and Communities.** Division G - Social Context of

Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Myra Luna-Lucero, Teachers College, Columbia University*

Participants:

Community Schools as Sources and Products of Social Capital: A Case Study of an Elementary School. *Claudia Lucia Galindo, University of Maryland - Baltimore County; Yolanda Abel, Johns Hopkins University; Mavis G. Sanders, University of Maryland - Baltimore County*Exploring the League of Women Voters' Struggle for Equal Education in Las Vegas. *Carrie Sampson, University of Nevada - Las Vegas*Reimagining School Communities: How Does Faculty Trust in Families Become a School-Level Norm? *Joanna D. Geller, Annenberg Institute for School Reform***47.091-11. Imagination in the Literate Lives of Adolescents and Adults.**

SIG-Writing and Literacies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

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

Participants:

Supporting Struggling Adolescent Writers: A Reconceptualization of the English Language Arts Classroom Using Third Space Theory. *Natasha A. Heny, University of Virginia*I'm in a "Fanfiction Frame of Mind": Cosplay and the Literate Life of Meredith. *Annamary Consalvo, Fitchburg State University*Imagination, Engagement, and Agency in Adolescents' Composition Narratives. *Robert Heggstad, The Ohio State University***47.091-12. Considerations in Assessing Diverse Student Populations.**

Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Guangming Ling, ETS*

Participants:

Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Item Features and Student Outcomes. *Meagan Karvonen, The University of Kansas; Claudia P. Flowers, University of North Carolina - Charlotte; Shawnee Wakeman, University of North Carolina - Charlotte*Designing and Evaluating Score Reports for Parents Who Are English Language Learners. *Diego Zapata-Rivera, Educational Testing Service; Margaret Vezzu, ETS; Leslie Nabors Olah, Educational Testing Service; Dawn Leusner, ETS; Kietha Biggers, ETS; Maria Bertling, Educational Testing Service*Impact of Using Word Banks on the Performance of Young English Learners in Writing Tasks. *Alexis Lopez, Educational Testing Service; Danielle Guzman-Orth, Educational Testing Service; Mikyung Kim Wolf, ETS*

47.091-13. Effects of Aberrant Response Patterns on Test Scores. Division

D - Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Chien-Lin Yang, American Dental Association*

Participants:

Ensuring Test Integrity in Statewide Assessment: Erasure and Person-Fit Analyses. *Dong Gi Seo, Michigan Department of Education; Shiqi Hao, Michigan Department of Education*

Inclusion of Careless Respondents on Factor Analytic Results: Investigation With Real Data. *Chun Seng Kam, University of Macau; John P. Meyer*

Response Validity of a Reading Motivation Adaptive Assessment. *Suk Keun Im, The University of Kansas; Wenhao Wang, The University of Kansas*

Test-Taking Strategy as a Threat to Validity in Performance Assessments With Checklist Components. *Larissa Smith, National Board of Osteopathic Medical Examiners; William L. Roberts, National Board of Osteopathic Medical Examiners*

Using Response Times to Detect Aberrant Response Patterns in Computerized Adaptive Testing. *Hong Qian, National Council of State Boards of Nursing; Mark D. Reckase, Michigan State University; Ada Woo, National Council of State Boards of Nursing*

47.091-14. Evaluating Measurement Invariance. Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Wen-Juo Lo, University of Arkansas*

Participants:

Fondness of Math and Science as Measured by the TIMSS (Trends in International Mathematics and Science Study) Student Questionnaire: Invariance Across U.S. Ethnic Groups. *Kathan Dushyant Shukla, University of Virginia; Timothy R. Konold, University of Virginia*

Issues of Construct Validity in Problem-Solving Assessments: Generalizability and Invariance Across Schools and Countries. *Ronny Scherer, University of Oslo*

Linking Cross-Lingual Achievement Tests in the United States: A Need for Improved Practices. *Milagros F. Kudo, University of California - Riverside; Joseph A. Rios, University of Massachusetts - Amherst*

Model Selection, Fit, and the Invariance Property in Item Response Theory. *MinJeong Shin, University of Massachusetts - Amherst; Craig S. Wells, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts*

47.091-15. Innovative Qualitative Methodologies. Division D -

Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Mirka E. Koro-Ljungberg, University of Florida*

Participants:

Looking for the Goodness: Portraiture Methodology for Digital Gamers Constructing Identities Across Social Contexts. *Savanna Lynn Jamerson, University of Washington*

Objectively Squaring the Subjective Circle: The Challenge of Developing Rubrics for Qualitative Inquiry. *Alan D. Amtzis, The College of New Jersey*

Testing the Convergent and Discriminant Validity of Test Fairness Review. *Ah Young Shin, University of Iowa; Michelle Rogers, University of Iowa*

47.091-16. Issues in Multilevel Latent Variable Modeling. Division D -

Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Lihshing Leigh Wang, University of Cincinnati*

Participants:

A Bayesian Approach to Multilevel Structural Equation Modeling With Continuous and Dichotomous Outcomes. *James Patrick Clifton, University of California - Merced; Sarah Depaoli, University of California - Merced*

Effects of Ignoring Hierarchical Data Structure in Factor Analyses. *Kate Marino, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*

Handling Measurement Error in Predictors With a Multilevel Latent Variable Plausible Values Approach: An Illustrative Example Using Teacher Instructional Practices. *Ji Seung Yang, University of Maryland - College Park; Michael H. Seltzer, University of California - Los Angeles*

47.091-17. Participatory Research With Children in Studies of Language

and Literacy. Division D - Measurement and Research Methodology; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Kathryn Pole, The University of Texas - Arlington*

Participants:

Balancing Voice and Protection in Studies With Young Children. *Rebecca L. Rogers, University of Missouri; Meredith Labadie, University of Missouri - St. Louis; Kathryn Pole, The University of Texas - Arlington*

"My Mom Said You Can't Use My Face, but My Voice Is Alright": Children as Active Agents in Research Utilizing Video Data. *Nicholas Edward Husbye, University of Missouri - St. Louis*

From Relating to (Re)Presenting: Challenges and Lessons Learned From an Ethnographic Study With Children. *Lisa M. Dornier, University of Missouri - Columbia*

Distributing Data: A Critical Account of Sharing Classroom Transcripts With Fourth Graders. *Inda Schaenen, Normandy School District*

47.091-18. Using Large-Scale Data Systems to Examine Equity Issues

in P-16 Schooling. SIG-Advanced Studies of National Databases; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Jian Li, Kent State University*

Participants:

Concurrent Enrollment Programs: Predicting the Likelihood of Entering and Completing College. *Pamela R. Buckley, University of Colorado - Boulder*

Exploring the Measurement of Student Socioeconomic Status Using a Nationally Representative Data Set. *Emily R. Dickinson, Human Resources Research Organization; Jill L. Adelson, University of Louisville*

The Effectiveness of Pre-Kindergarten Care on School Readiness for English Language Learners. *Michael A. Gottfried, University of California - Santa Barbara*

47.091-19. Educating Emergent Bilinguals in New York: A Focus on Structural Changes, Distributive Leadership, Translanguaging

Pedagogy, and Socioemotional Supports. SIG-Bilingual Education Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chairs: *Guadalupe Valdés, Stanford University; Kate Menken, City University of New York*

Participants:

Structural Transformation in the Education of Emergent Bilingual Students. *Maria Teresa Sanchez, The Graduate Center - CUNY; Liza Pappas, The Graduate Center - CUNY*

Transforming Leadership Through Language Policy: Translanguaging Pedagogies and Shifts in Discourse. *Laura Ascenzi Moreno, Brooklyn College - CUNY; Sarah Hesson, CUNY - Graduate Center*

Teachers Translanguaging: From Hesitation to Appropriation and Implementation. *Tatyana Kleyn, City College of New York - CUNY; Heather Homonoff Woodley, New York University*

Social and Emotional Well-Being of Emergent Bilinguals Supported by Translanguaging and Multilingual Ecologies. *Brian A. Collins, Hunter College - CUNY*

47.091-20. Black Women's Experience in Higher Education Spaces. SIG-

Research Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Vershawn Ashanti Young, University of Kentucky*

Participants:

Pathways to Teaching: An Examination of Black Females' Pursuits of Careers as K-12 Teachers. *Abiola A. Farinde, University of North Carolina at Charlotte; Jennifer K. LeBlanc, Texas A&M; Amanda S Otten, Texas A&M University - College Station*

Sistah Network: Enhancing the Educational and Social Experiences of Black Graduate Women. *Evette L. Allen, University of Denver; Nicole Michelle Russell, University of Denver*

Three Strikes and You Win: Low-Income, African American, Single Mothers and Their Daughters' Successful College Academia. *Johnitha Watkins Johnson, University of Houston; Norvella P. Carter, Texas A&M University; Chance W. Lewis, University of North Carolina - Charlotte*

“Educate a Woman and You Educate a Nation”: Black Women’s Community Othermothering and Supplementary Education. *Amira Millicent Davis, University of Illinois at Urbana-Champaign*
Intersectionality: Gendered Realities as an Educational Outcome for Graduates of Historically Black Colleges and Universities. *Tryan L. McMickens, Suffolk University*

47.091-21. Let Us In: LGBTQ Issues in the Curriculum. SIG-Queer Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Zaid M. Haddad, University of Nevada - Las Vegas*

Participants:

Queering Cultural Capital: Applications for the K-12 Classroom. *Summer Pennell, University of North Carolina - Chapel Hill*
Queering the Curriculum: An Ethnographic Case Study of a Gay-and-Lesbian-Themed English Literature High School Course. *Kirsten Helmer, University of Massachusetts - Amherst*
Social Studies Teachers’ Opinions and Experiences With LGBT-Inclusive Curricula. *Leia Kristin Cain, University of South Carolina*

47.091-22. Peace Education Culture. SIG-Peace Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

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

Participants:

The Power of Narratives: Life History Interviewing and Impact Assessment in Peace Education. *Karen Ross, Indiana University*
Continuing the Dream: The Effect of Kingian Nonviolence on Youth Affected by Incarceration. *Jacob Sale Werblow, Central Connecticut State University*
Culturally Responsive and Constructivist Peace Education: Case Study of an Urban Latino K-8 Catholic School. *Brandon Buck, Teachers College*
How Differential Treatment Shapes Schooling. *Anne Lilla Blanchard, Western Washington University*
“World Trouble Spots as New Year Begins”: Teaching About War and Peace in the 1950s and 1960s. *Lorna McLean, University of Ottawa*

47.091-23. Advanced Technologies for Learning Roundtable. SIG-

Advanced Technologies for Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Vanessa L. Peters, SRI International*

Participants:

A Smart Classroom Infrastructure for the Orchestration of Collaborative Inquiry. *Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto*
Closing the Gender Gap in a Mobile Game-Based Learning Curriculum. *Susan Gwee, English Language Institute of Singapore; Ek Ming Tan, National Institute of Education - Nanyang Technological University; Mingfong Jan, University of Wisconsin - Madison*
Effects of Adaptive Scaffolding Scripts Presented by Robot Agents on Collaborative Learning. *Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University*
The Impacts of Automatic Scaffolding on Students’ Acquisition of Data-Collection Inquiry Skills. *Michael A. Sao Pedro, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute; Ryan Baker, Teachers College, Columbia University*
Urban Adolescents’ Stories About New Technologies and Their Applications for Literacy Instruction and Learning. *Jia Li, University of Ontario Institute of Technology; Claire E. White, Harvard University; Yan Wang, University of South Florida*

47.091-24. Theoretical and Empirical Investigations in Learning With Digital Tools. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Eugene Gary Kowch, University of Calgary*

Participants:

Evaluating Multimodal Assessment Frameworks: The Interactive Audience as a Missing Element of Online Multimodal Composition. *Ewa McGrail, Georgia State University; Nadia Behizadeh, Georgia State University*
Examining the Effects of Field Dependence-Independence on Learners’ Performance and Interaction With a Computer Modeling Tool Using Educational Data Mining Methods. *Charoula M. Angeli, University of*

Cyprus; Nicolaos C. Valanides, Frederick University
K-12 Teachers’ Perceptions on Novel E-Textbooks: An Exploratory Study. *Wanli Xing, University of Missouri - Columbia; Xiaoling Ma, East China Normal University; Yonghe Wu, East China Normal University*
Play Makes the Thing: Introducing Technological Play Theory. *Erik Jon Byker, Stephen F. Austin State University*

Division and SIG Posters

47.092. Poster Session 9; Poster Session

47.092-1. Innovative Initiatives in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

1. Transforming Teachers’ Knowledge of Practice for Teaching With Technologies: An Online Learning Progression. *Margaret L. Niess, Oregon State University; Henry Gillow-Wiles, Oregon State University*
2. A Clinically Rich Residency Track for Teaching Assistants: The Development and Implementation of a Successful “Grow Your Own” Model. *Heather Meyer Reynolds, SUNY Empire State College; Leigh Yannuzzi, Empire State College*
3. Beginning Teachers Studying Adolescents’ Thinking as a High-Leverage Practice? Synthesizing Pedagogies of Investigation and Enactment. *Kevin W. Meuwissen, University of Rochester; Andrew Thomas, University of Rochester*
4. Colearning: Growing Together Through a Coteaching Partnership. *Nicole Titus, The Pennsylvania State University; Bernard J. Badiali, The Pennsylvania State University*
5. Evaluating Intake Variables for a Teacher Education Program: Improving Student Success and Faculty Workload. *Sheryl Lynn MacMath, University of the Fraser Valley; Barbara Salingre, University of the Fraser Valley*
6. Shared Partnership Within University Programs and With Schools. *H. Sophia Han, University of South Florida; Audra Parker, University of South Florida; Ilene R. Berson, University of South Florida*
7. Evaluating Teacher Preparation Programs: An Interdisciplinary Approach. *Megan Sanders, The Ohio State University - Columbus*
8. Identifying and Improving Preservice Teachers’ Mathematics Knowledge Through a Mathematically and Clinically Rich Preparation Program. *Debra J. Coffey, Research for Better Schools; Anne M. Marshall, Lehman College - CUNY*
9. Potential Impacts of Charter School Strategies on Teacher Education. *Sarah Marie Stitzlein, University of Cincinnati*
10. Preparing the Next Generation of Teacher Educators: The Role of Practitioner Research. *Jennifer Lynn Jacobs, University of South Florida; Nancy Fichtman Dana, University of Florida; Diane Yendol-Hoppey, University of South Florida*
11. Understanding Secondary Teachers’ Concerns About Response to Intervention: Using the Concerns-Based Adoption Model. *Laura Jane Isbell, Texas A&M University - Commerce*

47.092-2. Professional Development Posters. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

12. A Constructivist Graduate Learning Community Model for Teacher Development. *Rachel Stickles, Carroll University; Mary Lee Danielson, Metropolitan State University of Denver*
13. Pedagogical Discourse in Teacher Educators: Senses and Meanings. *Helena Loreto Montenegro, Pontificia Universidad Catolica de Chile; Lorena Medina, Andrea Valdivia Barrios, Universidad de Chile*
14. Pilot Study of the Use of Teaching Replays as a Professional Development Tool. *Kimberly D Masloski, Knowles Science Teaching Foundation; Rachael Eriksen Brown, Knowles Science Teaching Foundation; Michele C. Cheyne, University of Pittsburgh*
15. Randomized Trials of Teacher Professional Development Programs: The Alignment of Research Methods With Content. *David Quinn, Harvard University*

47.092-3. Multiracial Teen Experiences of Appeasement and Objection. SIG-Adolescence and Youth Development; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

16. More Than the Sum of Our Parts: Multiracial Teen Experiences of Appeasement and Objection. *Brynja Elisabeth Halldórdóttir Gudjonsson, University of Iceland*

47.092-4. Measurement in STEM Education (Poster Session 2). Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

17. A Qualitative Study About the Impact of Case-Based Instruction in an Undergraduate Mechanical Engineering Course. *Aman Yadav, Purdue University; Megan Arnold, University of Oregon*
18. Assessment for Shaping Feedback and Instruction in Engineering Mechanics Within the Training of Mechanical Engineers. *Frank Musekamp, University of Bremen; Joerg-Spoettl; Joerg-Henrik Heine, Ludwig-Maximilians-Universität München*
19. Disrupting Segregation in Computer Science Education: Researching How to Teach Computer Science to All Students. *Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles; Jean J. Ryoo, University of California - Los Angeles*
20. Identifying the Sources of Undergraduate Engineering Students' Self-Efficacy. *Natasha Mamaril, University of Kentucky; Ellen L. Usher, University of Kentucky; Ross Economy, Clemson University; Marian Kennedy, Clemson University*
21. Measuring Student Attitudes Toward STEM. *Selcen Guzey, University of Minnesota; Tamara Jo Moore, Purdue University*
22. Student Success in Introductory Computer Science Classes: Survey Design and Preliminary Analysis. *Amit Deutsch, Google Inc; Paulo Blikstein, Stanford University*
23. What Motivates Adolescents to Choose Engineering? Attitudes, Experiences, and Cultural Influences in Hong Kong. *Peter Jay Kutnick, The University of Hong Kong; Rosanna Yuen-Yan Chan, Chinese University of Hong Kong; Pok Yee Betty Lee, The University of Hong Kong*

47.092-5. Applications of Cognitive Diagnostic Models: From Q-Matrix Development to Data-Model Fit. SIG-Cognition and Assessment; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

24. Comparison of Attribute Coding Procedures for Retrofitting Cognitive Diagnostic Models. *Amy Clark, The University of Kansas; Neal M. Kingston, The University of Kansas*
25. Effects on the Linear Logistic Test Model's Cognitive Components When the Person Distribution Is Skewed. *George T. MacDonald, University of South Florida; Yi-Hsin Chen, University of South Florida*
26. Empirical Comparison of Bayesian Networks and Structural Equation Models in the Context of Educational Assessment. *Yoon Jeon Kim, Florida State University; Mengyao Cui, Florida State University; Russell Almond, Florida State University*
27. Using the Mixture Rasch Model to Explore Knowledge Resources Students Invoke in Mathematic and Science Assessments. *Danhui Zhang, Beijing Normal University; Chandra H. Orrill, University of Massachusetts - Dartmouth; Todd Campbell, University of Connecticut*
28. Verifying Cognitive Attributes for the Iowa Test of Basic Skills Using the General Diagnostic Model. *Isaac Li, University of South Florida; Yi-Hsin Chen, University of South Florida; Elizabeth Shaunessy-Dedrick, University of South Florida; Chunhua Cao, University of South Florida*

47.092-6. Workplace Learning: Poster Session. SIG-Workplace Learning; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

29. Better Learning in Practice: The Effect of Mental Contrasting With Implementation Intentions on Successful Internships. *Haske van Vlokhoven, HAN University of Applied Sciences*
30. Practice and Policy in the Preparation of Vocational Education and Training Teachers: Impact on Workplace Learning. *Leonard George Cairns, Monash University; Margaret E. Malloch, Victoria University*
31. If You Build It, Will They Come? Creating Successful Professional Online Learning Communities. *Jessica M Vettese, Drexel University; Rajashi Ghosh, Drexel University*
32. A Framework to Study Professional Learning: French Professional

- Didactics. *Claire Tourmen, Higher National Institute Of Agricultural Sciences, Food and the Environment (AgroSup Dijon); Otilia Holgado, University of Sherbrooke*

33. The Relationship Between Training Self-Efficacy and Training Motivation: Structural Equation Models of Longitudinal Data. *Ching-Yi Lee, National Academy of Civil Service; Hsin-Yi Kung, National Changhua University of Education*

47.092-7. School Disadvantage, Relational Peer Culture, and Adolescent Academic Achievement and School Engagement. SIG-School Community, Climate, and Culture; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

34. School Disadvantage, Relational Peer Culture, and Adolescent Academic Achievement and School Engagement. *Alicia Doyle Lynch, Boston College*

47.092-8. Program Evaluation in Schools Poster Session. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

35. CARD-tamen Education: Modification and Application of a Card Game for Assessment. *Stephen Slota, University of Connecticut; Benedict Lai, University of Connecticut; Michael F. Young, University of Connecticut*
36. Does Optimized Student Support in Elementary School Improve the Persistence of Preschool Effects on Student Outcomes? *Berem Akbayin, Boston College; Terrence Lee St John; Anastasia E. Raczek, Boston College; Mary Elizabeth Walsh*
37. Estimating the Impact of Optimized Student Support in Elementary School on Boston Exam School Attendance. *Chen An, Boston College; Terrence J. Lee-St. John, Boston College; Anastasia E. Raczek, Boston College; Mary Walsh, Boston College; George F. Madaus, Boston College*
38. Gender and Student Attitudes Toward STEM. *Alana Unfried, North Carolina State University; Malinda Faber, North Carolina State University; Eric N. Wiebe, North Carolina State University*
39. Physiological Evaluation of Different-Gender People's Attention During Serious Game Play. *Liu shan*
40. Studying Charter School Effectiveness of Los Angeles Unified School District. *Hyo Jeong Shin, University of California - Berkeley; Hye Kyung Lee, University of California - Berkeley; Bruce Fuller, University of California - Berkeley*
41. The Effects of After-School Programs on English Language Learners' Academic Achievement: Hierarchical Linear Modeling Approach. *Nami Shin, University of California - Los Angeles*
42. Evaluation of the German Governmental Preschool Initiative "Early Chances": First Results. *Yvonne Anders, Freie Universität Berlin; Mathias Tuffentsammer, Otto Friedrich University Bamberg; Jutta Sechtig, University of Bamberg; Nadine Wieduwilt, Otto Friedrich University Bamberg; Manja Floeter; Sabine Weigel; Hans-Guenther Rossbach, Otto Friedrich University Bamberg; Wolfgang Tietze, Freie Universität Berlin*
43. The Impact of Positive Behavior Interventions and Supports on Kentucky Teachers' Perceptions of Teaching Conditions. *Gary W. Houchens, Western Kentucky University; Jie Zhang, Western Kentucky University; Chunling Niu, Western Kentucky University; Kelly S. Davis, Kentucky Center for Instructional Discipline; Kyong Hee Chon, Western Kentucky University*
44. The Potential of Learning Analytics Data in Implementation Research. *Virginia Walker Snodgrass Rangel, Rice University; Elizabeth R. Bell, Rice University; Carlos Monroy, Rice University; Jarrett Reid Whitaker, Rice University*
45. The Promises and Pitfalls of Implementing a District-Wide Eighth-Grade Algebra I Initiative. *Kamal Chavda, Boston Public Schools; Apryl Holder, Boston College*
46. Using Teacher Formative Assessment to Predict Statewide Testing Scores. *Linda Reddy, Rutgers University; Christopher Dudek, Rutgers University - New Brunswick/Piscataway; Stephanie Peters, Rutgers University*
47. Improving Confidence in Program Evaluation Findings: A Meta-Analytical Approach. *Kolawole K. Sunmonu, Prince George's County Public Schools*
48. The Effectiveness of Synthetic Control Methods for School

Comparison in Program Evaluation. *Clay S. Johnson, University of Arkansas at Fayetteville*

Monk, The Pennsylvania State University; Ann E. Austin, Michigan State University

47.092-9. Instructor-Student and Student-Student Interactions in Online Learning Environments. SIG-Online Teaching and Learning; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

49. "Finding Our Time": Predicting Students' Time Management in Online Collaborative Group Work. *Jianzhong Xu, Mississippi State University; Jianxia Du, University of Macau; Xitao Fan, University of Macau; Ruiping Yuan, Mississippi State University*
50. The Effectiveness of Student-Led Online Discussions as a Strategy for Promoting Metacognition: A Qualitative Inquiry. *Martha Marie Snyder, Nova Southeastern University; Laurie P. Dringus, Nova Southeastern University*
51. Design of an Argumentation Activity in an Asynchronous Online Learning Environment for Adult Learners: A Conceptual Framework. *Hyun Song Kim; Eunjung Oh, University of Illinois at Urbana-Champaign*
52. Effects of Belongingness and Synchronicity on Online Cooperative Learning. *Andy Saltarelli, Stanford University*
53. Encouraging Argumentation to Improve the Quality of Discourse in Online Course Discussions. *Andrea Gregg, The Pennsylvania State University*
54. Exploring Student Engagement Patterns in Online Classrooms. *Nathaniel Hunsu, Washington State University; Olusola Olalekan Adesope, Washington State University*
55. Instructors' Scaffolding Strategies to Promote Online Interaction: A Scale Development Study. *Moon-Heum Cho, Kent State University; YoonJung Cho, Oklahoma State University*
56. Promoting and Evaluating Online Learner-Instructor Relationships. *Yanghee Kim, Utah State University; Ryan Burdo, Utah State University; Tianyu Chen, Utah State University*
57. Examining the Qualities of Liked Notes Versus Nonliked Notes in a Collaborative Online Learning Environment. *Alexandra Makos, University of Toronto - OISE; Daniel Zingaro, University of Toronto; Murat Oztok, University of Pennsylvania; Jim Hewitt, OISE/University of Toronto*
58. Exploring Revisiting. *Lesley Wilton, University of Toronto - OISE; Clare M. Brett, University of Toronto*
59. Gaining an Understanding From Students About the Best Practices for Implementing Groups in Online Environments. *Funda Ergulec, Indiana University - Bloomington; Janet Mannheimer Zydney, University of Cincinnati*
60. One Bad Apple: Dynamics of Online Group Work. *Glenn Gordon Smith, University of South Florida; Andrew Gump, University of South Florida*
61. The Impact of Peer Moderators and Original Case Studies on Student Engagement in Online Discussion. *Sara G. Mcneil, University of Houston; Rashmi Chhetri, University of Houston*
62. Understanding Value Creation in Online Communities for Educators. *Sherry Booth, North Carolina State University; Shaun B. Kellogg, North Carolina State University*
63. You're Not Alone: Exploring the Power to Connect With Feedback in Online Art Classes. *William D. Cavill, University of Nebraska; Stephanie Autumn Baer, University of Nebraska - Kearney*

Saturday, 12:25 pm

Presidential Sessions

48.010. Awards Luncheon (#AERAAwards). AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:25-2:25pm

Chairs: *Barbara Schneider, Michigan State University; Mark Berends, University of Notre Dame*

Award Chairs: *Spyros Konstantopoulos, Michigan State University; Mary M. Kennedy, Michigan State University; Beth Gamse, Abt Associates Inc.; Judith D. Singer, Harvard University; Annemarie S. Palincsar, University of Michigan; Ron Avi Astor, University of Southern California; Kimberley Gomez, University of California - Los Angeles; Estela M. Bensimon, University of Southern California; David H.*

Saturday, 2:45 pm

Governance Meetings and Events

49.001. Journal of Educational and Behavioral Statistics Closed Management Committee Meeting. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 9&10; 2:45-4:15pm

Chair: *Mark R. Wilson, University of California - Berkeley*

49.002. SIG EC Special Session: Closed Meeting. AERA Governance; Governance Session

Marriott, Fifth Level, Grand Ballroom C; 2:45-4:15pm

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

49.003. SIG Leadership Orientation: Session 2. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 2; 2:45-4:15pm

Chairs: *Kathleen M.T. Collins, University of Arkansas; Theresa Y. Austin, University of Massachusetts - Amherst*

Presidential Sessions

49.010. 60th Since Brown. . .50th Since the Civil Rights Act. . .A Symposium and Discussion Forum. AERA Presidential Session

Convention Center, 100 Level, 114; 2:45-4:15pm

Chair: *Charles M. Payne, University of Chicago*

Presenters: *James D. Anderson, University of Illinois at Urbana-Champaign; Kenji Hakuta, Stanford University; Marta Tienda, Princeton University*

49.011. Designing Teacher Evaluation and Support Systems: New Guidance for Educators and Policy Makers Emerging From the Measures of Effective Teaching Study. AERA Presidential Session

Convention Center, 200 Level, 201A; 2:45-4:15pm

Chair: *Robert Pianta, University of Virginia*

Participants:

It's Nice to Have MET. *Steven M. Cantrell, The Bill & Melinda Gates Foundation*

Combining Classroom Observations and Value-Added for the Evaluation and Professional Development of Teachers. *Erik Ruzek, University of Virginia; Christopher Hafen, University of Virginia; Bridget Kathleen Hamre, University of Virginia; Robert Pianta, University of Virginia*
How Framework for Teaching and Tripod 7Cs Evidence Distinguish Key Components of Effective Teaching. *Ronald F. Ferguson, Harvard University; Charlotte F. Danielson, The Danielson Group*
Grade-Level Variation in Observational Measures of Teacher Effectiveness. *Kata Mihaly, RAND Corporation; Daniel F. McCaffrey, ETS*
Making Decisions With Imprecise Performance Measures: The Relationship Between Annual Student Achievement Gains and a Teacher's Career Value-Added. *Douglas Staiger, Dartmouth College; Thomas Kane, Harvard University*

49.012. New Social Roles for Adolescents: Challenges and Opportunities. AERA Presidential Session

Convention Center, 200 Level, 201B; 2:45-4:15pm

Chair: *Josipa Roksa, University of Virginia*

Participants:

Pathways to Adulthood in Context. *Ingrid Schoon, Institute of Education - University of London*
Engagement and Burnout During Transition to Adulthood in Finland. *Katariina Salmela-Aro, Helsinki Collegium for Advanced Studies*
Learning Environments and Personality Development. *Ulrich Trautwein, University of Tuebingen*
Redesigning Adulthood: What's Education Got to Do With It? *Richard A Settersten, Oregon State University*

Discussant: *Josipa Roksa, University of Virginia*

49.013. New Ways to Evaluate Mathematics and Science Education. AERA Presidential Session Cosponsored with AERA Sessions

Convention Center, 200 Level, 202A; 2:45-4:15pm

Chairs: *Janice M. Earle, National Science Foundation; Edith Gummer, National Science Foundation*

Participants: *Leigh Abts, University of Maryland - College Park; Larry V. Hedges, Northwestern University; Daniel L. Schwartz, Stanford University; Peter Arcidiacono, Duke University*

AERA Sessions

49.014. AERA Distinguished Public Service Award Lecture (2014): Ruby Takanishi (#AERAServe). AERA Sessions; Invited Session

Convention Center, 200 Level, 201C; 2:45-4:15pm

Chair: *David H. Monk, The Pennsylvania State University*

Speaker:

The Early Education Debates: Informing Policy and Practice in Early Education Through Research. *Ruby Takanishi, New America Foundation*

49.015. Advocacy and Federal Support for Research in Trying Times.

AERA Sessions Cosponsored with Division C - Learning and Instruction; Invited Session

Convention Center, 100 Level, 122B; 2:45-4:15pm

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

Presenters: *Paula R. Skedsvold, AERA & Federation of Associations in Behavioral & Brain Sciences; Katherine R. Smith, Council of Professional Associations on Federal Statistics; Gerald E. Sroufe, American Educational Research Association;*

49.016. Strengthening International Research Collaborations: AERA's Role. AERA Sessions Cosponsored with International Relations Committee; Invited Session

Convention Center, 200 Level, 202B; 2:45-4:15pm

Chair: *Judith V. Torney-Purta, University of Maryland - College Park*

Participants:

Strengthening International Collaboration Processes in the Initiation, Conduct and Dissemination of Educational Research. *Judith V. Torney-Purta, University of Maryland - College Park*

College-level Strategies to Support Sustainable International Research Collaborations. *Carole Ames, Michigan State University*

International Collaborative Research Projects: A European Perspective. *Martyn Barrett, University of Surrey*

Assumptions, Constraints and Interpersonal Styles in International Collaborative Research. *Joseph J. Tobin, University of Georgia*

Discussants: *William H. Schmidt, Michigan State University; Diana E. Hess, Spencer Foundation*

49.017. Triennial Travesties of 2014. AERA Sessions; Invited Session

Convention Center, 200 Level, 204B; 2:45-4:15pm

Chairs: *W. James Popham, University of California - Los Angeles; Gregory J. Cizek, University of North Carolina - Chapel Hill*

Participants:

Farm Girl Meets the Ivy League. *Marybeth Gasman, University of Pennsylvania*

The Practical Significance of Aging in the Professoriate: A Regression Incontinence Analysis. *Charol Shakeshaft, Virginia Commonwealth University*

Acetarium Verborum: A Methodology for Titling Research Papers. *Stephen J. Schellenberg, Blue Dog Data, LLC*

The Faculty Meeting Blues. *William G. Wraga, University of Georgia*

What They Don't Teach You in Ed School. *Micia Mosely, Independent Researcher*

In Praise of the (In)Authentic in Learning and Instruction. *Patricia A. Alexander, University of Maryland - College Park*

The Uncommon Core: A Problematic Procrustean Primer. *Gregory J. Cizek, University of North Carolina - Chapel Hill*

Tractable Teacher Evaluations: Flexibility Is Our Forte. *W. James Popham, University of California - Los Angeles*

49.018. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited Roundtable

Convention Center, Terrace Level, Terrace III; 2:45-4:15pm

Participants:

1. Global Studies of Childhood. *Nicola J. Yelland, Victoria University - Australia; Sue Saltmarsh, The Australian Catholic University; Esther Y.M. Chan, The Hong Kong Institute of Education; I-Fang Lee, The University of Newcastle*
2. Catholic Education: A Journal of Inquiry and Practice. *Rebecca Herr-Stephenson, Loyola Marymount University; Mary K. McCullough, Loyola Marymount University; Karie Huchting, Loyola Marymount University; Martin Scanlan, Marquette University*
3. American Journal of Education. *Gerald K. LeTendre, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University; Nnenna Ogbu, The Pennsylvania State University*
4. Journal of Teacher Education. *Stephanie L. Knight, The Pennsylvania State University*
5. The Teacher Educator. *Sharon E. Paulson, Ball State University; Gregory J. Marchant, Ball State University*
6. Teaching and Teacher Education. *Mary Lynn Hamilton, The University of Kansas; D. Jean Clandinin, University of Alberta; Ann Corney, Elsevier Ltd*
7. The Journal of Educational Research. *Mary F. Heller, University of Hawaii - West Oahu; James B. Schreiber, Duquesne University*
8. Journal of the Learning Sciences. *Joshua L. Radinsky, University of Illinois at Chicago; Iris Tabak, Ben-Gurion University of the Negev*
9. Studying Teacher Education. *Tom Russell, Queen's University; Amanda K. Berry, Leiden University; Clare Kosnik, University of Toronto*
10. Curriculum and Teaching Dialogue. *David J. Flinders, Indiana University; Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado*
11. Gender and Education. *Julie E. McLeod, University of Melbourne; Jo-Anne Margaret Dillabough, The University of British Columbia*
12. Africa Education Review. *Moeketsi Letseka, University of South Africa; Victor Justice Pitsoe, University of South Africa*
13. International Journal of Leadership in Education. *Duncan Waite, Texas State University*
14. Teaching Education. *Diane E. Mayer, Victoria University; Julianne Moss, Deakin University; Roger C. Slee, University of London*
15. Journal of Environmental Education. *Robert B. Stevenson, James Cook University - Australia; Paul Hart, University of Regina*

Committee Sessions

49.019. Gender, Sexuality, and Race in International and Postsecondary Contexts. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session

Convention Center, 100 Level, 104A; 2:45-4:15pm

Chair: *Ajay Singh, Western State Colorado University*

Participants:

- Always a *Pho*, Never the *Chinh*: Seeing Gender in the Lives of Women Educational Leaders in Vietnam. *Kristy Kelly, Drexel University*
- Attitudes Toward Gays and Lesbians Among University Student-Athletes and Nonathletes in Taiwan. *Te-Sheng Chang, National Dong Hwa University; Chia-Sheng You, National Dong Hwa University; Tsai-Wei Wang, National Dong Hwa University*
- Overcoming Gender Barriers in India: A Nongovernmental Organization School's Approach. *Jennifer L. Roberts, Saint Louis University*
- Women of Color in STEM Fields at Historically Black Colleges and Universities: Building a Curriculum of Professional Development Programs. *Chanda Dehron Elbert, Texas A&M University - College Station; Pamela T. Barber-Freeman, Prairie View A&M University*

Discussant: *Dr. Virginia Stead, EdD, Peter Lang Publishing*

49.020. Graduate Student Council Chair Fireside Chat: Career Options Beyond Traditional Academia That Promote Intersections of Research, Policy, and Practice. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 2:45-4:15pm

Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*

Participants: *Robert Slavin, Johns Hopkins University; Roberto Agodini, Mathematica Policy Research, Inc; Steven M. Ross, Johns Hopkins*

University; James W. Kohlmoos, National Association of State Boards of Education; Faith Connolly, Johns Hopkins University

49.021. New Directions in the Study of Global Policy Actors in Education.

International Relations Committee; Symposium
Convention Center, 100 Level, 112B; 2:45-4:15pm

Chair: *Andy David Green, Institute of Education - London*

Participants:

- Thinking Forward: A World Bank for a Changing World Order. *Karen Mundy, University of Toronto - OISE*
- Historical Evolution and Current Challenges of the United Nations and Global Education Policy Making. *Francine Menashy, University of Massachusetts - Boston; Caroline Joline Manion, OISE/University of Toronto*
- The Changing Role of the Organisation for Economic Co-Operation and Development in Global Educational Governance. *Robert L. Lingard, University of Queensland; Sam Sellar, The University of Queensland*
- The Policies That Shaped PISA (Programme for International Student Assessment) and the Policies That PISA Shaped. *Andreas Schleicher, Organisation for Economic Co-operation and Development; Pablo Zoido, Organisation for Economic Co-operation and Development*
- The Dragon and the Tiger Cubs: China-Association of Southeast Asian Nations (ASEAN) Relations in Higher Education. *Rui Yang, University of Hong Kong*
- Corporate Actors in Education. *Zahra Bhanji, University of Toronto*

49.022. Understanding Unique and Critical Dimensions of the African and African American Diaspora in Education.

Committee on Scholars of Color in Education; Paper Session
Convention Center, 100 Level, 104B; 2:45-4:15pm

Chair: *Jerlando F.L. Jackson, University of Wisconsin - Madison*

Participants:

- African American Males Call for Collective Achievement: Bridging the Multiple-Stakeholder Gap in Education. *Darrell C. Hucks, Keene State College*
- Beliefs of African American Female Science Teachers. *Donna Leneva Whiting, Georgia Institute of Technology*
- Science Self-Efficacy: Race/Ethnicity, Sex, and Social Outcome Expectations. *Iris Wagstaff, North Carolina State University; Tamara V. Young, North Carolina State University*
- The Adaptation of Horn of Africa Immigrant Students in Higher Education. *Tekleab Hailu, Colorado Department of Corrections; Heng-yu Ku, University of Northern Colorado*

State and Regional Organization Sessions

49.023. State and Regional Educational Research Associations:

Distinguished Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Session
Marriott, Fourth Level, Franklin 6; 2:45-4:15pm

Chair: *Walter Mathews, Evaluation Associates of New York*

Participants:

- New England Educational Research Organization: Scientific Argumentation and the Beliefs of Teachers in Low- and High-Socioeconomic-Status Schools. *Rebecca Katsh-Singer, Boston College; Katherine L. McNeill, Boston College; Suzanna Jane Loper, University of California - Berkeley*
- Florida Educational Research Association: Relationship Between Differential Item Functioning Location and Conditional Equating Dependence Issues. *Anne Corinne Huggins, University of Florida; Randall D. Penfield, University of North Carolina - Greensboro*
- Rocky Mountain Educational Research Association: Implications From an Exploration of Motivational Systems Theory Within an Adult Education Context. *Debra Jean Hutto, University of West Florida, Northwest Florida State College*
- North Carolina Association for Research in Education: A Longitudinal Examination of the Validity of an Authentic, Performance-based Measure Among Young Children With and Without Disabilities. *Richard G. Lambert, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Diane C. Burts, Louisiana State University*

Discussants: *James Thomas Owens, University of Central Florida; Robert M. Nelson, University of Central Oklahoma*

Division Sessions

49.024. Defining and Assessing the Impact of Instructional Leadership.

Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102B; 2:45-4:15pm

Chair: *Kimberly Kappler Hewitt, University of North Carolina - Greensboro*

Participants:

- Exploring, Comparing, and Contrasting Two Distinct Assessments of Instructional Leadership: Bringing Together the Vanderbilt Assessment of Leadership for Education (VAL-ED) and the Comprehensive Assessment of Leadership for Learning. *Mark Blitz, University of Wisconsin - Madison; Peter Trabert Goff, University of Wisconsin - Madison; Jason Salisbury, University of Wisconsin - Madison*
- How Distributed Instructional Leadership Impacts the "Fidelity" to Instructional Innovations. *Sisi Chen, University of Michigan - Ann Arbor*
- Principal as Instructional Learner. *Bernadette Newman, Consortium for Policy Research in Education*
- Under My Thumb: The Replicating Effect of Hierarchical Governance From the District's Oversight of Principals to Principals' Oversight of Their Instructional Leadership Teams. *Jennie Weiner, University of Connecticut*
- Whose Perception of Principal Instructional Leadership? Principal-Teacher Perceptual (Dis)agreement and Its Influence on Teacher Collaboration. *Joo-Ho Park, Hanyang University; Seung-Hwan Ham, Hanyang University*

Discussant: *Kathryn Bell McKenzie, California State University - Stanislaus*

49.025. Innovative System and School Redesign: Improving Leadership Practice to Support Instructional Reform.

Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 102A; 2:45-4:15pm

Chair: *Megan Hopkins, The Pennsylvania State University*

Participants:

- The Relative Importance of Work With Teacher Leaders in Promoting Instructional Change: An Exploratory Study. *Eric M. Camburn, University of Wisconsin; Seong Won Han, University at Buffalo, The State University of New York*
- Infrastructure Redesign and Instructional Reform in Mathematics: Formal Structure and Teacher Leadership. *Megan Hopkins, The Pennsylvania State University; James P. Spillane, Northwestern University*
- Catalyzing Reform: How Coaches Frame Reading Policy. *Sarah L. Woulfin, University of Connecticut*
- The Needed Infrastructure for Cognitively Ambitious Instruction in High Schools. *Jal David Mehta, Harvard University; Sarah Melanie Fine, Harvard University*
- Strong Ties in a Decentralized District: Balancing Professionalism and Accountability to Achieve Sustained Growth in Student Achievement. *Lisa A Umekubo, University of California - San Diego; Janet A. Chrispeels, University of California - San Diego; Alan J. Daly, University of California - San Diego*

Discussant: *David K. Cohen, University of Michigan*

49.026. Teacher Leadership: Shape, Form, and Impact.

Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 2:45-4:15pm

Chair: *Donna Marie Johnson, Tulane University*

Participants:

- Bridging Structure and Agency: Exploring the Role of Teacher Leadership in Teacher Collaboration. *Stacy Agee Szczesniul, University of Massachusetts - Lowell; Jessica Huizenga, University of Massachusetts - Lowell*
- Building Teacher Leader Theory to Innovate Teacher Leader Practice: The Justice and Integrity Example. *Jason M. Margolis, Duquesne University; Anne Doring*
- Career Pathways of Teacher Leaders Involved in Federal Educational Policy. *Jonathan Eckert, Wheaton College; Edit Khachatryan, Stanford University; Patrick Ledesma, National Board for Professional Teaching Standards; Jasmine Ulmer, University of Florida*
- Distributed Leadership for Educational Innovation: Leveraging Teacher Leaders for Restructuring and Reculturing Schools. *Mustafa Abdul-Jabbar, Harvard University; John A. DeFlaminis, University of Pennsylvania; Eric E Yoak, University of Pennsylvania*
- Impact of Elementary School Teacher Leaders Facilitating Learning Communities: Improvements to Instruction, Learning, and Climate.

Nathan Bond, Texas State University

Discussant: *Dennie L. Smith, Texas A&M University*

49.027. Encountering Race: Discourses of Race and Racialization and the Education of Immigrant Youth in the United States and Europe.

Division B - Curriculum Studies; Symposium

Convention Center, 200 Level, 204C; 2:45-4:15pm

Chair: *Reva Jaffe-Walter, University of Wisconsin*

Participants:

Children of Immigrants in a Suburban Context: Constructing and Challenging Boundaries of Race and Ethnicity. *Jamie Lew, Rutgers University*

The Diffusing and Defusing of Race: Filipino American Youth Negotiating Racial Discourses in High School. *Erica Chutuape, Hunter College - CUNY*

The Blurring of Discourses of Liberalism and Nationalism and the Racialization of Muslim Youth. *Reva Jaffe-Walter, University of Wisconsin*

Low Violence, Contested Community, and Neoliberal Education Reform: Low-Income Youth of Color in the Case of One School Closing. *Ujju Aggarwal, Edwin Mayorga, The Graduate Center - CUNY*

“Los Racistas Son Los Otros” (The Racists Are Others): Immigrant Youth, Racial Denial, and Other E(Race)sures. *Anne Rios Rojas, University of California - Santa Cruz*

Discussant: *Thea R. Abuel-Haj, Rutgers University*

49.028. Separation of School and (Corporate) State? Cross-Cultural Perspectives on Love, Justice, and Education. Division B - Curriculum Studies; Symposium

Convention Center, 100 Level, 119B; 2:45-4:15pm

Chair: *William H. Schubert, University of Illinois at Chicago*

Participants:

Thinking About Love, Justice, and Education Through Confucianism, Taoism, Love’s Knowledge, and Narrative Imagination: Confucius, Laozi, Zhuangzi, Weiming Tu, Maxine Greene, and Martha Nussbaum. *Ming Fang He, Georgia Southern University*

Thinking About Love, Justice, and Education Through John Dewey and Others on Similar Pathways: Toward Social and Educational Improvement Through Eros, Love, and Reverence. *Jim Garrison, Virginia Polytechnic Institute and State University*

Thinking About Love, Justice, and Education Through Grassroots Postmodernism, Deschooling, and Nonviolent Movements: Gandhi and Illich on Social and Educational Improvement. *Madhu Suri Suri Prakash, The Pennsylvania State University*

Thinking About Love, Justice, and Education Through Black Protest Praxis: DuBois, Woodson, King, and Malcolm X on Education That Overcomes Assaults on the Public. *William H. Watkins, University of Illinois at Chicago*

Thinking About Love, Justice, and Education Through Dialogue and Harmonious Community: Makiguchi, Toda, and Ikeda in the Evolution of Soka Educational Alternatives in Japan and Internationally. *Jason Goulah, DePaul University*

Thinking About Love, Justice, and Education Through African American Women’s Literature and Womanist Studies: Toni Morrison, Alice Walker, and bell hooks on Educational Improvement. *Sabrina N. Ross, Georgia Southern University*

Discussant: *William H. Schubert, University of Illinois at Chicago*

49.029. Symbolic Violence and Different Dimensions of the Urban Child in Education and Curriculum. Division B - Curriculum Studies; Invited Session

Convention Center, 100 Level, 119A; 2:45-4:15pm

Chair: *Alexandra Allweiss, University of Wisconsin - Madison*

Presenters: *Bernadette M. Baker, University of Wisconsin; Erica R. Meiners, Northeastern Illinois University; Sheila M. Shannon, University of Colorado - Denver*

49.030. Creating Contexts of Pedagogical and Curricular Support for Non-English-Background Students in Mathematics and Science.

Division C - Learning and Instruction; Symposium

Marriott, Fifth Level, Grand Ballroom I; 2:45-4:15pm

Chair: *Kimberley Gomez, University of California - Los Angeles*

Participants:

Designing Embedded Language and Literacy Supports for Developmental Mathematics Teaching and Learning. *Kimberley Gomez, University of*

California - Los Angeles; Maritza Lozano, University of California - Los Angeles

Preparing K-8 Mathematics Teachers to Support English Language Learners: Utilizing Mathematics Learning Case Studies. *Julia Maria Aguirre, University of Washington - Tacoma; Erin Turner, The University of Arizona; Mary Q. Foote, Queens College - CUNY*

Language and Literacy Challenges in Developmental Mathematics Curricular Materials: Lessons From Community College Instructors. *Nicole Anne Mancevice, University of California - Los Angeles; Katherine Rodela, Stanford University*

“At First It Was Very Hard, Then It Was Fun”: Conjecturing a Learning Trajectory for Underrepresented Middle School Students in Mathematics and Engineering. *Sylvia Celedon-Pattichis, University of New Mexico; Carlos Alfonso Lopez Leiva, University of New Mexico; Marios S. Pattichis, University of New Mexico; Daniel Llamocca, University of New Mexico*

Discussant: *Judit N. Moschkovich, University of California - Santa Cruz*

49.031. How Learners Use, Integrate, and Evaluate Multiple Sources of Information. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113A; 2:45-4:15pm

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

Participants:

Supporting Inquiry Learning From Multiple Documents in History and Science. *Jennifer Wiley, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago; Andrew Taylor, University of Illinois at Chicago; Allison J. Jaeger, University of Illinois at Chicago; Anne Britt, Northern Illinois University*

Ninth-Grade Students Possess Good Sourcing Skills but Do Not Apply Them Spontaneously While Reading. *Marc Stadler, University of Münster; Stephanie Babel, Jean-Francois Rouet, CNRS and University of Poitiers; Rainer F. Bromme, University of Münster*

Reading Skill Versus Dispositional Strategy Influences on Learning From Multiple Documents Inquiry. *Thomas D. Griffin, University of Illinois at Chicago; Carlos R. Salas, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago; Anne Britt, Northern Illinois University*

Selecting and Using Information for Argumentation in Science: Investigating a Web-Based Multiple Document Task. *Kristopher Jon Kopp, University of Notre Dame; Anne Britt, Northern Illinois University; Keith Millis, Northern Illinois University; Jean-Francois Rouet, CNRS and University of Poitiers*

Source Validity and Plausibility Perceptions About Climate Change. *Doug Lombardi, Temple University; Viviane Seyranian, University of Southern California; Gale M. Sinatra, University of Southern California*

Discussant: *Matthew T. McCrudden, Victoria University of Wellington*

49.032. Increasing Students’ Academic Motivation Through Social-Psychological Interventions. Division C - Learning and Instruction

Cosponsored with SIG-Motivation in Education; Symposium

Convention Center, 100 Level, 113B; 2:45-4:15pm

Chairs: *Xiaodong Lin, Teachers College, Columbia University; Carol Dweck, Stanford University*

Participants:

Focusing on Helping Others Is Motivating. *Joshua M. Aronson, New York University*

Learning About How Other Scientists Struggled Is Motivating. *Jondou Chen, Teachers College, Columbia University; Eduardo Matamoros, Teachers College, Columbia University; Mabelene Mak, Teachers College, Columbia University; Daniel Deihle, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University*

A Purpose for Learning Increases Students’ Persistence in STEM Learning. *David Scott Yeager, Stanford University; Marlene Henderson, University of Texas At Austin; David Paunesku, Stanford University; Angela L. Duckworth, University of Pennsylvania; Sidney K. D’Mello, University of Notre Dame; Brian Spitzer, New York University; Gregory Mariotti Walton, Stanford University*

Scaling Up Social Psychological Interventions: Effects on Grade Point Average and Course Pass Rates in a Sample of Low-Achieving Students at 13 High Schools. *Carissa Romero, Stanford University; David Paunesku, Stanford University; Carol Dweck, Stanford University; Gregory Mariotti Walton, Stanford University; David Scott Yeager, Stanford University*

49.033. Innovating Education Practice Through Digital Badges: Recent Research, Current Practices, and Future Directions. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113C; 2:45-4:15pm

Chair: *Katie Davis, University of Washington*

Participants:

Stakeholders' Perceptions of the Opportunities, Challenges, and Value of Digital Badges in Education. *Sean Fullerton, University of Washington - Seattle; Amanda Menking, University of Washington; Christina Lee, University of Washington; Katie Davis, University of Washington*

The Maturation of a Badge System to Support Interest-Based Learning: A Case Study. *Samuel Abramovich, University at Buffalo - SUNY; Peter Samuelson Wardrip, University of Pittsburgh; Meghan Bathgate, University of Pittsburgh; Yoon Jeon Kim, Florida State University*

What a Badge Is Worth: The Acceptability of Badges as Indicators of Experience. *Alexander Halavais, Arizona State University; K. Hazel Kwon, Arizona State University; Shannon Havener, Arizona State University; Jason Striker, Arizona State University*

Design Principles and Relevant Resources for Recognizing, Assessing, Motivating, and Studying Learning With Digital Badges. *Daniel T. Hickey, Indiana University; Rebecca Itow, Indiana University; Andrea M. Rehak, Indiana University; Katerina Schenke, University of California - Irvine; Cathy Tran, University of California - Irvine*

Discussant: *Susan B. Nolen, University of Washington - Seattle*

49.034. Instructional Paradigms in Humanities, Social Science, and Fine Arts Education. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 2:45-4:15pm

Chair: *Jeremy Hilburn, University of North Carolina - Wilmington*

Participants:

Collaborative Thought Through Dialogic Discussion: A Case Study of a Lower-Level English Class. *Wendy Keyser, University of Massachusetts - Amherst*

Culturally Responsive Music Instruction: A Self-Study in the Preservice Early Childhood Education Program in Indonesia. *Rien Safrina, State University of Jakarta, Indonesia*

Indoctrination or Development? Change in Students' Political Beliefs During Current Events Discussions. *John P. Myers, Florida State University; Heather Bossert Cunningham, University of Pittsburgh*

Learning Innovation Diffusion as Complex Adaptive Systems Through Cognitive Conflicts: What Constitutes as Valid Discrepancies? *Junsong Huang, National Institute of Education - Nanyang Technological University*

The Effect of Drama-Based Pedagogy on Pre-K-16 Outcomes: A Meta-Analysis of Research From 1985 to 2012. *Bridget Lee, The Ohio State University; Erika Alisha Patall, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin; Rebecca Rose Steingut, The University of Texas - Austin*

Discussant: *Catherine Larsen, DePaul University*

49.035. STEM Integration: Promises and Challenges. Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, Franklin 5; 2:45-4:15pm

Chair: *Mary Theresa Gauvain, University of California - Riverside*

Participants:

Modeling Activities in Integrated STEM Learning. *Mitchell J. Nathan, University of Wisconsin - Madison*

Integrated STEM and the Development of Deeper Learning Skills. *Christine M. Massey, University of Pennsylvania*

The Development of Interest and Integrated STEM. *K. Ann Renninger, Swarthmore College*

The Social Context of Integrated STEM Education. *Mary Theresa Gauvain, University of California - Riverside*

Discussants: *Richard Lehrer, Vanderbilt University; Heidi A. Schweingruber, National Research Council*

49.036. Qualitative Data Analysis and Its Influence on Educational Practice and Policy. Division D - Measurement and Research Methodology; Symposium
Convention Center, 100 Level, 116; 2:45-4:15pm

Chair: *Alecia Youngblood Jackson, Appalachian State University*

Participants:

Poststructural Theories of Language and the Limits of Coding Data. *Elizabeth A. St. Pierre, University of Georgia*

Reading Insights Through One Another in Qualitative Data Analysis. *Lisa A. Mazzei, University of Oregon*

The Neuron: Mapping a Cartography of Desire in the Transdisciplinary Connections Between Early Childhood Practices and the Neurosciences? *Hillevi Lenz Taguchi, Stockholm University*

Analysis in the Ruins of Science: Collage as Living Inquiry. *Teri J. Holbrook, Georgia State University*

49.037. Scale Development: Issues and Applications. Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 117; 2:45-4:15pm

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

Participants:

Developing a Universal Metric for Measuring Chinese Language Learning Motivation Among Heritage Learners. *Mingyang Liu, University of Toledo*

Development of the Perception of Test Stake Measure. *Wik Hung Pun, The Pennsylvania State University*

Examining the Psychometric Properties of the Multiple Sclerosis Impact Scale in a National Sample in the United States. *Shawn M. Fitzgerald, Kent State University; Jian Li, Kent State University; Phillip D. Rumrill, Kent State University; William Merchant, Kent State University; Malachy Bishop, University of Kentucky*

Measuring Cultural Responsiveness to Evaluate STEM Programs: A Construct Modeling Approach. *Lauren P. Saenz, Boston College*

What Is the "Magic Number"? A Review of Response Categories in Measuring Writing Self-Efficacy. *Amanda R. Butz, University of Kentucky; Michael Toland, University of Kentucky; Sharon Zumbrunn, Virginia Commonwealth University; Fred Danner, University of Kentucky; Ellen L. Usher, University of Kentucky*

Discussant: *Okan Bulut, American Institutes for Research*

49.038. Early Learning and Teaching: How Do Preschoolers Decide Who to Learn From and Who to Teach? Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 105A; 2:45-4:15pm

Chair: *Katelyn E. Kurkul, Boston University*

Participants:

"Why Does Rain Fall?" Children Prefer to Learn From an Informant Who Uses Noncircular Explanations. *Katelyn E. Kurkul, Boston University*

Learning Self-Regulatory Strategies: The Role of Content. *Grace Min, Boston University*

The Development of Preschoolers as Teachers. *Samuel Ronfard, Harvard University*

Discussant: *Kathleen H. Corriveau, Boston University*

49.039. Education Reform at the Turn of the 20th Century. Division F - History and Historiography; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 2:45-4:15pm

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

Participants:

Active but Unnoticed: Integrating African Americans, Early Childhood Educators, and Preschoolers in Play Movement Historiography. *Deborah S. Valentine, Saint Joseph's University*

Educating Girls to Do the World's Work: Pacific Northwest Girls' Educational Experiences, 1880s-1920s. *Rebecca Christine Wellington, University of Washington - Seattle*

Improving the Life of the Poor: Grace Dodge's Membership on the New York City Board of Education, 1886-1889. *Sonia E. Murrow, Brooklyn College - CUNY; Mary Rose McCarthy, Pace University*

The Swedish Schoolhouse at the Centennial Exposition in Philadelphia, 1876: World's Fairs and Innovation in Policy and Practice. *Christian Jan Lundahl, Karlstad University*

Discussant: *John L. Rury, The University of Kansas*

49.040. Continuing the Conversation: Enacting Participatory and Social Justice-Oriented Methodologies in Working With Youth and Teachers. Division G - Social Context of Education; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 2:45-4:15pm

Chair: *Limarys Caraballo, Queens College - CUNY*

Participants:

Creating and Considering: Exploring Youth Coresearchers' Development

of Culturally Relevant Qualitative Research Questions. *Joanne E. Marciano, Teachers College, Columbia University*

Negotiating Commitments and Challenges With Reciprocity in Research With Social Studies Teachers and Latina/o Newcomer Youth. *Ashley Taylor Jaffee, James Madison University*

Examining Lived Experiences as Action Verbs of School-Sanctioned Literacies Across Social-Participatory Youth Coresearcher Methodologies. *Vaughn W.M. Watson, Teachers College, Columbia University*

49.041. Education as a Historical Site of Racialization: What Is Included, Excluded, and Occluded in Innovation Processes? Division G - Social Context of Education; Symposium
Marriott, Fourth Level, 404; 2:45-4:15pm

Chair: *Zeus Leonardo, University of California - Berkeley*

Participants:

Race, Education, and the New Black British Conservatism: Educational Innovation or Political Retreat? *Paul Warmington, University of Birmingham*

How the Irish Became CRT'd: The Possibilities of Greening Critical Race Theory and the Pitfalls of a Normative Atlantic State View. *Karl Kitching, University College Cork*

These People Come Expecting to Find a Job: Political Economy, Racialization, and the Formation of the 1968 Bilingual Education Act. *Kenzo K. Sung, University of California - Berkeley*

Discussant: *Nicola Rollock, University of Birmingham*

49.042. Elite Policy Networks and the Politics of Education Reform: Researching the Social Geography of Power. Division G - Social Context of Education; Symposium
Marriott, Fourth Level, Franklin 3; 2:45-4:15pm

Chair: *Kristen L. Buras, Georgia State University*

Participants:

The New Market Bureaucracy in Public Schooling: Charting the Circuit of Venture Philanthropy and Privatization. *Kenneth J. Saltman, DePaul University*

Entrepreneurial Networks and Charter School Reform in New Orleans: Researching the Ecology of Racial-Spatial Power. *Kristen L. Buras, Georgia State University*

Global Venture Philanthropy and Education Policy: Processes of Neoliberalization. *Stephen J. Ball, Institute of Education - London*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

49.043. Play, Drama, and Media Making as Cultural Flows: Research Innovation in Children and Youth's Literacies. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 203A; 2:45-4:15pm

Chair: *Korina Jocson, Washington University in St. Louis*

Participants:

Children's Cultural Imaginaries: Reimagining and Relocalizing Media Through Play and Drama. *Carmen L. Medina, Indiana University - Bloomington; Karen E. Wohlwend, Indiana University - Bloomington*

Remix, Media Production, and Translocal Practices in Youth Culture. *Korina Jocson, Washington University in St. Louis*

Mobilizing Emotion and Navigating Local Cultural Flows in a Media-Making Classroom. *Cynthia J. Lewis, University of Minnesota*

Cultural Flows in an Aboriginal School: Deterritorializing Textual Production Through a Socially Mediated Indigenous Heritage. *Kathy Ann Mills, Queensland University of Technology*

Discussant: *Anne Haas Dyson, University of Illinois at Urbana-Champaign*

49.044. The Power of Perceptions: Examining How Race, Gender, and Athletic Identities Influence Self-Concepts, Efficacy, and Stereotype Threat. Division G - Social Context of Education; Symposium
Marriott, Fourth Level, 405; 2:45-4:15pm

Chair: *Keisha L. Bentley-Edwards, The University of Texas - Austin*

Participants:

Invoking Multiple Stereotypes: What Regulatory Focus Tells Us About How We Look at Threat. *Alyssa Reinhart, The University of Texas - Austin*

Racial Cohesion and Goal Efficacy: The Impact of Racial Appraisals on Black College Students. *Alaina Elizabeth Flannigan, University of Texas - Austin; Keisha L. Bentley-Edwards, The University of Texas - Austin*

Athlete or Academic? The Relationship Between Athletic Identity and

Academic Self-Concept. *Paul A Robbins, The University of Texas - Austin; Louis Harrison, The University of Texas - Austin*
Discussant: *Louis Harrison, The University of Texas - Austin*

49.045. Common Ground on Diversity: Research on Inclusiveness in Professions Education. Division I - Education in the Professions; Paper Session

Convention Center, 100 Level, 103C; 2:45-4:15pm

Chair: *Erika J. Abner, University of Toronto*

Participants:

Beyond the Numbers: How to Create a Diverse Environment in Law School. *Heather Haeger, California State University - Monterey Bay; Louis Rocconi, Indiana University - Bloomington; John Zilvinskis, Indiana University - Bloomington; Chad Christensen, Indiana University - Bloomington*

Broadening the Pipeline Through the Study of Pathways and Persistence: Findings From the Second Year. *Leonard B. Bliss, Florida International University; Fabiana Bornmann, Florida International University; Lorraine Fleming, Howard University; Dawn G. Williams, Howard University; Kalynnda C. Smith, Howard University; Inez Moore, Howard University*

Examining How Dental Students Perceive Their Racial/Ethnic Campus Climate. *Anthony Palatta, American Dental Education Association*

Hidden Curriculum and Medical Students of Color: Social Identity Theory Synthesis in Literature and Praxis. *Jennifer Eliason, University of Maryland - College Park*

The Student Perspective of Diversity at Academic Dental Institutions. *Evelyn Lucas-Perry, American Dental Education Association; Dora Elias McAllister, American Dental Education Association; Gwen Garrison, American Dental Education Association*

Discussant: *LuAnn Wilkerson, University of California - Los Angeles*

49.046. Moving On: Faculty Mobility and Departure. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 2:45-4:15pm

Chair: *Jose Munoz, University of Missouri*

Participants:

Engendering Mobility: Transnational Faculty in Comparative Perspective. *Amy S. Metcalfe, The University of British Columbia; Eva Bendix Petersen, The University of Newcastle; Agnete Vabø*

Left Unsaid: The Role of Psychological Contracts in Faculty Departure. *Kerry Ann O' Meara, University of Maryland - College Park; Elizabeth Niehaus, University of Nebraska - Lincoln; Jessica C. Bennett, University of Maryland - College Park*

The Intersections of Stress, Satisfaction, and Organizational Culture: Understanding Faculty's Turnover Intentions. *Kevin Eagan, University of California - Los Angeles; Hannah Whang, University of California - Los Angeles*

Discussant: *Vicki J. Rosser, University of Nevada - Las Vegas*

49.047. Places and Spaces: How Environmental Factors Play a Role in Student Learning. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 2:45-4:15pm

Chair: *Sosanya M. Jones, Southern Illinois University - Carbondale*

Participants:

Academic-Residential Fit Among Living-Learning Program Participants as a Predictor of Student Self-Confidence and Integration. *Jill Nicole Jones, University of Virginia; Clarence G. Odom, University of Virginia; Karen K. Inkelas, University of Virginia*

Advance to Graduate Education: How the Path Is Shaped by Gender and Academic Discipline. *Yonghong Jade Xu, The University of Memphis*
An Adapted Self-Determination Measure and College Student Success. *Angela L. Vaughan, University of Northern Colorado; Kyle Lucas, University of Northern Colorado; Janessa Parra, University of Northern Colorado*

Places and Spaces: Investigating Student Learning in Fraternity Residences. *James Patrick Barber, College of William and Mary*

Discussant: *Jason C. Garvey, The University of Alabama*

49.048. Rethinking Educational Pathways to Promote Access. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 108B; 2:45-4:15pm

Chair: *Gavin Moodie, Royal Melbourne Institute of Technology*

Participants:

Rethinking Pathways: Why a New Approach Is Needed—A Report From Australia. *Leesa Mary Wheelahan, University of Toronto - OISE*

The Role of Vocational Pathways and Qualifications in Enabling Social Mobility and Supporting “Vibrant” Regional Economies. *Ann-Marie Bathmaker, The University of Birmingham*

How Career Pathways Function in Disparate Industry Sectors to Serve Underserved Populations. *Debra D. Bragg, University of Illinois at Urbana-Champaign*

Discussant: *Kevin J. Dougherty, Teachers College, Columbia University*

49.049. Understanding the Impact of Fisher on Affirmative Action in Higher Education. Division J - Postsecondary Education; Invited Session

Marriott, Fifth Level, Grand Ballroom J; 2:45-4:15pm

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

Participants: *Uma Madhure Jayakumar, University of San Francisco; Philip T.K. Daniel, The Ohio State University; William and Marie Flesher Professor of Educational Administration*

Presenter: *Liliana M. Garces, The Pennsylvania State University - University Park*

49.050. Defending, Reforming and Transforming Teacher Education: The Future of Teacher Education in the United States. Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 120B; 2:45-4:15pm

Chair: *Sharon P. Robinson, American Association of Colleges for Teachers of Education*

Speakers: *Linda Darling-Hammond, Stanford University; Frederick M. Hess, American Enterprise Institute; Timothy Knowles, Urban Education Institute, University of Chicago; Elisa Villanueva Beard, Teach for America; Kenneth m Zeichner, University of Washington*

49.051. Division L Junior Faculty Mentoring Seminar. Division L - Educational Policy and Politics; Mentoring Session

Marriott, Fourth Level, Franklin 4; 2:45-4:15pm

Participants: *Kara S. Finnigan, University of Rochester; Tina M. Trujillo, University of California - Berkeley; John B. Diamond, University of Wisconsin - Madison*

49.052. Educational Goods and Their Distribution: Values and Educational Policy Making. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 115B; 2:45-4:15pm

Chair: *Jennifer Jennings, New York University*

Participants:

Educational Goods and Decision Making. *Michael Brighthouse, University of Wisconsin*

Educational Goods and Accountability. *Helen F. Ladd, Duke University*

Educational Goods and Charter Schools. *Susanna Loeb, Stanford University*

Discussant: *Jennifer Jennings, New York University*

49.053. Educational Research for Revealing Conflicts Derived From Different Ideologies in China. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 115C; 2:45-4:15pm

Chair: *Xiaodong Zeng, Beijing Normal University*

Participants:

Increasing School Diversity as a Means of Reducing Collective Hysteria in School Choices. *Xiaodong Zeng, Beijing Normal University; Da Li, Beijing Normal University*

Teachers' Responses to Curriculum Reform in China: An Organizational Behavior Perspective. *Diya Dou, Ghent University; Chunrong Liu, Beijing Normal University; Zheyu Lin, Beijing Normal University*

How to Defuse the Tension Between Radicalism and Utilitarianism Toward Regulating Teachers' Salary in China. *Yi Long, Monash University; Ying Zhao, University of North Carolina - Chapel Hill*

Regulating Early Childhood Education and Care Provision in the Socialist Economy of China. *Yi Heng Wang, University of Pennsylvania; Li Liu, Beijing Normal University*

Discussants: *Yi Long, Monash University; Li Liu, Beijing Normal University; Yi Heng Wang, University of Pennsylvania; Ying Zhao, University of North Carolina - Chapel Hill; Da Li, Beijing Normal University; Ling Li, Zibo Normal College; Diya Dou, Ghent University*

SIG Sessions

49.054. Reforming Teacher Preparation and Accreditation: The Importance of Research-Based Evaluation of Teacher Education. SIG-Academic Audit Research in Teacher Education; Structured Poster Session

Convention Center, 100 Level, 121C; 2:45-4:15pm

Chair: *Donna L. Wiseman, University of Maryland*

Participants:

1. A Critical Analysis of Program Evaluations of Teacher Preparation Within the Context of the National Council on Teacher Quality's Critique. *Joyce E. Many, Georgia State University; Marissa Ball, Georgia State University; Ruchi Bhatnagar, Georgia State University; Kim Barker, Georgia State University; Carla Tanguay*
2. Building a Foundation for Transformative Change in Teacher Education: Data, Dialogue, and Direction. *Linda Ann Patriarca, East Carolina University; Diana B. Lys, East Carolina University; Ann A. Bullock, East Carolina University; Mark L'Esperance, East Carolina University; Ellen Dobson, East Carolina University*
3. The Consequences of Compliance: Exploring the edTPA and Outcomes for Teacher Candidates. *Amy Ryan, Boston College; Sarah Enterline, K12 Insight; Keridan Doyle, Boston College; Andrew Frederic Miller, Boston College*
4. Performance Assessments in Teacher Preparation: What Do These Assessments Mean for Practice? *Joseph Randolph Nichols, Georgia Southwestern State University; Alexander Cuenca, Saint Louis University*
5. Listening to the Most Important Person in Teacher Education Reform: The Teacher Candidate. *Sharilyn Steadman, East Carolina University; Diana B. Lys, East Carolina University*
6. Learning From Stakeholders' Perceptions of Teacher Preparation: Using Latent Class Modeling in Program Evaluation. *Ruchi Bhatnagar, Georgia State University; Jihye Kim, Georgia State University; Kim Barker, Georgia State University; Carla Tanguay; Marissa Ball, Georgia State University; Joyce E. Many, Georgia State University*
7. Strengthening Teacher Preparation and Development Through Evolving Partnerships. *Cynthia Bolton, Armstrong Atlantic State University; Susan L. Cooke, Armstrong Atlantic State University*
8. Lessons Learned From New Teachers: One School District's Induction Journey. *Judi Wilson, Georgia Regents University; James Davis, Richmond County School District; Rosemary Vaughan, Richmond County School District*

Discussant: *April Whatley Bedford, The University of New Orleans*

49.055. Aesthetics and Analysis: Method in the Practice of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Demonstration/Performance

Marriott, Fourth Level, 409; 2:45-4:15pm

Chair: *Donald Blumenfeld-Jones, Arizona State University - Tempe*

Presenters: *Donald Blumenfeld-Jones, Arizona State University - Tempe; Nick Sousanis, Teachers College, Columbia University*

Participants:

Aesthetics and Analysis in Arts-Based Educational Research: View of a Dancer/Poet. *Donald Blumenfeld-Jones, Arizona State University - Tempe*

Beyond Illustration: Shaping Thought Through Comics. *Nick Sousanis, Teachers College, Columbia University*

Discussant: *Andrea Kantrowitz, Teachers College, Columbia University*

49.056. Language Immersion Education: Comparing Multilingual Policies and Pedagogies in One-Way and Two-Way Programs. SIG-Bilingual Education Research; Symposium

Convention Center, 100 Level, 103A; 2:45-4:15pm

Chairs: *Lisa M. Dorner, University of Missouri - Columbia; Jin-Sook Lee, University of California - Santa Barbara*

Participants:

Emerging Writer Identities in a One-Way Spanish Immersion School: Internal and Authoritative Discourses of Writing. *Angela B. Layton, University of Missouri - St. Louis*

Coconstruction of Identities and Learning Spaces in a Two-Way Immersion Program. *Meghan Corella Morales; Jaycee Layne Bigham, University of California - Santa Barbara*

Elementary Teachers Using Inquiry-Oriented Practices in One-Way Language Immersion: Challenges and Opportunities in the Midwest. *Sarah A. Coppersmith, University of Missouri*
Teaching Opportunities Gained and Missed in a Californian Two-Way Immersion Setting. *Julie Antilla, Seattle Pacific University*
Discussant: *Melinda E. Martin-Beltran, University of Maryland - College Park*

49.057. Brain, Neurosciences, and Education SIG Paper Session 2. SIG-Brain, Neurosciences, and Education; Paper Session
Marriott, Fourth Level, 414; 2:45-4:15pm

Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

Participants:

Brain Processing of Whole-Number Versus Fraction Comparisons: Impact of Constructivist-Based Task Design on Reaction Time and Distance Effect. *Ron Tzur, University of Colorado - Denver; Brendan E. Depue, University of Colorado - Boulder*

Executive Function as a Moderator of Learning Outcomes in Web-Based Education. *Mei Chang, University of North Texas; Cen Wang, Charles Sturt University; Jie Wang, University of North Texas*

Neuroscience Opens New Avenues Toward Understanding the Relationship Between Attention and Dyslexia. *Julia Hagge, University of South Florida; Margaret Billings Krause, University of South Florida*

49.058. Impact of Career and Technical Education on Student Experiences and Postsecondary Outcomes. SIG-Career and Technical Education; Paper Session

Convention Center, 100 Level, 105B; 2:45-4:15pm

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

Participants:

Determinants and Effects of Apprentices' Intrinsic Learning Motivation in a Dual Vocational Education and Training System. *Patrizia Salzmann, University of Teacher Education St. Gallen; Simone Berweger, University of Teacher Education St. Gallen; Samuel Krattenmacher, University of Teacher Education St. Gallen*

Gender Differences in Career and Technical Education: Determinants and Consequences on Participation in Postsecondary Education. *Mary E. Cashen, University of California - Irvine*

Engaging Students in High School: A Survival Analysis of the Impact of Career and Technical Education. *Oscar A. Aliaga, University of Louisville; Pradeep Kotamraju, NRCCTE, University of Louisville; James R. Stone, University of Louisville; Emily R. Dickinson, Human Resources Research Organization*

Predictors of Career Academy Enrollment in a Local School District. *Daniel Cox, University of South Florida; Victor M Hernandez-Gantes, University of South Florida; Edward Charles Fletcher, University of South Florida*

The Transition Process for Students With Autism in Career and Technical Education: Does It Happen? *Marybeth Morrison, The Pennsylvania State University; Jennifer Nicholas, The Pennsylvania State University; Debra Herman, The Pennsylvania State University*

Discussant: *Karen Embry-Jenlink, Stephen F. Austin State University*

49.059. Creativity, Education, and Change. SIG-Caribbean and African Studies in Education; Paper Session
Convention Center, 200 Level, 203B; 2:45-4:15pm

Chair: *Launcelot Brown, Duquesne University*

Participants:

A Systematic Review of Academic Motivation in the Caribbean: Highlighting Concerns and Presenting Opportunities. *Anica G. Bowe, Oakland University; Martin Timothy Hall, Charles Sturt University*

Creativity, Pedagogy, and Educational Change: Experiences of and Implications for Prospective Teachers. *Talia Randa Esnard, The University of Trinidad and Tobago; Linda Lila Mohammed, The University of Trinidad and Tobago*

Future of Faculty Professional Development: Innovation and Impediments in Practice and Policy—A Caribbean Context. *Sylvia Maureen Henry, University of the West Indies; Dan Butin, Merrimack College*

Reenvisioning Early Childhood Education: A Caribbean Perspective. *Patriann Smith, University of Illinois at Urbana-Champaign*

The Politics of Panic and Praise: Cultural Exceptionalism in the Educational Experiences of Afro-Caribbean Youth in London and New York. *Derron Wallace, University of Cambridge*

49.060. Recent Research on Classroom Management: Toward a New Edition of the Handbook of Classroom Management. SIG-Classroom Management; Symposium

Convention Center, 100 Level, 122A; 2:45-4:15pm

Chair: *Edmund T. Emmer, The University of Texas - Austin*

Participants:

Structure and Content of the *Handbook of Classroom Management* (2nd ed.). *Edmund T. Emmer, The University of Texas - Austin; Edward J. Sabornie, North Carolina State University*

Emerging Issues in Bullying Research and Prevention: Classroom Practices and School Climate. *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Classroom Management Research in Special Education Classrooms. *Edward J. Sabornie, North Carolina State University*

Classroom Management in Urban Settings. *Rich Milner, University of Pittsburgh*

Teacher-Student Relationships and Classroom Management. *Theo Wubbels, Utrecht University; Mieke Brekelmans, Utrecht University; Tim Mainhard, Utrecht University; Jan Van Tartwijk, Utrecht University; Perry den Brok, Eindhoven University of Technology*

Discussant: *Walter Doyle, The University of Arizona*

49.061. New Developments in Cooperative Learning Theory and Research. SIG-Cooperative Learning: Theory, Research and Practice; Paper Session

Marriott, Fourth Level, Franklin 12; 2:45-4:15pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

Understanding Classroom Relationships and Interpersonal Processes That Underlie Effective Group Work: The Social Pedagogic Research Into Group Work (SPRinG) Relational Approach. *Peter Jay Kutnick, The University of Hong Kong; Peter Blatchford, Institute of Education - London; Andrew Kenneth Tolmie, Institute of Education - London*
Opening the Black Box of Collaborative Learning: A Meta-Analysis Investigating Process-Oriented Studies. *Jeroen Janssen, Utrecht University*

Meta-Analysis of the Influence of Experimental Design on Effect Size in Peer Tutoring Research Outcomes in Elementary, Middle, and High School Settings. *Allen Thurston; Mirjan Zeneli, Neuro Partners; Cary J. Roseth, Michigan State University; Sarah Miller, Queen's University - Belfast*

The Development and Investigation of the Psychometric Properties of a Measure of Teamwork Among High School Students. *Brian F. French, Washington State University; Chad M. Gotch, Washington State University; Jason C. Immekus, California State University - Fresno; Jssica Beaver*

Elementary Students' Scientific Reasoning and Discourse During Cooperative Inquiry Science. *Robyn Margaret Gillies, The University of Queensland*

Discussant: *Roger T. Johnson, University of Minnesota*

49.062. Participatory Practices and Pedagogies: Reimagining the Curriculum for Communities of Learning. SIG-Critical Educators for Social Justice; Symposium

Convention Center, 100 Level, 121B; 2:45-4:15pm

Chair: *David Bwire, The Ohio State University*

Participants:

"I Always Try to Make a Change": Transformative Partnerships Between Schools and Communities. *Emily Annette Nemeth, The Ohio State University*

Embracing Learning Beyond the Classroom by Claiming Power Within It. *Ashley Patterson, The Ohio State University - Columbus*

"It's Bigger Than Us ... We Can Only Take on Certain Small Pieces": Democratic Engagements and Youth Decision Making in Social Justice Projects. *Tamara T. Butler, The Ohio State University*

Discussant: *Valerie Kinloch, The Ohio State University*

49.063. Examining Teaching While Addressing Implications and Differences in Race, Gender, and Ethnicity. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Marriott, Fifth Level, Grand Ballroom L; 2:45-4:15pm

Chair: *Kellie Carter-Jackson, Harvard University*

Participants:

Preparing Teachers for Urban Schools. *Kamala Vychel Williams, Texas A&M University*

Examining and Avoiding the Pitfalls of Antiracist Teaching: Lessons for White and Black Educators. *China Jenkins, T*

Urban Middle School Students' Self-Regulatory Practices: Gender Differences in Metacognition and Reading. *Mary Keller Boudreaux, The University of Memphis*

Colorism and the Curriculum: Lessons From Skin Bleachers in Jamaica. *Petra Alaine Robinson, Louisiana State University - Baton Rouge*

How Chinese American and African American Parents Influence the Academic. *Tyrone Tanner, Prairie View A&M University*

49.064. Expanding Cultural-Historical Activity Theory Methodologies for the Study of Classroom Practices. SIG-Cultural Historical Research; Paper Session

Marriott, Fourth Level, 410; 2:45-4:15pm

Chair: *Tony Perone, The University of Memphis*

Participants:

Contribution to Activity: An Effective Way to Examine Students' Role in a Physics Course. *Sanaz Farhangi, New York University*

Exploring the Conceptual Trajectory of a Proposal in a Chemistry Class Through Frame Analysis. *Michelle Zoss, Georgia State University; Brett Allen Criswell, University of Kentucky*

Service-Learning and Creating Zones of Proximal Development in STEM Learning. *Jaime E. Martinez, New York Institute of Technology*

"We Learned Each Other, Then We Taught Each Other": Retrospective Case Study to Explore Collective Classroom Efficacy. *Suzanne H. Jones, Utah State University; LeAnn G. Putney, University of Nevada - Las Vegas; Brett D. Campbell, Clark County School District*

Discussant: *Kersti Tyson, University of New Mexico*

49.065. Educational Policy Innovations: Leveling Up and Sustaining Educational Achievement. SIG-Educational Change; Symposium
Convention Center, 100 Level, 118A; 2:45-4:15pm

Chair: *Sing Kong Lee, National Institute of Education, Singapore*

Participants:

Conceptualizing Teacher Preparation for Educational Innovation: Singapore's Approach. *Sing Kong Lee, National Institute of Education, Singapore*

Perspectives on High-Performing Education Systems: What Lessons for the United States? *A. Lin Goodwin, Teachers College, Columbia University*

Singapore's English Language Policy and Language Teacher Education: A Foundation for Its Educational Success. *Ee-Ling Low, National Institute of Education - Nanyang Technological University*

Purposeful Policy and Practice for Equity and Quality: A Finnish Case. *Hannele M. Niemi, University of Helsinki*

Effective Teachers for Successful Schools and High-Performing Students: The Case of Shanghai. *Minxuan Zhang, Shanghai Normal University; Junjie Xu, Shanghai Normal University*

How Useful Are the Experiences of the High-Performing Education Systems? *Wing On Lee, Nanyang Technological University - National Institute of Education*

Discussant: *Wing On Lee, Nanyang Technological University - National Institute of Education*

49.066. Reimagining Family, School, and Community Partnerships as an Educational Change Strategy in the United States, Canada, and England. SIG-Family, School, Community Partnerships; Symposium
Convention Center, 100 Level, 120A; 2:45-4:15pm

Chair: *Lauri Johnson, Boston College*

Participants:

Conducting, Citing, Disseminating: How Community-Based Organizations Use Research to Influence Policy. *Sue Winton, York University; Michael P. Evans, Miami University - Oxford*

Natural Allies? Understanding Teacher-Parent Alliances as Resistance to Neoliberal School Reform in England. *Howard Stevenson, The University of Nottingham; Allison Gilliland, University of Lincoln*
Community-University Partnerships as Vehicles of Radical Leadership, Service, and Activism. *Rodney K. Hopson, George Mason University; Peter Michael Miller, University of Wisconsin - Madison; Temple Sharese Lovelace, Duquesne University*

Challenges and Opportunities for Community Organizing in Rural Schools. *Elizabeth Cox, Boston College; Andrew Hargreaves, Boston College; Danette Parsley, Education Northwest; Dennis Lynn Shirley,*

Boston College

Boundary Spanners, Advocacy Leaders, or Gatekeepers? School District Activism in the Development of Race Equity Policies and Programs in Toronto and London, 1978-2008. *Lauri Johnson, Boston College*
Discussant: *Gary L. Anderson, New York University*

49.067. Instructional Technology SIG Paper Session: Mobile Learning. SIG-Instructional Technology; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 2:45-4:15pm

Chair: *Lin Lin, University of North Texas*

Participants:

A Look at Research on Mobile Learning in K-12 Education From 2007 to the Present. *Min Liu, The University of Texas - Austin; Rob Scordino, The University of Texas; Renata Geurtz, The University of Texas - Austin; Cesar Chavez Navarrete, The University of Texas - Austin; Yujung Ko, The University of Texas - Austin; Mihyun Lim, The University of Texas - Austin*

SSI-Net: Design, Development, and Practice of Web- and Mobile-Based Tools to Scaffold Socioscientific Inquiry. *Krista D. Glazewski, Indiana University; Thomas Brush, Indiana University; Jiyoung Jung, Indiana University - Bloomington; Suhkyung Shin, Indiana University; Sungwon Shin, Indiana University*

Mobile Augmented-Reality Artifact Design as a Component of Mobile Computer-Supported Collaborative Learning. *Fengfeng Ke, Florida State University; Yu-Chang Hsu, Boise State University*

Initial Results of a 1:1 iPad Initiative in a High-Poverty, Diverse Urban High School. *Gayle Y. Thieman, Portland State University; Motoaki Hara, Portland State University; Rurik Nackerud, Portland State University*

Exploring Preservice Teachers' Intention to Use Mobile Devices for Teaching. *Jung Won Hur, Auburn University; Ying Wang Shen, University of Northwestern - St. Paul; Ugur Kale, West Virginia University; Theresa A. Cullen, University of Oklahoma*

Discussant: *Edward Dieterle, The Bill & Melinda Gates Foundation*

49.068. Civic Identity. SIG-International Studies; Paper Session
Convention Center, 100 Level, 120C; 2:45-4:15pm

Chair: *Jennifer Deboer, Massachusetts Institute of Technology*

Participants:

Citizenship Education in China: Urban Schooling and Identities of Migrant Youth. *Miao Li, University at Buffalo - SUNY*

Is Ethical Sensitivity Culturally Bound? A Multiple-Case Study From the Netherlands, Finland, and Iran. *Elina Kuusisto, University of Helsinki; Khalil Gholami, University of Helsinki; Ingrid Schutte, Hanze University of Applied Sciences; Marca V.C. Wolfensberger; Kirsi A. Tirri, University of Helsinki*

The Significance of School-Community Relations to Chinese Educators: Survey Results of Principals, Chairs, and Teachers. *Binbin Jiang, Kennesaw State University; Tak C. Chan, Kennesaw State University; Meimei Xu, Kennesaw State University; Zhi Ding Shu, Shanghai Normal University*

"A los de Nicaragua les dicen Nicas": South-South Migration, National Identity, and Citizenship in Interaction in a Costa Rican School. *Ana Tristana Solano-Campos, Emory University*

"The Revolution Is Life": Exploring the Development of Youth Civic Identity in Postrevolutionary Egypt. *Salma G Waly, University of Pittsburgh*

49.069. Pedagogy and Learning Environments. SIG-Learning
Environments; Paper Session
Marriott, Fourth Level, Franklin 1; 2:45-4:15pm

Chair: *David B. Zandvliet, Simon Fraser University*

Participants:

A Mixed-Method Cross-National Study of Classroom Environments Using Reality Pedagogy. *George Sirrakos, Kutztown University of Pennsylvania; Barry J. Fraser, Curtin University*

An Environment-Based Summer Institute: Creating a Positive Learning Environment for Urban Teachers. *Catherine Shelley Martin-Dunlop, Morgan State University*

Boys' and Girls' Self-Regulation: Does the Pedagogical Approach of Traditional, Social-Constructivist, and Combined-Approach Schools Matter? *Marie-Christine J. Opdenakker, University of Groningen*

Enjoyable and Engaging Classroom Experiences: The Promise of Applying Flow Theory in Learning Environment Research. *Robert Frederick Cavanagh, Curtin University; David J. Shernoff, Rutgers University*

Adaptive Teaching in the Context of Increasing Standardization. *Seth A. Parsons, George Mason University; Margaret Vaughn, University of Idaho*

49.070. Learning Sciences Perspectives on Framing, Affect, and**Epistemologies.** SIG-Learning Sciences; Paper Session

Marriott, Fourth Level, Franklin 11; 2:45-4:15pm

Chair: *Sinem Siyahhan, Arizona State University - Phoenix*

Participants:

The Impact of Disciplinary Framing Upon Early Elementary Students' Representational Critiques. *Joshua Adam Danish, Indiana University; Kylie A. Peppler, Indiana University - Bloomington; David Phelps, Indiana University; Luis Alejandro Andrade-Lotero, Indiana University - Bloomington; Justin Whiting, Indiana University*

Dealing With Different Pasts: The Design-Based Refinement a High School Unit to Improve Metahistorical Conceptions. *Kevin O'Neill, Simon Fraser University; Ozlem Sensoy, Simon Fraser University; Sheryl Guloy, Simon Fraser University; Fiona M. MacKellar, The University of British Columbia*

Expansively Framing Game-Based Learning Through Transitions. *Steven J. Zuiker, Arizona State University*

High School Students' Conceptual and Epistemic Understanding Through Modeling Practices. *Suna Ryu, University of California - Berkeley*

Learning to Feel Like a Scientist. *Lama Ziad Jaber, Tufts University; David Hammer, Tufts University*

49.071. International Perspectives on the Professional Development of Teacher Educators in Contemporary University Contexts. SIG-

Lives of Teachers; Symposium

Marriott, Fourth Level, 406; 2:45-4:15pm

Chair: *Brad Olsen, University of California - Santa Cruz*

Participants:

Examining the Professional Learning of Teacher Educators. *J. John Loughran, Monash University*

An Analysis of the Professional Identity Development of University Teacher Educators in California. *Brad Olsen, University of California - Santa Cruz; Rebecca Buchanan, University of California - Santa Cruz*

Identity Change of Teacher Educators Through Core Reflection. *Fred A.J. Korthagen, Korthagen Education; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University; Erin M. Wilder, Southern Oregon University*

"You Do Not Fit Here Anymore": Developing a Research Identity as Teacher Educator. *Anja Swennen, VU University Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Gerda Geerdink, Vocational University of Arnhem and Nijmegen*

Discussant: *Marilyn Cochran-Smith, Boston College***49.072. Moral Development and Education: Gender, Culture, Moral Motivation, and Judgment.** SIG-Moral Development and Education; Paper Session

Marriott, Fourth Level, 411; 2:45-4:15pm

Chair: *Matthew J. Bundick, Duquesne University*

Participants:

Effects of Gender and School Context on Social Responsibility in Thai High Schools: A Person Versus Situation Analysis. *Daniel M Lunasin, The Pennsylvania State University - Great Valley; Jared D Auchey, The Pennsylvania State University - Great Valley; Lisa M Slagel, Altria Group Distribution Company; John J Sosik, The Pennsylvania State University - Great Valley; Ravinder Koul, The Pennsylvania State University*

Ethical Reflections on Becoming Teachers. *Pamela Bolotin Joseph, University of Washington - Bothell*

Identifying the Bad Is More Difficult Than the Good: Evidence From Intermediate Concept Measures of Moral Judgment. *Stephen J. Thoma, The University of Alabama; Muriel J. Bebeau, University of Minnesota; Ana Fricand, University "Sts. Cyril and Methodius"*

The Influence of Group Cultures on Moral Development. *Clark Power, University of Notre Dame; Kathleen Roney, University of North Carolina - Wilmington; Alesha Seroczynski, University of Notre Dame*

What Is Called Caring? *Glen P. Rogers, Alverno College*

Discussant: *Georg Lind, University of Konstanz***49.073. The Role of Peers and Context in Student Motivation.** SIG-Motivation in Education; Paper Session

Convention Center, 100 Level, 121A; 2:45-4:15pm

Chair: *Diley Hernandez, Georgia Institute of Technology*

Participants:

Achievement Goals Among Friends: An Examination of Students' Achievement, Efficacy, and Gender as Moderators of Selection and Influence Processes Across the School Year. *Huiyoung Shin, University of Michigan - Ann Arbor; Allison M. Ryan, University of Michigan - Ann Arbor*

Closing the Social Class Achievement Gap: Exploring the Role of Social Belonging. *Yoi Tibbetts, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Janet S. Hyde, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin*

Perceived Classroom Context, Self-Perceptions, and Academic Achievement Motivation. *Cynthia Hudley, University of California - Santa Barbara*

Three-Year Longitudinal Investigation Into the Role of Social Support in Adolescent Academic Motivation and Achievement. *Juyeon Song, Korea University; Mimi Bong, Korea University, Department of Education; Kyehyoung Lee; Sung-Il Kim, Korea University*

The Role of Social Goals in Students' Academic Help-Seeking and -Giving Among Peers. *Kara A. Makara, University of Michigan; Stuart A. Karabenick, University of Michigan*

Discussant: *Sharon L. Nichols, The University of Texas - San Antonio***49.074. Socializing Youth for Success: The Role of Schools, Teachers, and Parents in Students' Educational Perceptions.** SIG-Multicultural/

Multiethnic Education: Theory, Research, and Practice; Symposium

Marriott, Fourth Level, 407; 2:45-4:15pm

Chair: *Amir Germain Francois, University of Virginia*

Participants:

Creating Climates for Positive Racial/Ethnic Interaction: School and Individual Factors in American High Schools. *Amir Germain Francois, University of Virginia; Joanna Lee Williams, University of Virginia*

Teachers as Agents of Socialization Into a Diverse Society: A Call for Multicultural Competence. *Tinia R. Merriweather, Ethical Culture Fieldston School / Fordham University*

Immigrant Parents' Educational Hopes for Their Children: Qualitative Study of West Africans in New York. *Sonia Roubeni, Fordham University*

49.075. Topics in Multiple Linear Regression. SIG-Multiple Linear

Regression: The General Linear Model; Paper Session

Marriott, Fourth Level, 415; 2:45-4:15pm

Chair: *Patricia B. Elmore, Southern Illinois University*

Participants:

Investigating Bias in Squared Structure Coefficients. *Kim Nimon, University of North Texas; Linda Reichwein Zientek, Sam Houston State University; Bruce Thompson, Texas A&M University - College Station*

Suppressor Variables Versus Suppression Effects. *Kelsey Klein, Boston College; Larry H. Ludlow, Boston College*

The Effects of Multicollinearity and Validity Concentration on Prediction Accuracy in Multiple Regression. *Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University*

Understanding Hierarchical Linear Models and Type VI Errors: The Need for Reflection. *Susan M. Tracz, California State University - Fresno; Isadore Newman, Florida International University; David O. Newman, Florida Atlantic University*

Discussant: *Daniel J. Mundfrom, Eastern Kentucky University***49.076. Critical Race Theory, Praxis, and Pedagogy in Music Education.**

SIG-Music Education; Symposium

Marriott, Fourth Level, 412; 2:45-4:15pm

Chair: *Adrienne D. Dixon, University of Illinois - Urbana-Champaign*

Participants:

Toward a Critical Race Theory of Musical Identity. *Adria R. Hoffman, University of Virginia*

Toward a Pedagogy of Hip-Hop in Urban Teacher Education. *Thurman L. Bridges, Morgan State University*

Music Education, Critical Race Theory in Education, and "Racial Contract Theory". *Angela M. Wellman, University of Wisconsin - Madison*

Discussant: *Gloria J. Ladson-Billings, University of Wisconsin - Madison***49.077. Measurement Issues in NAEP and Implications for the****Interpretation of Results.** SIG-NAEP Studies; Paper Session

Convention Center, 100 Level, 111B; 2:45-4:15pm

Chair: *Elizabeth LaDuca, Oregon Department of Education*

Participants:

Framework Content Coverage Variation in NAEP: Grade 8 Mathematics

and U.S. History. *Young Yee Kim, American Institutes for Research; Fei Liu, American Institutes for Research; Sharyn Rosenberg, National Assessment Governing Board*

Gender, Language Minority, and Academic Achievement: An Analysis of NAEP/High School Transcript Study Data. *Namok Choi, University of Louisville; Jeong-Lim Chae, University of North Carolina - Charlotte*

Overreporting or Underreporting? Validating NAEP Self-Reported Mathematics and Science Course-Taking With High School Transcript Study Data. *Janis D. Brown, U.S. Department of Education; Robert Colby Perkins, Westat; Stephen E. Roey, Westat; Judy H. Tang, University of New Hampshire*

What Do NAEP Mathematics Achievement Levels Mean? Evidence From an Early Childhood Longitudinal Survey. *Burhan Ogut, American Institutes for Research; Lu Michelle Yin, American Institutes for Research*

Discussant: *Michael P. Cohen, American Institutes for Research*

49.078. Flipping the Classroom: Hybrid/Blended Learning Environments.

SIG-Online Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom H; 2:45-4:15pm

Chair: *Sylvia Rose-Ann Walker, University of Trinidad and Tobago*

Participants:

Capturing the Essence of Life Online: A Social Network Analysis of 10 Years in a Hybrid Educational Technology Master's Program. *John E. Cowan, Northern Illinois University; Michael P. Menchaca, University of Hawaii at Manoa*

Examining Advantages and Disadvantages of Video Feedback in Online and Blended Environments. *Jered Borup, George Mason University; Charles R. Graham, Brigham Young University; Rebecca Thomas, Brigham Young University; Richard E. West, Brigham Young University*

Investigating Blended Learning: What Matters for Implementing a Digital Science Curriculum in an Urban District. *Virginia Walker Snodgrass Rangel, Rice University; Elizabeth R. Bell, Rice University; Carlos Monroy, Rice University; Jarrett Reid Whitaker, Rice University*

Investigating a Blending of Classroom Instruction With Online Learning Environments in Undergraduate Education: Students' Perspective. *Dennis N. York, University of Guelph; Ronald D. Owston, York University; Susan Murtha, York University; Janna Finkel*

Parent and Student Perceptions of a Blended Learning Experience. *Jason Paul Siko, Grand Valley State University; Michael Kristopher Barbour, Sacred Heart University*

49.079. An Exploration of Exam and Examinee Performance in Licensure Exams Across the Disciplines.

SIG-Professional Licensure and Certification; Paper Session
Convention Center, 100 Level, 109A; 2:45-4:15pm

Chair: *Kimberly A. Swygert, National Board of Medical Examiners*

Participants:

Applying Lessons Learned in Educational Score Reporting to Credentialing. *Jill R. van den Heuvel, Alpine Testing Solutions; April L. Zenisky, University of Massachusetts - Amherst; Susan L. Davis-Becker, Alpine Testing Solutions*

Psychometric Investigation of a Professional Licensure Clinical Exam. *Kari Hodge, Baylor University; Grant B. Morgan, Baylor University*

Rumor Has It: Investigating Teacher Licensure Exam Advice Networks. *Kira J. Baker-Doyle, Arcadia University; Emery Marc Petchauer, Oakland University*

The Certification of Women in Internal Medicine and Its Subspecialties. *Brian J. Hess, Hess Consulting; Lauren Duhigg, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine*

Discussant: *Rachael Jin Bee Tan, American Board of Pediatrics*

49.080. Evaluating and Exploring the Nuances of Item and Person Fit.

SIG-Rasch Measurement; Paper Session
Convention Center, 100 Level, 111A; 2:45-4:15pm

Chair: *Leigh M. Harrell-Williams, Georgia State University*

Participants:

Evaluation of the Quality of Nine Item-Fit Statistics of Rasch Model and Statistics Criteria Used in the Northwest Evaluation Association Item Calibration Procedure. *Shudong Wang, NWEA; Gregg Harris, Northwest Evaluation Association*

Improving Item Bank Deficits by Modifying Existing Items: A Nudge Versus a Shove. *Karen A. Sutherland, Pearson VUE; John A. Stahl, Pearson VUE; Ada Woo, National Council of State Boards of Nursing*

Rasch-Derived Teachers' Emotions Questionnaire. *Kristin L.K. Koskey, The University of Akron; Renee R. Mudrey-Camino, The University of Akron*

Exploring Aberrant Responses Using Person Fit and Person Response Functions. *Angela Adrienne Walker, Emory University; George Engelhard, The University of Georgia; Kenneth Royal, University of North Carolina - Chapel Hill; Mari-Wells Hedgpeth, University of North Carolina - Chapel Hill*

Discussant: *Seock-Ho Kim, University of Georgia*

49.081. Knowledge Creation, Evidence-Based Funding Models, and Whose Opinions Count in Educational Policy Making.

SIG-Research Use; Paper Session
Convention Center, 100 Level, 112A; 2:45-4:15pm

Chair: *Larysa V. Lysenko, Concordia University - Montreal*

Participants:

Research Evidence Use in Teacher Evaluation Model Development for Race to the Top Applications. *Christina Luke, Measurement Incorporated*

Knowledge Creation as an Approach to Facilitating Evidence-Informed Practice in Early Years Settings. *Chris Brown, Institute of Education University of London; Sue Jane Rogers, Institute of Education - London*

Whose Opinions Count in Educational Policy Making? *Joel R Malin, University of Illinois at Urbana-Champaign; Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

Discussant: *Joelle Rodway Macri, University of Toronto - OISE*

49.082. Early Reading Motivation and Engagement: Intervention and Assessment.

SIG-Research in Reading and Literacy; Symposium
Convention Center, 100 Level, 124; 2:45-4:15pm

Chair: *Linda B. Gambrell, Clemson University*

Participants:

Investigating Reading Recovery's Impact on Students' Motivation to Read. *C.C. Bates, Clemson University; Linda B. Gambrell, Clemson University; Jerome V. D'Agostino, The Ohio State University; Anastasia Homer, Clemson University*

One-on-One Tutoring for Struggling Readers in an After-School Program. *Lesley M. Morrow, Rutgers University; Susan Dougherty, Rutgers University; Melanie R. Kuhn, Rutgers University*

Assessing Young Children's Reading Motivation: Issues and Dilemmas. *Linda B. Gambrell, Clemson University; Sangho Pang, Clemson University; Deanna Ramey, Clemson University; Heather J. McCrea-Andrews, Clemson University; Chris L. Massey, Clemson University*

49.083. Perspectives on the Role of and Relationship Between Gifted Education in Research and in K-12 Schools.

SIG-Research on Giftedness, Creativity, and Talent; Symposium
Convention Center, 100 Level, 107B; 2:45-4:15pm

Chair: *Jonathan A. Plucker, University of Connecticut*

Participants:

The Case for a Schism: High-Ability Psychology and Advanced Academics. *Matthew McBee, East Tennessee State University; D. Betsy McCoach, University of Connecticut*

A New Paradigm for Identification and Programming: Advanced Academic Need. *Scott Joseph Peters, University of Wisconsin - Whitewater; Michael S. Matthews, University of North Carolina - Charlotte*

A Schism Misconceived: An Example of How Psychological Science Can Contribute to K-12 Gifted Services. *Paula Olszewski-Kubilius, Northwestern University; Rena F. Subotnik, American Psychological Association; Frank C. Worrell, University of California - Berkeley*

Response From the Guest Editor of the Special Issue of *Gifted Child Quarterly*. *Jonathan A. Plucker, University of Connecticut*

49.084. Critical Issues in Deaf Education.

SIG-Research on the Education of Deaf Persons; Paper Session
Convention Center, 100 Level, 103B; 2:45-4:15pm

Chair: *Joanna Erin Cannon, The University of British Columbia*

Participants:

Child Modifiability as a Predictor of Language Problems in Deaf Children Who Use American Sign Language and English. *Wolfgang Mann, City University London; Elizabeth Pena; Gary Morgan*

Deaf Children's Psychology of the Mind. *Christopher Stanzone, Georgia State University; Amy R. Lederberg, Georgia State University*

Establishment of American Sign Language Content Standards in Schools for the Deaf: The Early Innovators. *Janice Smith Warshaw, Illinois*

School for the Deaf, Ross E. Mitchell, University of Redlands
 Implicit and Explicit Control in Deaf Early Childhood Education in Japan, France, and the United States. Jennifer Scarboro Hensley, University of Georgia; Thomas P. Horejes, Gallaudet University; Christi Batamula, Gallaudet University
 Vocabulary Instruction for the Development of American Sign Language in Deaf Children. Lianna Pizzo, University of Massachusetts - Boston

49.085. Research on the Superintendency SIG. SIG-Research on the Superintendency; Paper Session
 Convention Center, 100 Level, 118B; 2:45-4:15pm

Chair: Robert G. Smith, George Mason University

Participants:

Factors Influencing the Tenure of Superintendents as Perceived by Superintendents and School Board Presidents. John Prezas, Corpus Christi Independent School District; Lynn Michelle Hemmer, Texas A&M University - Corpus Christi; Kamiar Kouzekanani, Texas A&M University - Corpus Christi

Leadership Dilemmas and Superintendents' Problem-Solving Approach in Decision Making. Carol Webb; Bridget Zhaohui Sheng, Western Illinois University; Stuart Yager; Rene Noppe

Small School District Superintendents Building Inclusive, Collaborative, Democratic Communities: Using a Feminist and Generational Lens. Debra J. Touchton, Stetson University; Michele Anne Acker-Hocevar, Washington State University

The Role of School Boards in Governance, Leadership, and Educational Reform in Maryland. Dr. Mark Levine, Independent Educational Researcher; Paul Van Buskirk, independent researcher

49.086. School Security and Surveillance: Patterns and Impacts. SIG-Safe Schools and Communities; Symposium
 Marriott, Fourth Level, Franklin 13; 2:45-4:15pm

Chair: Benjamin Fisher, Vanderbilt University - Peabody College

Participants:

Imported Violence: Exploring the Relationship Between Neighborhood Crime and School Security. Lynn Addington, American University
 Academic and Behavioral Consequences of Visible Security Measures in Schools. Emily Tanner-Smith, Vanderbilt University; Mark W. Lipsey, Vanderbilt University

School Resource Officers and Disciplinary Incidents in High Schools: A Meta-Analysis. Benjamin Fisher, Vanderbilt University - Peabody College; Emily A Fisher, Vanderbilt Peabody College

Policing Schools' Strategies to Reduce Crime, Increase Perceptions of Safety, and Improve Learning Outcomes in Primary and Secondary Schools. Anthony Petrosino, WestEd; Sarah Guckenburg, WestEd; Trevor Fronius, WestEd

49.087. Community-School-University Partnerships: Exploring Universities as Catalysts for Comprehensive School Reform. SIG-School/University Collaborative Research; Symposium
 Convention Center, 100 Level, 125; 2:45-4:15pm

Chair: Gavin Luter, University at Buffalo - SUNY

Participants:

Neighborhoods Matter: The Role of Universities in the School Reform Neighborhood Development Movement. Henry L Taylor, SUNY at Buffalo; Gavin Luter, University at Buffalo - SUNY; Linda McGlynn, University at Buffalo - SUNY

Third-Generation Partnerships for P-16 Pipelines and Cradle-Through-Career Education Systems. Hal A. Lawson, University at Albany - SUNY

School-University Partnerships: Reflections and Opportunities. Mary Walsh, Boston College

The Promise of University-Assisted Community Schools to Transform American Schooling: A Report From the Field, 1985-2012. Ira Harkavy, University of Pennsylvania; Joann M. Weeks, University of Pennsylvania; Matthew Hartley, University of Pennsylvania

Discussants: Jessica Nina Lester, Indiana University; Robert F. Kronick, The University of Tennessee

49.088. The State of Simulations Research in the Social Studies: A Call for a Coherent Agenda. SIG-Social Studies Research; Symposium
 Convention Center, 200 Level, 204A; 2:45-4:15pm

Chair: Gregory P Mullin, Bunker Hill Community College

Participants:

Overcoming "the Babel Problem": Achieving Conceptual Clarity for Future Social Studies Simulations Research. Cory Wright-Maley, St. Mary's University College

Conflict and Political Engagement: A Case Study of a Simulation. Louis M. Ganzler, University of Wisconsin

Teachers' Perceptions of the Impact of Historical Simulations on Their Students. Jill M. Gradwell, Buffalo State College - SUNY; Lorrei K. DiCamillo, Canisius College

Simulating the Negotiations of International Science Advisers: The GlobalEd 2 Project. Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago

Discussant: Walter Parker, University of Washington - Seattle

49.089. Postsecondary Transitions: College and Career Pathways. SIG-Sociology of Education; Paper Session
 Convention Center, 100 Level, 109B; 2:45-4:15pm

Chair: Eric Grodsky, University of Wisconsin

Participants:

Beliefs and Behaviors: Net Racial Differences in College Enrollment. Mary Kate Blake, University of Notre Dame

Early Career Outcomes for "the Best and the Brightest": Evidence From the Beginning Teacher Longitudinal Survey. Sean P. Kelly, University of Pittsburgh; Laura Northrop, University of Pittsburgh

STEM Majors, the Liberal Arts, and the Great Recession. Jerry A. Jacobs, University of Pennsylvania; Linda J. Sax, University of California - Los Angeles

The Role of Social Capital in the College-to-Work Transition. Emily Suzanne Coonfield, The University of Kansas; Argun Saatcioglu, The University of Kansas

Time Is Money, Money Is Time: Student Loan Debt and Time Use in College. Daniel Rudel, Indiana University - Bloomington; Natasha Yurk, Indiana University

49.090. When Evidence-Based Meets Reality: The Role of Systems Thinking in Educational Research and Practice in the 21st Century. SIG-Systems Thinking in Education; Invited Session
 Marriott, Fourth Level, Franklin 7; 2:45-4:15pm

Chair: Janice E. Noga, Pathfinder Evaluation and Consulting

Presenters: Royce Holladay, Human Systems Dynamics Institute; Leslie Patterson, Human Systems Dynamics Institute

49.091. Literacies, Identities, and Religious Faith Commitments and Communities in Dialogue. SIG-Writing and Literacies; Symposium
 Convention Center, 100 Level, 118C; 2:45-4:15pm

Chair: Jory J. Brass, Arizona State University

Participants:

Religion, Literacy, and Power in Education: A Review of Literature. Robert Jean LeBlanc, University of Pennsylvania

How Religious Faith Complicates Literacy Education for Cosmopolitanism in U.S. Schools: A Case Study of a Fundamentalist Christian Student in a Secondary English Classroom. Mary M. Juzwik, Michigan State University; Cori McKenzie, Michigan State University

Future Literacy Teachers, Picture Books, and the Discourse of Religious Difference. Denise Davila, University of Georgia - Athens

Devoutly Literate: Gee's Primary and Secondary Discourses and the Literate Religiosity of Latter-Day Saint Teens. Christopher Parsons, University of Michigan

Discussant: Anne Elrod Whitney, The Pennsylvania State University

Division and SIG Roundtables

49.092. Roundtable Session 15; Roundtable Session

49.092-1. What Is a Mathematical Concept? SIG-Research in Mathematics Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: Nathalie Sinclair, Simon Fraser University

Participants:

Concepts at the Becoming of Mathematics. Ricardo Nemirovsky, San Diego State University

Mathematical Concepts From a Dialectic Materialist Viewpoint. Luis Radford, Laurentian University

Mathematical Concepts as Devices. Elizabeth De Freitas, Adelphi

University; *Nathalie Sinclair, Simon Fraser University*
Mathematical Concepts as Complex Coherences. *Brent Davis, University of Calgary*

49.092-2. Voices of the Latina/o Community. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Luis M. Huerta, New Mexico State University*

Participants:

Hope, Praxis, and Dialogue: Three Latino High Achievers' Perceptions of American Education. *Elizabeth Visedo, Saint Leo University*

Latinos and Educational Civil Rights: Narratives and Counternarratives.

Magaly Lavadenz, Loyola Marymount University; Anaida Colon-Muniz, Chapman University

Valores Incluidos: A Study of Values, Humanizing Pedagogy, and the Cuban National Education System. *Erik Jon Byker, Stephen F. Austin State University; Brandon L. Fox, Stephen F. Austin State University*

49.092-3. Share the Wealth: Learning From Good Social and Emotional Learning Program Implementation. SIG-Social and Emotional Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Tashia Abry, Arizona State University*

Participants:

Improving Awareness and Well-Being Through Cultivating Awareness and Resilience in Education (CARE): How Teachers Perceive a Socioemotional Learning Professional Development Intervention.

Deborah L. Schussler, The Pennsylvania State University - University Park; Patricia A. Jennings, University of Virginia; Jennifer Sharp, Northern Kentucky University

Introducing and Implementing Leading Together: A New Social Emotional Learning Program for Teachers and School Administrators. *Micela Leis, University of Virginia; Carol LC Paxton, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia*

Facilitating Social-Emotional Growth in the Middle School Classroom: An Evaluation of the Empathy Integrated Curriculum. *Alison Michelle Black, University of California - San Diego*

49.092-4. Innovative Dialogue in Doctoral Education. SIG-Doctoral Education across the Disciplines; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Laura Jean Cortez, The University of Texas - Austin*

Participants:

Paving the Pathway: Exploring Student Engagement and Satisfaction With Professional Development Resources in Doctoral Education. *Craig Anne Heflinger, Vanderbilt University/ Peabody College; Bernadette Doykos, Vanderbilt University; Lynne Pepall, Tufts University*

To Be of Use: A Road Map for Creating an Open-Access, Peer-Reviewed, Graduate Student Educational Journal. *Melinda Anne Lemke, The University of Texas - Austin; Meghan Dwyer Lehr, The University of Texas - Austin; Raul R. Calvoz, The University of Texas - Austin*

Graduate Student Organizations: An Essential Piece of the Graduate Education Puzzle. *Karley A Riffe, Gannon University; Sarah Steele Roar, Widener University*

49.092-5. Iterative Alternatives to Assessment and Accountability. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Janice L. Anderson, University of North Carolina - Chapel Hill*

Participants:

Resisting and Reconstructing the Cultural Norms in Assessments: A Case Study of a Dual-Language Preschool. *Sara C. Michael-Luna, Queens College - CUNY*

Transforming Praxis in Science Through Dialogue Toward Inclusive Approaches. *Michelle Brendel; Christina Siry, University of Luxembourg; Jana Maria Hilgers, The University of Luxembourg*

"She Never Lets Me Write About It": Children's Perspectives on "Choice" in Their Writing Curriculum. *Ysaaca Axelrod, Clemson University; Anna Hall, Clemson University*

49.092-6. New Directions in EcoPedagogy. SIG-Environmental Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Peter L. McLaren, University of California - Los Angeles*

Participants:

Food Justice in Higher Education. *Anthony Trochez, University of California - Los Angeles*

Eco-Pedagogy as an Element of Citizenship Education: Critical and Dialectic Environmental Education Research in Argentina, Brazil, and Appalachia. *Greg William Misiaszek, Beijing Normal University*

Eco-Pedagogy and/Through Entheogens: For a Critical Sustainability Education as a Science of Cosmic Well-Being, Consciousness Alternation, and New Sensibilities. *Richard V. Kahn, Antioch University Los Angeles*

49.092-7. Navigating With Wisdom the New Educational Landscape. SIG-Philosophical Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Augusto Riveros, University of Western Ontario*

Participants:

School Shootings, Bare Life, and the State of Exception: An Inquiry With Agamben. *Harvey Shapiro, Northeastern University*

The Moral Dilemma of Being Rebels With a Cause. *Pamela J. Konkol, Center for Policy and Social Justice at Concordia University - Chicago; Peter Renn, Concordia University - Chicago; Trisha Wickland, Concordia University - Chicago*

Learning From Camus' Sisyphus: Responding to Absurdity With Joy. *Mordechai Gordon, Quinnipiac University*

Reconceptualizing Social Studies Education Through the Lens of Aristotelian Phronesis. *Austin James Pickup, The University of Alabama - Tuscaloosa*

49.092-8. Postcolonial Analysis on Cultural Tensions and Power in Global Education. SIG-Postcolonial Studies and Education Cosponsored with Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Jie Qi, Utsunomiya University*

Participants:

From Object of Analysis to Social Analyst: Intercultural University Students in Veracruz, Mexico. *Francisco Ramos, Indiana University - Bloomington*

Understanding Politics of Cultural Differences: Asian Women Faculty in the Canadian Academy. *Kimine Mayuzumi*

Knowledge, Power, and Legitimation: Reflections on Disrupting Privilege and Hegemonic Discourses in Global Education Research. *Fran Martin, University of Exeter*

49.092-9. Spirituality and Education: Selective Papers. SIG-Spirituality & Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Kathleen I. Harris, Seton Hill University*

Participants:

Identifying the Antecedents of Noncognitive Outcomes Among College Seniors. *Henry I. Braun, Boston College; Minsong Kim, Boston College*

"Quaring" Spirituality: The Spiritual Journeys of Black Gay Male College Students. *Darris Roshawn Means, Elon University*

Nurturing the Hearts and Souls of All Young Children: Using Peer-Mediated Interventions to Support Children's Spirituality as Being Directive and Transformational for Children With Disabilities. *Kathleen I. Harris, Seton Hill University*

Seeking Refuge: When Race, Gender, and Spirituality Collide. *Keon Monte McGuire, University of Pennsylvania; Kimberly A. Truong; Teon Donte McGuire, North Carolina State University*

Tuning In to Curricular Openings With Antonin Artaud and Christian Morriseau. *Mindy Roberta Carter, Cape Breton University*

49.092-10. Implications of Assessment Systems and Tools for Formative Classroom Practice and Improved Learning. SIG-Classroom Assessment; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Linda Reddy, Rutgers University*

Participants:

Learning to Use Formative Assessment in Mathematics With the Assessment Work Sample Method: Results From the Initial Pilot. *Andrea D. Beesley, IMPAQ International; Tedra Fazendeiro Clark, McREL*

SimScientists Assessment Systems. *Matt Silbergliitt, WestEd; Barbara*

C. Buckley, WestEd; Mark Loveland, WestEd; Daniel Brenner, WestEd; Michelle LaMar, University of California - Berkeley; Edys S. Quellmalz, WestEd

- Do Interim Assessment Results Influence Teachers' Use of Remedial and Enriched Instruction? *Gregory Chojnacki, American Institutes for Research; Jared Eno, American Institutes for Research; Shazia R. Miller, American Institutes for Research; Arie J. van der Ploeg, American Institutes for Research; Spyros Konstantopoulos, Michigan State University; Coby Meyers, American Institutes for Research*
- Does Automated Feedback Improve Writing Quality? *Joshua Wilson, University of Connecticut; Natalie Olinghouse, University of Connecticut; Gilbert N. Andrada, Connecticut State Department of Education*
- Establishing a Stopping Rule for an Instructionally Informative Diagnostic Assessment of Algebra Readiness. *Deni L. Basaraba, Southern Methodist University; Leanne R. Ketterlin-Geller, Southern Methodist University; Paul Yovanoff, Southern Methodist University*

49.092-11. A Tale of Three Cities: Parent Activism and School Reform in Chicago, Los Angeles, and Philadelphia. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *John S. Rogers, University of California - Los Angeles*

Participants:

- Organizing Parents for Social Justice in Inner-City Schools: A New Urban Model of Parent Engagement. *Mary Johnson, Pepperdine University*
- Austerity Measures and City Schools: Parent Narratives of Organizing Against Massive School Closings and Budget Cuts. *Helen Gym, Parents United for Public Education; Jeanette Taylor-Smith*
- Chicago School Closings: A Qualitative Inquiry of Parent Engagement in an Urban Education Policy Context. *Rhoda Freelon, University of California - Los Angeles*

49.092-12. Policy, Action, and Reaction: Teacher's Work in Changing Contexts. SIG-Teacher's Work/Teachers Unions; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne*

Participants:

- The Impact of Teacher Unions on Student Achievement. *Mark J. Fenster, College of Notre Dame of Maryland*
- To Think, Feel, and Act: Social Foundations and Self-Efficacy. *David J. Roof, Ball State University*

49.092-13. Innovations in Qualitative Research Design. SIG-Qualitative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Melissa Freeman, University of Georgia*

Participants:

- Dissecting Experience: Teaching and Learning Autoethnography Authentically. *Eliane Rubinstein-Avila, The University of Arizona; Stefano Maranzana, University of Arizona*
- Multimodal Mapping: Extending Ethnography Methodology. *Julie Frear Schappe, The Pennsylvania State University*
- Stories, Subjectivity, and Using Nontraditional Forms When Working With Non-Western Immigrants. *Ndindi Kitonga, Bard College*

49.092-14. Accountability, Validity, and Teacher Evaluation. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Participants:

- Educators' Accountability Disposition: Conceptualization and Measurement. *Zehava Rosenblatt, University of Haifa*
- Evaluators' Knowledge of Teacher-Level Value-Added Scores Influences Teacher Observation Scores: Evidence of Partial Mediation. *Jessica Holloway-Libell, Arizona State University - Tempe; Sarah A. Polasky, Arizona State University*
- Validation of a School District Teacher Observational Measure Used in the Teacher Evaluation Process. *Claudia Guerere, Project Lead the Way; Robert F. Dedrick, University of South Florida*
- The Instructional Value of Performance Assessments Within an Accountability Context. *Jessica Wallenstein, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University*

49.092-15. Evaluating High School Support Structures and Instruction.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Eric Barela, Partners in School Innovation*

Participants:

- An Examination of the Advanced Placement Training and Incentive Program's Impact in Virginia. *Shanan L. Chappell, Old Dominion University; The Center for Educational Partnerships; John A. Nunnery, Old Dominion University; Cherg-Jyh Yen, Old Dominion University*
- Online and Face-to-Face Credit Recovery in Algebra I for At-Risk Ninth Graders: Third-Year Results. *Jessica Heppen, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research; Kirk Walters, American Institutes for Research; Elaine M. Allensworth, University of Chicago; Suzanne Stachel, American Institutes for Research; Valerie Michelman, University of Chicago; Andrea Coombes, American Institutes for Research*
- Online Student Interventions for the California High School Exit Exam (CAHSEE): Does It Work for Students With Disabilities? *Paula Alicia Madrigal, Claremont Graduate University*
- Implementation of the Florida College and Career Readiness Initiative. *Christine Mokher, CNA; Louis Jacobson, Center for Naval Analysis; Jane Alexander, CNA*
- Efficacy of the Check & Connect Dropout Prevention Program: Early Implementation and Impacts. *Laura Hawkinson, University of Pennsylvania; Mindee M. Ocumings, American Institutes for Research; Jessica Heppen, American Institutes for Research*

49.092-16. Insights Into Literacy Instruction Through Program Evaluation. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Imelda Castaneda-Emenaker, University of Cincinnati*

Participants:

- Safety Zone in Spoken Word Poetry Instruction: Insights From a Pilot Implementation. *Elena Lyutykh, Concordia University - Chicago*
- School Readiness and Subsequent Academic Achievement Among Kindergarten Students. *Lawrence Reid, Baltimore City Public Schools*
- Year 1 Student Achievement Results From the Investing in Innovation (i3) Impact Evaluation of the Children's Literacy Initiative. *Julia Parkinson, American Institutes for Research; Terry S. Salinger, American Institutes for Research; Kelly Hunter, EdD, Children's Literacy Initiative; Kristin Haegele Hill, Children's Literacy Initiative; James E. Taylor, American Institutes for Research*

49.092-17. Research on the Use of Learning Progressions, Formative Assessments, and Motivation in Mathematics and Science Assessment and Learning. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Constance Elizabeth Brooks, Bowie State University*

Participants:

- A Picture Worth a Thousand Words: Students' Models in Science Assessments as Evidence for Learning Progressions. *Lei Liu, Educational Testing Service; Aaron D. Rogat, Educational Testing Service; Maria Bertling, Educational Testing Service*
- An Alignment Study of a Local District's Eighth-Grade Mathematics Interim Assessment With the Common Core State Standards for Mathematics. *Ryan Michelle Higgins, Coker College*
- The Development of an Empirically Based Conceptual Framework for Formative Interim Assessment Data Use. *Lisa M. Abrams, Virginia Commonwealth University; Angie Wetzel, Virginia Commonwealth University; Divya Varier, Virginia Commonwealth University*
- The Norwegian Implementation of Assessment for Learning: Trust, Communication, and Mutual Learning. *Therese Nerheim Hopfenbeck, University of Oxford; Astrid Tolo, University of Bergen; Maria Teresa Florez, University of Oxford*
- Reformed Teaching and U.S. Students' Mathematics Performance in TIMSS (Trends in International Mathematics and Science Study) 2007 and 2003: A Two-Level Hierarchical Linear Modeling Analysis. *Qiang (Andy) Cheng, The University of Mississippi; Jian Wang, Texas Tech University*

49.092-18. Studies Focused on Assessment to Improve Thinking and Practice.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Elana Broch, Princeton University*

Participants:

A Professional Community of Science Teachers and Researchers for Enacting Change in Classroom Assessment. *Michel Grangeat, Grenoble University; David Cross, Grenoble University; Nadia Nakhili, Grenoble University*

Closing the Assessment Loop on Critical Thinking and the Challenge of Low Test-Taking Motivation. *D. Alan Bensley, Frostburg State University; Michael P. Murtagh, Frostburg State University; Paul C. Bernhardt, Frostburg State University; Jennifer A. Flinn, Frostburg State University; Stephanie M. Kuehne, Frostburg State University*

Empowered Classroom Assessment: A Case Study From Queensland, Australia. *Jacqueline J. Cumming, The Australian Catholic University; Graham S. Maxwell, The Australian Catholic University*

Moving Beyond Learning Progressions to Dynamic Learning Maps: A Validation Study. *Russell E. Swinburne Romine, The University of Kansas; Jonathan Schuster, The University of Kansas*

49.092-19. Technology in Middle Grades Schools.

SIG-Middle-Level Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

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

Participants:

Technology-Integrated Middle School Program: Student Engagement and Success in Language Arts. *Jamie Noel, Louisiana State University - Baton Rouge; Kim D. MacGregor, Louisiana State University*

A Predictive Profile of Youths' Web 2.0 Outside-School Activities. *Michelle Fulks Read, The University of Texas - Austin; Sara Jolly Jones, University of Houston; Joan E. Hughes, The University of Texas - Austin*

Curriculum Integration in Middle School: Creating Music Videos. *Stephanie Cronenberg, University of Illinois at Urbana-Champaign*

Digital Gameplay: Effects on Young Adolescents' Science Content Learning. *Hiller A. Spires, North Carolina State University; Meixun Zheng, University of the Pacific; Melissa Ellis Bartlett, North Carolina State University*

49.092-20. Exploring the Methodological Implications of Conducting Research on Evaluation.

SIG-Research on Evaluation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Elena Yu Polush, Ball State University*

Participants:

Assessing the Sensitivity of Early Head Start Intervention Findings to Manipulated Randomization Threats. *Sheridan Green, Clayton Early Learning; Susan Hutchinson, University of Northern Colorado*

Balancing Development and Measurement Needs in an Evaluation of a Program Under Development. *George M. Harrison, University of Hawaii at Manoa; Lisa M. Vallin, University of Hawaii at Manoa; Paul R. Brandon, University of Hawaii - Manoa; Joanna Philippoff, University of Hawaii - Manoa; Kanasa Seraphin, University of Hawaii at Manoa*

Evaluating Simulation Programs: How Phenomenology Contributes to Understanding Learning Within Simulation. *Alexis Battista, George Mason University; Lori C. Bland, George Mason University; Jacqueline Adams Dickey, University of Massachusetts - Amherst*

49.092-21. Nuanced Methods for Latent Growth Models.

SIG-Structural Equation Modeling; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Wen-Juo Lo, University of Arkansas*

Participants:

An Evaluation of Growth Models With Propensity Score Weighting for Longitudinal Observational Data. *Walter L. Leite, University of Florida; Sungur Gurel, University of Florida; Laura M. Stapleton, University of Maryland*

Missing Data Analysis in Latent Growth Models. *Hui Jiang, The Ohio State University*

The Impact of Time and Age Heterogeneity on Latent Growth Model Estimates. *Tiffany Ann Whittaker, The University of Texas - Austin; Wan Chen Chang, The University of Texas - Austin; Rommel Lazo*

Bunuan, The University of Texas - Austin

Variance Component Adjustment for Latent Growth and Multilevel Models in the Structural Equation Modeling Framework. *Daniel McNeish, University of Maryland*

49.092-22. Practical Applications in Validation.

SIG-Test Validity Research and Evaluation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Guangming Ling, ETS*

Participants:

Criterion Validity for the easyCBM Grades K-5 Reading Measures. *Cheng-Fei Lai, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

Expanding Validity Theory: Developing an Evaluation System With an Argument-Based Approach to Test Quality. *Saskia Wools, Cito*
Justifying the Inferences Made From the 2012 Mathematics PISA (Programme for International Student Assessment). *Pooja Shivraj, Southern Methodist University*

49.092-23. Self-Regulated Learning Among Adult Learners.

SIG-Studying and Self-Regulated Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Adam R. Moylan, Rockman et al*

Participants:

Knowledge and Application of Undergraduates' Self-Regulated Learning at a Historically Black University. *Lynnette K. Mawhinney, The College of New Jersey; Tabitha Dell'Angelo, The College of New Jersey*

Concept Mapping and Learning Instructional Principles: A Study of Prospective Teachers' Experiences. *A. Cendel Karaman, Middle East Technical University*

The Effects of a Self-Regulated Learning Course on College Students' Academic Outcomes. *Leah D. Morgan, The Ohio State University; Shirley L. Yu, The Ohio State University; Andrea Backscheider Burridge, University of Houston; Christopher A. Wolters, The Ohio State University*

49.092-24. Higher Education: Immigration and Other Issues.

SIG-Hispanic Research Issues; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Judy Marquez Kiyama, University of Denver*

Participants:

First-Generation Students' Transitions to Higher Education: Bridging Support Systems. *Lisceth Cruz, University of California - Davis; Siria Martinez, Claremont Graduate University*

Gender Differences in College Information-Seeking Patterns Among Latina/o Students. *Sylvia Martinez, Indiana University; Yesenia Lucia Cervera, Indiana University; Erica Fernández, Indiana University*

Star Student: Predictors of Academic Achievement. *Nancy Leon, California State University - Los Angeles; Marbella Uriostegui, California State University - Los Angeles; Claudia Kouyoumdjian, California State University; Bianca Guzman, California State University - Los Angeles*

The Freedom to Learn: Voices and Experiences of Students Without Documentation Attending Freedom University. *Susana Maria Munoz, University of Wisconsin - Milwaukee; Michelle M. Espino, University of Maryland - College Park; Rene F. Antrop-Gonzalez, Dalton State College*
Using Intersectionality to Reconceptualize Latinas Graduating From College. *Maria Veronica Oropeza Fujimoto, California State University - Fullerton*

49.092-25. Early Childhood and Elementary Science Education.

SIG-Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:45-4:15pm

Chair: *Jennifer L. Chiu, University of Virginia*

Participants:

Creating Space: Pedagogical Choices to Encourage a Third Space in an Urban, Kindergarten Science Classroom. *Anna Henson Hall, Clemson University; Cassie Fay Quigley, Clemson University*

Impact of a Reform-Based Science Curriculum on Student Achievement in Science. *Lori A. Fulton, University of Hawaii - Manoa; Seungoh Paek, University of Hawaii - Manoa*

Learning Science Through Mass Media: A Phenomenological Inquiry Into Fourth and Fifth Graders' Experiences. *Sevinc Gelmez Burakgazi, Kocaeli University; Ali Yildirim, Middle East Technical University -*

Northern Cyprus Campus

The Effectiveness of Teaching the Circulatory System Through History of Science. *Mustafa Cansiz, Artvin Coruh University; Semra Sungur, Middle East Technical University; Ceren Oztekin, Middle East Technical University*

Promoting Mechanistic Reasoning in Early Childhood Science Education. *Loucas T. Louca, European University Cyprus; Chrystalla Papademetri-Kachrimani, European University-Cyprus*

Division and SIG Posters

49.093. Poster Session 10; Poster Session**49.093-1. Issues in Early Education and Child Development.** SIG-Early Education and Child Development; Poster Session
Convention Center, 200 Level, Hall E; 2:45-4:15pm

Posters:

1. Negotiating Agency and Well-Being: Children's Coconstructed Accounts of Positive Events in Their Lifeworlds. *Kristiina P. Kumpulainen, University of Helsinki; Lasse Lipponen, University of Helsinki; Jaakko Hilppö, University of Helsinki; Anna Mikkola, University of Helsinki*
2. Early Childhood Educators' Emotional Labor and Well-Being. *Elizabeth Levine Brown, George Mason University; Colleen Vesely, George Mason University; Nicole Togno, George Mason University*
3. There's No Time for Play in Kindergarten: Preservice Teachers and the Struggle to Maintain Play. *Haeny Susan Yoon, University of Arizona*
4. Grappling With Instructional Leadership Through Job-Embedded Professional Development: A Study of Community-Based Early Childhood Education Administrators. *Samuel Paul Whalen, University of Illinois at Chicago; Heather L. Horsley, University of Illinois at Chicago; Steven E. Tozer, University of Illinois at Chicago*
5. Preservice Teachers' Personality Traits and Creative Behaviors as Predictors of Their Support for Children's Creativity. *Il Rang Lee, University of Florida; Kristen Mary Kemple, University of Florida*
6. The Quality of Center-Based Child Care: Examining the Nature of Structure and Process Quality in Two Urban, High-Poverty Centers. *Kaitlin Kelly Moran, Temple University; Annemarie H. Hindman, Temple University*
7. Developmental Cascades of Joint Book Reading, Approaches to Learning, and Language Development. *Christine Meng, University of Wisconsin - Madison*
8. Examining Self-Regulated Learning in Nursery School Play. *Adrienne Gelpi Lomangino, Stanford University; Colin Johnson, Tufts University*
9. The Impact of In-Service Professional Development Programs on Language and Literacy Development: A Meta-Analysis. *Franziska Egert, ZNL Center for Neuroscience and Learning Ulm*
10. Response to Intervention: The Effects of Family-Centered Intervention Incorporated With an Applied Behavior Analysis Verbal Behavior Approach for Young Children With Disabilities. *Szu-Yin Chu, National Taitung University, Taiwan*
11. The Role of Child Care Quality in Promoting Resilience in the Social-Emotional Development of Preschoolers. *Eva Mueller, Marie Meierhofer Institute (fuer das Kind); Corina Wustmann Seiler, Marie Meierhofer Institute*
12. Making a Stink About the "Ideal" Classroom: Conflict in Early Childhood Education. *Mariana Souto-Manning, Teachers College, Columbia University*
13. The Policy Implications of Early Child Care Careers: What Are the Facts? *Judith C. Stull, Temple University; Marsha Weinraub; Michelle Harmon; Nicole S. Sorhagen, Temple University*
14. Family-Preschool Partnerships: Influences of Family Characteristics and Preschool Quality on Parents' Involvement in Early Education. *Axinja Hachfeld, Free University Berlin; Yvonne Anders, Freie Universität Berlin; Susanne Kuger, German Institute for International Educational Research*
15. The Effects of Student-Teacher Relationship on Turkish First-Grade Students' Academic and Social Competency. *Fatih Koca, Texas Tech University; Eugene Wang, Texas Tech University*
16. Everyday Science: Posttraining Teacher Implementation of a Science Curriculum. *Helene Harte, University of Cincinnati; Jaesook L. Gilbert, Northern Kentucky University; Lenore Kinne, Northern Kentucky University*

49.093-2. Games, the World Wide Web, and Robots. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 2:45-4:15pm

Posters:

17. The Benefits and Pitfalls of Learning With Classroom Clickers: A Large-Scale, Multidisciplinary, Empirical Study. *Amy M. Shapiro, University of Massachusetts - Dartmouth; Judith Eileen Sims-Knight, University of Massachusetts - Dartmouth; Paul Capaldo, University of Massachusetts - Dartmouth; Grant O'Rielly, University of Massachusetts - Dartmouth; Teal Pedlow, University of Massachusetts - Dartmouth; Leamarie Gordon, Tufts University; Kristina Monteiro, University of Massachusetts - Dartmouth*
18. The Effect of Self-Explanation on Learning Computer Programming Language. *Nancy Lee, University of Nevada - Las Vegas; Eunsook Hong, University of Nevada - Las Vegas*
19. Cooperative Learning in Online Foreign-Language Classrooms and a Preservice Teaching Program. *Pei-Ni Lin Causarano, University of New Mexico*
20. Data in the Wild: Exploring Web Page Logs for Interactive Simulations. *Tzuchi Tsai, New York University; Catherine E. Milne, New York University; Ruth N. Schwartz, Quinnipiac University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University*
21. Exploring Student and Instructor Perceptions of Trust-Building in Higher Education Online Courses. *Maryalice Bruce, University of Wyoming; Suzanne Young, University of Wyoming; Athena Kennedy, University of Wyoming; Heather E. Duncan, Brandon University; Jenna Min Shim, University of Wyoming*
22. Fostering Equitable Digital Identities for Inclusive 21st-Century Learning: Identity, Agency, and Informal Learning in Game Culture. *Gabriela T. Richard, University of Pennsylvania*
23. Online Learning Readiness and Computer-Supported Collaborative Writing. *Yun-Yin Huang, New York University*
24. What Significance Does Pupils' Access to the Internet in School Have for Their Perseverance in Academic Work? *Eyvind Elstad, University of Oslo; Gavriel Salomon, University of Haifa*
25. Cognitive and Affective Processing in Multimedia Learning. *Babette Park, Saarland University; Terri L. Flowerday, University of New Mexico; Roland Bruenken, Saarland University*
26. How Educational Is Educational Television? Transferable Knowledge and Linguistic Markers in Children's Television Programming. *Tanya Kaefer, Lakehead University*
27. An Eye-Tracking Study: The Role of Mood Induction and Emotional Design in Multimedia Learning. *Lisa Knoerzer, Saarland University; Andreas Korbach, Saarland University; Roland Bruenken, Saarland University; Babette Park, Saarland University*
28. Build My Own Game for My Students? Practicing Teachers' Experience of Digital Game Design. *Qing Li, Towson University*
29. Badges in Games for Learning and Their Motivational and Cognitive Impact. *Jan L. Plass, New York University; Paul A. O'Keefe, Stanford University; Melissa Biles, New York University; Jonathan Frye, New York University; Bruce Douglas Homer, The Graduate Center - CUNY*
30. Robotics as Mindtools: Achieving Learning Objectives Through a Student-Centered Learning Environment. *Nikleia Eteokleous, Frederick University; Vassilis Stylianou*

49.093-3. Posters in Mathematics Teaching and Learning. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 2:45-4:15pm

Posters:

31. A Randomized Experiment of a Schema-Based Instructional Approach to Proportional Problem Solving for Seventh-Grade Students. *Asha K. Jitendra, University of Minnesota; Michael R. Harwell, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Stacy R. Karl, University of Minnesota; Amy Lein, University of Minnesota; Susan Slater, University of Minnesota; Gregory Simonson, University of Minnesota; Michael Herriges, University of Minnesota*
32. Embodying Mathematics From a New Angle. *Carmen Petrick Smith, University of Vermont; Barbara Anne King, Florida International University; Jennifer Hoyte, Florida International University; Tegan Garon, The University of Vermont; Lisa Watts Natkin, The University of Vermont*
33. Evaluating the Validity of Assessments Embedded in Standards-Driven Elementary Mathematics Curricula. *Louis V. DiBello, University of*

Illinois at Chicago; Deena Soffer Goldstein, University of Illinois at Chicago; Reality S. Canty, University of Illinois at Chicago; Catherine Kaduk, University of Illinois at Chicago

34. Illusions of Using a Diagram: An Investigation of Two Types of Mathematical Representations. *Brian D. Beitzel, SUNY - College at Oneonta; Nathan E. Gonyea, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta*
35. Improving Long-Term Retention of Mathematical Knowledge Through Automatic Reassessment and Relearning. *Deena Soffer Goldstein, University of Illinois at Chicago; Vinodharen Nair Das; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Neil T. Heffernan, Worcester Polytechnic Institute; Cristina Heffernan, Worcester Polytechnic Institute; Kevin Dietz, University of Illinois at Chicago*
36. Mathematics Vocabulary Use: Does It Really Matter for Mathematics Achievement? *Kelly McGinn, Temple University; Julie L. Booth, Temple University*
37. Online Developmental Mathematics Instruction in Colleges and Universities: An Exploratory Investigation. *Taylor Martin, Utah State University; Nicole Forsgren Velasquez, Utah State University; Thomas McTavish, Pearson; Jason Maughan*
38. Promoting Mathematical Problem Solving and Explanation at Home: The Effects of Extended Homework Use. *Abbey M. Loehr, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University; Aditi Rajendran, Vanderbilt Peabody College*
39. Students Authoring Personalized "Algebra Stories": Problem-Posing in the Context of Out-of-School Interests. *Candace A. Walkington, Southern Methodist University; Matthew L. Bernacki, University of Nevada - Las Vegas*
40. Students' Concept Images of Unit Fractions. *Xiaofen Zhang, University of Maryland - Baltimore County*
41. The Concept of Function: The Effect of the Form of Representation. *Tobias Rolfes, University of Koblenz-Landau; Jürgen Roth, University of Koblenz-Landau; Wolfgang Schnotz, University of Koblenz-Landau*
42. Understanding Angle and Angle Measure: A Design-Based Research Study Using Context-Aware Ubiquitous Learning. *Helen Crompton, Old Dominion University*
43. When Saying Nothing Results in Learning: A Case Study of a Student's Engagement Patterns During Mathematics Class. *Lina Sanchez-Leal, Rutgers University - Newark; Roberta Y. Schorr, Rutgers University; Lisa B. Warner, William Paterson University; Yakov M. Epstein, Rutgers University*
44. Worked-Out Examples to Improve Student Understanding of Area and Perimeter. *Wendy Bradley, Temple University; Julie L. Booth, Temple University*

49.093-4. Multilevel Modeling: Complex Survey Data and Effect Size.

SIG-Multilevel Modeling; Poster Session
Convention Center, 200 Level, Hall E; 2:45-4:15pm

Posters:

45. Modeling Cross-Classified Data With Adequate Within-Subject Variance-Covariance Structures: A Lesson From the Project ELLA Data. *Hok Chio Lai, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Myeongsun Yoon, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Oiman Kwok, Texas A&M University - College Station*
46. Standardized Mean Difference Effect Sizes in Two-Level Models. *Gloria Yeomans-Maldonado, The Ohio State University - Columbus*
47. Using LISREL to Specify Unequal Level-Varying Structure for Complex Survey Data. *Jium-Yu Wu, National Chiao Tung University; Jr-Hung Lin, National Chiao Tung University; Yuan-Hsuan Lee, National Taichung University of Education*

49.093-5. Urban Learning, Teaching, and Research: Poster 2.

SIG-Urban Learning, Teaching, and Research; Poster Session
Convention Center, 200 Level, Hall E; 2:45-4:15pm

Posters:

48. Can I Help You? Student Perceptions of "How Helpful" Versus "How Often" They Find Instructional Practices. *Nicholas Paul Yoder, American Institutes for Research*
49. Collaborative Spaces: Fostering Literacy Motivation and Engagement in an Urban Middle School Language Arts Classroom. *Javier Enrique Hernandez, University of California - Irvine*

50. International Education and Travel in Urban High Schools. *Tiffini Andorful, Loyola University Chicago*
51. Stable Students, Unstable Classmates: Spillover Effects of Midyear Entrants on Stable Students. *Amy E. Schwartz, New York University; Leanna Stiefel, New York University; Emilyn Ruble Whitesell, New York University*
52. Standardized Testing and Stereotypes: Listening to Urban Elementary School Students. *Martin J. Wasserberg, University of North Carolina - Wilmington*

Saturday, 4:35 pm

Presidential Sessions

50.010. Presidential Address Followed by Champagne Reception (#AERAPres). AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 4:35-6:20pm

Chair: *Mark Berends, University of Notre Dame*

AERA 2013-2014 President:

Aligned Ambitions: What's Behind the College Mismatch Problem?
Barbara Schneider, Michigan State University

Saturday, 6:30 pm

Division Sessions

51.010. Division A Business Meeting. Division A - Administration, Organization and Leadership; Business Meeting
Marriott, Fifth Level, Grand Ballroom H; 6:30-8:00pm

51.011. Division C Business Meeting. Division C - Learning and Instruction; Business Meeting
Convention Center, 100 Level, 113A; 6:30-8:30pm

51.012. Division E Business Meeting. Division E - Counseling and Human Development; Business Meeting
Convention Center, 100 Level, 121C; 6:30-8:30pm
Chair: *Kathy Nakagawa, Arizona State University*

51.013. Division F Business Meeting. Division F - History and Historiography; Business Meeting
Convention Center, 100 Level, 108A; 6:30-8:00pm
Chair: *Marybeth Gasman, University of Pennsylvania*

SIG Sessions

51.014. Arts and Learning SIG Business Meeting. SIG-Arts and Learning; Business Meeting
Marriott, Fourth Level, Franklin 12; 6:30-8:00pm
Chair: *Kimberly Anne Powell, The Pennsylvania State University*

51.015. Associates for Research on Private Education SIG Business Meeting. SIG-Associates for Research on Private Education; Business Meeting
Convention Center, 100 Level, 109A; 6:30-8:00pm
Chair: *Anthony J. Dosen, DePaul University*

51.016. Biographical and Documentary Research SIG Business Meeting: Reports From the SIG Task Forces on Teaching Educational Biography and the Future of the SIG. SIG-Biographical and Documentary Research; Business Meeting
Marriott, Fourth Level, 407; 6:30-8:00pm
Chair: *Craig Kridel, University of South Carolina*
Participants: *Pamela J. Konkol, Center for Policy and Social Justice at Concordia University - Chicago; Christina L. Madda, Northeastern Illinois University; Brian D. Schultz, Northeastern Illinois University; Della R. Leavitt, LIS Curriculum Research Consulting; Lisa Rabin, George Mason University; Trisha Wickland, Concordia University - Chicago*

Participant:

SIG Task Force Reports. Teaching Educational Biography: Plans and

Practices for Courses, Workshops, and Single Classes and the Future of the SIG—Visions and Possibilities. *Craig Kridel, University of South Carolina; Pamela J. Konkol, Center for Policy and Social Justice at Concordia University - Chicago*

51.017. Cognition and Assessment SIG Business Meeting and Poster Session. SIG-Cognition and Assessment; Business Meeting
Marriott, Fourth Level, Franklin 5; 6:30-8:00pm

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

Participants: *Nancy Glazer, ETS; Steve Ferrara, Pearson Assessment & Information; Enis Dogan, Achieve, Inc.; Bonnie Hain, Achieve, Inc.; Carrie Piper, Achieve, Inc.; Patricia Klag, Educational Testing Service; Jeff Haberstroh, Educational Testing Service; Joanna Sandra Gorin, Educational Testing Service; Kathleen M. Sheehan, ETS; Paul D. Nichols, Pearson; Jay Larkin, Pearson*

51.018. Constructivist Theory, Research, and Practice SIG Business Meeting. SIG-Constructivist Theory, Research, and Practice; Business Meeting

Convention Center, 100 Level, 102B; 6:30-8:00pm

Chair: *Jannah Walters Nerren, Stephen F. Austin State University*

Speaker: *Paul J. Vermette, Niagara University*

51.019. Joint Cooperative Learning: Theory, Research, and Practice and Conflict Resolution and Violence Prevention SIG Business Meeting and Social Hour. SIG-Cooperative Learning: Theory, Research and Practice; Business Meeting

Marriott, Fourth Level, Franklin 13; 6:30-8:00pm

Chair: *Cary J. Roseth, Michigan State University*

51.020. Early Education and Child Development SIG Business Meeting. SIG-Early Education and Child Development; Business Meeting

Marriott, Fourth Level, Franklin 3; 6:30-8:30pm

Chair: *Mary Benson McMullen, Indiana University*

51.021. Education and Philanthropy SIG Business Meeting. SIG-Education and Philanthropy; Business Meeting

Marriott, Fourth Level, 404; 6:30-8:00pm

Chair: *Kathleen P. deMarrais, University of Georgia*

51.022. Education and Student Development in Cities SIG Business Meeting. SIG-Education and Student Development in Cities; Business Meeting

Marriott, Fourth Level, 405; 6:30-8:00pm

Chair: *Hannah Sasser, Purdue University*

Participant:

Urban Education Policies, Practices, and Beliefs That Work for African American Males in Urban Schools. *Sophie Maxis, University of North Florida; Bernard Oliver, University of Florida; Christopher A. Janson, University of North Florida; Mary Lai Rose, University of North Florida*

51.023. Elliot Eisner SIG Business Meeting. SIG-Elliot Eisner; Business Meeting

Marriott, Fourth Level, 408; 6:30-8:00pm

Chair: *Bruce Uhrmacher, University of Denver*

51.024. Foucault and Education SIG Business Meeting: Contemporary Theory. SIG-Foucault and Education; Business Meeting

Marriott, Fifth Level, Grand Ballroom J; 6:30-8:00pm

Chair: *David W. Kupferman, University of Hawaii West Oahu*

Participant:

Marriage, Motherhood, and Police: Securing Sexuality Through a Practical Education. *Hannah M. Tavares, University of Hawaii - Manoa*

51.025. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting. SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting

Convention Center, 100 Level, 115B; 6:30-8:00pm

Chair: *Ben R. Kirshner, University of Colorado*

51.026. International Studies SIG Business Meeting. Minority Education in China: Challenges and Opportunities. SIG-International Studies; Business Meeting

Convention Center, 100 Level, 121B; 6:30-8:00pm

Chair: *Johanna Lahja Lasonen, University of South Florida*

Participants: *Yan Guo, MOE; Xiaodong Lin, Teachers College, Columbia University; Xin Rong Zheng, Beijing Normal University; Yong Hua Sun, Xin Jiang Normal University; Juan Wang, Northwest Normal University; Liang Du, Beijing Normal University; Lili Zhang, Beijing Normal University; XueNan Wang, Beijing Normal University; Lipeng Chen, MOE*

51.027. Joint Learning Sciences and Advanced Technologies for Learning SIG Business Meeting. SIG-Learning Sciences Cosponsored with SIG-Advanced Technologies for Learning; Business Meeting

Convention Center, 100 Level, 120A; 6:30-8:00pm

Chairs: *Rosemary Russ, University of Wisconsin - Madison; Vanessa L. Peters, SRI International*

51.028. Measurement and Assessment in Higher Education SIG Business Meeting. SIG-Measurement and Assessment in Higher Education; Business Meeting

Convention Center, 100 Level, 112A; 6:30-8:00pm

Chair: *Keston H. Fulcher, James Madison University*

51.029. Mixed Methods Research SIG Business Meeting. SIG-Mixed Methods Research; Business Meeting

Convention Center, 100 Level, 116; 6:30-8:00pm

Chair: *Thomas W. Christ, University of Bridgeport*

51.030. Multilevel Modeling SIG Business Meeting. SIG-Multilevel Modeling; Business Meeting

Marriott, Fifth Level, Grand Ballroom I; 6:30-8:00pm

Chair: *Wen Luo, Texas A&M University - College Station*

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

51.031. Multiple Linear Regression: The General Linear Model SIG Business Meeting. SIG-Multiple Linear Regression: The General Linear Model; Business Meeting

Marriott, Fourth Level, 413; 6:30-8:00pm

Chair: *Daniel J. Mundfrom, Eastern Kentucky University*

51.032. NAEP Studies SIG Business Meeting. SIG-NAEP Studies; Business Meeting

Convention Center, 100 Level, 117; 6:30-8:00pm

Chair: *Beverly M. Klecker, Morehead State University*

51.033. Online Teaching and Learning SIG Business Meeting. SIG-Online Teaching and Learning; Business Meeting

Convention Center, 100 Level, 115A; 6:30-8:00pm

Chair: *Karen P. Swan, University of Illinois at Springfield*

Speaker: *Ellen D. Wagner, Learnativity Alliance*

Participants: *Peter Shea, University at Albany - SUNY; Hae Okimoto, University of Hawaii - Manoa*

51.034. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting. SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting

Marriott, Fourth Level, 412; 6:30-8:00pm

Chair: *Joan Y. Pedro, University of Hartford*

51.035. Postcolonial Studies and Education SIG Business Meeting: Emerging Directions in Postcolonial Studies and Education. SIG-Postcolonial Studies and Education; Business Meeting

Marriott, Fourth Level, 414; 6:30-8:00pm

Chair: *Vanessa de Oliveira Andreotti, The University of British Columbia*

51.036. Problem-Based Education SIG Business Meeting. SIG-Problem-Based Education; Business Meeting

Convention Center, 100 Level, 118C; 6:30-8:00pm

Chair: *Mahnaz Moallem, University of North Carolina - Wilmington*

Speaker: *Janet L. Kolodner, Georgia Institute of Technology*

Participants: *Mahnaz Moallem, University of North Carolina - Wilmington; Peggy A. Ertmer, Purdue University; Jason Ravitz, Buck Institute for Education; Sofie Loyens, Erasmus University*

- 51.037. Professional Development School Research SIG Business Meeting and Program.** SIG-Professional Development School Research; Business Meeting
Marriott, Fourth Level, Franklin 6; 6:30-8:00pm
Chair: *Kristien Zenkov, George Mason University*
Speaker: *Diane Gayda Corrigan, Cleveland State University*
Participants: *Sharon B. Hayes, West Virginia University; Ronald Beebe, University of Houston - Downtown; Corey Ranshaw Sell, George Mason University*
Participant:
Generating Professional Development School (PDS) Possibility and Practicality Thinking Using a Case and Protocol Tool to Enhance PDS Development. *Diane Yendol-Hoppey, University of South Florida; David T. Hoppey, University of South Florida*
- 51.038. Queer Studies SIG Business Meeting. A Queer Reception: Awards, Business, Keynote.** SIG-Queer Studies; Business Meeting
Convention Center, 100 Level, 103A; 6:30-8:00pm
Chair: *Kathleen Anne Quinlivan, University of Canterbury*
Participant:
Excessive Gestures and Equitable Access: Tensions in Queer Education. *Cris Mayo, University of Illinois at Urbana-Champaign*
- 51.039. Research Use SIG Business Meeting.** SIG-Research Use; Business Meeting
Convention Center, 100 Level, 111A; 6:30-8:00pm
Chair: *Kimy Liu, California State University - Stanislaus*
- 51.040. Research in Mathematics Education SIG Business Meeting.** SIG-Research in Mathematics Education; Business Meeting
Convention Center, 100 Level, 124; 6:30-8:00pm
Chair: *Maria Blanton, TERC*
- 51.041. Research in Reading and Literacy SIG Business Meeting.** SIG-Research in Reading and Literacy; Business Meeting
Convention Center, 100 Level, 125; 6:30-8:00pm
Chairs: *Wayne H Slater, University of Maryland; Rosalind Horowitz, The University of Texas - San Antonio; Francine C. Falk-Ross, Pace University*
Participants: *Annemarie S. Palincsar, University of Michigan; Robert Slavin, Johns Hopkins University; Nancy Madden, Success for All Foundation; Janet C. Richards, University of South Florida; James V. Hoffman, The University of Texas - Austin*
- 51.042. Research on Giftedness, Creativity, and Talent SIG Business Meeting and Guest Speakers. Reflecting on the History of Gifted Education: A Conversation with Barbe and Renzulli.** SIG-Research on Giftedness, Creativity, and Talent; Business Meeting
Convention Center, 100 Level, 107B; 6:30-8:00pm
Chair: *D. Betsy Mcoach, University of Connecticut*
- 51.043. Research on the Superintendency SIG Business Meeting.** SIG-Research on the Superintendency; Business Meeting
Convention Center, 100 Level, 102A; 6:30-8:00pm
Chairs: *Beverly J. Irby, Texas A&M University - College Station; Meredith L. Mountford, Florida Atlantic University*
Participant: *Susan J. Katz, Roosevelt University*
- 51.044. Rural Education SIG Business Meeting.** SIG-Rural Education; Business Meeting
Convention Center, 100 Level, 115C; 6:30-8:00pm
Chair: *Kimberly L. Jones, Trimble Local Schools*
- 51.045. Joint School Choice SIG and Charter School Research and Evaluation SIG Business Meeting: Philadelphia at a Crossroads.** SIG-School Choice Cosponsored with SIG-Charter School Research and Evaluation; Business Meeting
Marriott, Fifth Level, Grand Ballroom G; 6:30-8:00pm
Chairs: *Robert A. Fox, University of Hawaii at Hilo; Priscilla Wohlstetter, Teachers College, Columbia University*
- 51.046. School/University Collaborative Research SIG Business Meeting.** SIG-School/University Collaborative Research; Business Meeting
Convention Center, 200 Level, 203A; 6:30-8:00pm
Chair: *Wendy L. Gardiner, National-Louis University*
- 51.047. Science Teaching and Learning SIG Business Meeting. Becoming Community Science Experts: Civic Engagement and Identity Among Youth of Color.** SIG-Science Teaching and Learning; Business Meeting
Aqua Restaurant, 705 Chestnut Street Philadelphia, PA; 6:30-8:30pm
Chair: *Bruce G. Waldrip, University of Tasmania*
Speaker: *Angela Calabrese Barton, Michigan State University*
Participant: *Edna Tan, University of North Carolina at Greensboro*
- 51.048. Second Language Research SIG Business Meeting.** SIG-Second Language Research; Business Meeting
Convention Center, 100 Level, 105B; 6:30-8:00pm
Chair: *Paul Chamness Miller, Akita International University*
- 51.049. Social and Emotional Learning SIG Business Meeting and Keynote.** SIG-Social and Emotional Learning; Business Meeting
Convention Center, 100 Level, 113B; 6:30-8:30pm
Chair: *Kim A. Schonert-Reichl, The University of British Columbia*
Participant:
If Elephants Could Talk: Exploring the Emotional Jungle of Racial Literacy in Schools. *Howard C. Stevenson, University of Pennsylvania*
- 51.050. Special Education Research SIG Business Meeting.** SIG-Special Education Research; Business Meeting
Convention Center, 100 Level, 103B; 6:30-8:00pm
Chair: *Lucy Barnard-Brak, Texas Tech University*
- 51.051. Spirituality and Education SIG Business Meeting.** SIG-Spirituality & Education; Business Meeting
Marriott, Fifth Level, Grand Ballroom K; 6:30-8:30pm
Chair: *Robert H. London, California State University - San Bernardino*
Participants: *Vicki Lynn Kelly, Simon Fraser University; Celeste Snowber, Simon Fraser University*
- 51.052. Structural Equation Modeling SIG Business Meeting.** SIG-Structural Equation Modeling; Business Meeting
Convention Center, 100 Level, 111B; 6:30-8:00pm
Chair: *Jeffrey R. Harring, University of Maryland*
- 51.053. Survey Research in Education SIG Business Meeting and Panel Discussion.** SIG-Survey Research in Education; Business Meeting
Convention Center, 100 Level, 119B; 6:30-8:00pm
Chair: *Hui-Ling Chen, Saint Anselm College*
Participants: *Hui-Ling Chen, Saint Anselm College; Kathryn Shirley Akers, Kentucky Department of Education; Kathryn Eveline Peterson, SD 36 (Surrey)*
- 51.054. Systematic Review and Meta-Analysis SIG Business Meeting.** SIG-Systematic Review and Meta-Analysis; Business Meeting
Convention Center, 100 Level, 104A; 6:30-8:00pm
Chair: *Therese D. Pigott, Loyola University Chicago*
- 51.055. Systems Thinking in Education SIG Business Meeting. What Now? Exploring Future Directions for Systems Thinking in Educational Research and Practice.** SIG-Systems Thinking in Education; Business Meeting
Marriott, Fourth Level, Franklin 11; 6:30-8:00pm
Chairs: *Janice E. Noga, Pathfinder Evaluation and Consulting; William R. Watson, Purdue University*
Participants: *Royce Holladay, Human Systems Dynamics Institute; Leslie Patterson, Human Systems Dynamics Institute*
- 51.056. Teaching Educational Psychology SIG Business Meeting.** SIG-Teaching Educational Psychology; Business Meeting
Convention Center, 100 Level, 118A; 6:30-8:00pm
Chair: *Cynthia Bolton, Armstrong Atlantic State University*
- 51.057. Tracking and Detracking SIG Business Meeting: Advocating for Equitable and Sustainable Curricular Programs in Schools.** SIG-Tracking and Detracking; Business Meeting
Convention Center, 100 Level, 118B; 6:30-8:00pm
Chair: *John C. Knudson-Martin, Eastern Oregon University*
Participant: *Colette Cann, Vassar College*

51.058. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
 Convention Center, 100 Level, 119A; 6:30-8:30pm
 Chair: *Leslie S. Cook, Appalachian State University*
 Participant: *Peter Smagorinsky, University of Georgia*

Saturday, 8:00 pm

Division Sessions

52.010. University Council for Educational Administration, Division A, Division L, and SAGE Publications Joint Reception. Division A - Administration, Organization and Leadership; Reception
 Marriott, Third Level, Liberty AB; 8:00-10:00pm

Sunday, 7:00 am

Governance Meetings and Events

53.001. AERA Research Advisory Committee: Closed Meeting. AERA Governance; Governance Session
 Marriott, Third Level, 303; 7:00-10:15am
 Chair: *Neal D. Finkelstein, WestEd*

Sunday, 8:00 am

Professional Development Courses

54.010. Doing Qualitative Research: A Course for Beginners. Professional Development and Training Committee; Professional Development Course
 Marriott, Fifth Level, Grand Ballroom B; 8:00am to 12:00pm
 Instructors: *Erin McNamara Horvat, Temple University; Bradley W. Bergey, Dalhousie University; Ginger Rae McCartney, Temple University; Erin Cassar, Temple University; Myla Bianca Morris, Community College of Philadelphia; Erin Elizabeth Rooney, Temple University*

54.011. Educational Neuroscience: Methods and Applications. Professional Development and Training Committee; Professional Development Course
 Marriott, Fifth Level, Grand Ballroom C; 8:00am to 12:00pm

54.012. Mapping Your Educational Research: Putting Spatial Concepts Into Practice With GIS. Professional Development and Training Committee; Professional Development Course
 Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm
 Instructors: *Mark Hogrebe, Washington University in St. Louis; Douglas E. Gevert, U.S. Census Bureau; Joseph Kerski, Environmental Systems Research Institute, Inc.*

54.013. Propensity Score Matching Using R. Professional Development and Training Committee; Professional Development Course
 Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
 Instructors: *Haiyan Bai, University of Central Florida; Wei Pan, Duke University; Christopher M. Swoboda, University of Cincinnati*

Sunday, 8:15 am

Governance Meetings and Events

55.001. AERA Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
 Marriott, Third Level, 306; 8:15-10:15am
 Chair: *David J. Flinders, Indiana University*

55.002. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting; Open Meeting. AERA Governance; Governance Session

Marriott, Third Level, Liberty C; 8:15-9:45am
 Chair: *Kimberley Gomez, University of California - Los Angeles*

AERA Related Activities

55.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
 Convention Center, 100 Level, 102B; 8:15-9:45am
 Chair: *Tracy Young, American Educational Research Association*

Presidential Sessions

55.011. Fostering Innovation in Educational Reform: The Promise and the Peril. AERA Presidential Session

Convention Center, 200 Level, 201B; 8:15-9:45am
 Chair: *Brian Adan Rodriguez, University of Southern California*
 Participants: *William G. Tierney, University of Southern California; Jeannie Oakes, Ford Foundation; David C. Berliner, Arizona State University*

55.012. Linking Theory, Research, and Practice to Improve STEM Undergraduate Education. AERA Presidential Session Cosponsored with AERA Sessions

Convention Center, 200 Level, 201A; 8:15-10:15am
 Chairs: *Ann E. Austin, Michigan State University; Susan Singer, National Science Foundation*
 Participants: *Stephen Barkanic, Business-Higher Education Forum; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; James S. Fairweather, Michigan State University; Cynthia Finelli, University of Michigan; Robert D Mathieu, University of Wisconsin - Madison; William R. Penuel, University of Colorado - Boulder; Ann E. Austin, Michigan State University*

55.013. New Initiatives to Improve Undergraduate Success. AERA Presidential Session

Convention Center, 200 Level, 201C; 8:15-9:45am
 Chairs: *Richard B. Arum, New York University; Josipa Roksa, University of Virginia*
 Participants: *Daniel Greenstein, Bill & Melinda Gates Foundation; Carol Schneider, American Association of Colleges and Universities; David Longanecker, Western Interstate Council on Higher Education; Ed Klonoski, Charter Oak State College*

AERA Sessions

55.014. AERA Early Career Award (2013) Lecture: Michael Bastedo. AERA Sessions; Invited Session
 Convention Center, 200 Level, 202A; 8:15-9:45am

Speaker:
 Cognitive Repairs in the Admissions Office: New Strategies for Improving Equity and Excellence at Selective Colleges. *Michael Bastedo, University of Michigan*

55.015. Vale Susan E Noffke: 'Person Holding Door'. AERA Sessions; Invited Session
 Convention Center, 100 Level, 108A; 8:15-9:45am

Chair: *Marilyn Cochran-Smith, Boston College*
 Participants: *Kenneth m Zeichner, University of Washington; Mary L. Brydon-Miller, University of Cincinnati; Ana Maria Sierra-Piedrahita, Universidad de Antioquia; Marie T. Brennan, Victoria University, Melbourne; David W. Hursh, University of Rochester*

Committee Sessions

55.016. Division G Fireside Chat. Making the Implicit Explicit: Navigating the Academy. Graduate Student Council Cosponsored with Graduate Student Council, Division G - Social Context of Education; Invited Session