

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

Convention Center, 100 Level, 112B; 8:15-9:45am

Chairs: *Kristi Lynn Donaldson, University of Notre Dame; Sakeena G. Everett, Michigan State University*

Participants: *Bryan McKinley Jones Brayboy, Arizona State University; Alison E Leonard, Clemson University; Jeong-Eun Rhee, Long Island University - C.W. Post Campus; Mariana Pacheco, University of Wisconsin - Madison; Beth C. Rubin, Rutgers University*

55.017. Graduate Student Council Fireside Chat. Research on Youth Activism and Agency for Social Change: Past, Present, and Innovations for the Future. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 8:15-9:45am

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

Participants: *David O. Stovall, University of Illinois at Chicago; Michelle Fine, The Graduate Center - CUNY; Julio Cammarota, The University of Arizona*

International Organization Sessions

55.018. Technology and the 21st-Century Learner: Canadian Association for Educational Psychology Invited Symposium. Canadian Society for the Study of Education; Invited Session
Convention Center, 100 Level, 107B; 8:15-9:45am

Participants:

Put Their Learning in Their Hands: Student-Led Pedagogy Through Mobile Technology. *Julie L. Mueller, Wilfrid Laurier University; Karin Archer, Wilfrid Laurier University; Eileen J. Wood, Wilfrid Laurier University; Domenica DePasquale, Wilfrid Laurier University*

Science Computer-Simulated Laboratory Assessment. *Man-Wai Chu, University of Alberta; Jacqueline P. Leighton, University of Alberta*

Perceptions of Assistive Technology: Insights From Students With Learning Disabilities and Their Parents. *Gabrielle D. Young, Memorial University; Jacqueline A. Specht, University of Western Ontario*

Augmentative and Alternative Communication in the 21st Century: What Is the Experience of Speaking Through a Device in 21st-Century Classrooms? *Kathy L. Howerly, University of Alberta*

Using Technology-Rich Learning Environments as a Platform for Assessment and Instruction in the Medical Tutoring Domain. *Susanne P. Lajoie, McGill University; Eric G. Poitras, McGill University*

Education Students' Learning Characteristics and Purchase of Paper Books and E-Books. *Genevieve Johnson, Curtin University*

Division Sessions

55.019. Leadership in a Global Context (Part 1). Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 8:15-9:45am

Chair: *Jill Bradley-Levine, University of Indianapolis*

Participants:

Competencies for School Leadership: A Comparative Analysis of American and Chinese Principals' Perceptions. *Jinyi Li, California State University - Northridge; Zhixin Su, California State University - Northridge*

How Teacher and Principal Perceptions Influence Instructional Leadership Internationally: A Multilevel Factor Analysis of the Teaching and Learning International Survey (TALIS) 2008. *Angela Urick, The University of Oklahoma; Alex J. Bowers, Teachers College, Columbia University*

Understanding Leadership Effects on a School Improvement Initiative in Chile. *Michael Patrick O'Malley, Texas State University; Sarah W. Nelson, Texas State University - San Marcos; Claudio Jaramillo; Mabel Diaz*

What Makes an Instructional Leader? A Study of Chilean Elementary Schools. *Joseph J. Flessa, University of Toronto - OISE; Javiera Marfan, Fundacion Chile; Stephen E. Anderson, University of Toronto*

Discussant: *Jeffrey S. Brooks, University of Idaho*

55.020. Reshaping Educational Practice for Improvement: How Schools Mediate and Enact Government Reforms. Division A - Administration, Organization and Leadership; Symposium

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

Chair: *Stephen L. Jacobson, University at Buffalo - SUNY*

Participants:

Toward a Three-Level Analysis of Policy Influences on School Leadership. *Jeffrey V. Bennett, The University of Arizona; Jill P. Koyama, College of Education, University of Arizona; Rose M. Yilmaki, The University of Arizona*

Reshaping Educational Practice for Improvement in England: How Successful Secondary Schools Enact Policies. *Qing Gu, University of Nottingham; Christopher W. Day, University of Nottingham; Paul Armstrong, University of Nottingham*

How Do School Leaders in Hong Kong Shape Policy Enactment? *Allan David Walker, The Hong Kong Institute of Education; Darren A. Bryant, Hong Kong Institute of Education; James Y.O. Ko, Hong Kong Institute of Education*

Educational Leadership Practice for Improvement: How Schools Understand and Reformulate Government Reforms. *Olof Johansson, Umeå universitet; Elisabet Nihlfors, Uppsala University*

Against the Tide: Enacting Respectful Student Behavior Polices in "Get Tough" Times. *Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia*

Discussant: *Stephen J. Ball, Institute of Education - London*

55.021. The Impact of School Leaders on Teacher Work and Work Conditions. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 8:15-9:45am

Chair: *Dorothy Faye Garrison-Wade, University of Colorado - Denver*

Participants:

Breaking Down the Impact of School Leadership on Working Conditions and Teacher Turnover. *Rebecca Wolf, University of Maryland; Thomas Edward Davis, University of Maryland*

Leadership Matters: A Study on Teacher Classroom Implementation and Practices in K-12 STEM Professional Development. *Peiyi Lin, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University*

Principal-Teacher Power Relationship Revisited: A National Study Based on Principals' Perception. *Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University*

The Relationship Between Leadership Practices and Teachers' Fidelity of Implementation of a Curricular Intervention. *Lisa Hall Foster, Harvard University*

The Role of the Principal: The Difference Between High- and Low-Achieving, High-Needs Schools. *Sheila Johnson, Dowling College; David Martz, Dowling College; David Byer-Tyer, Dowling College; Theodore Fulton, Dowling College; Elsa-Sofia Morote, Dowling College; Albert F. Inserra, Dowling College*

Discussant: *Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*

55.022. Black Bodies: Visuality, Discourse, and Antiracist Justice. Division B - Curriculum Studies; Paper Session
Convention Center, 100 Level, 119A; 8:15-9:45am

Chair: *Crystal T. Laura, Chicago State University*

Participants:

A Visual Discourse Analysis of the Historic and Photographic Constructions of the Black Teacher Body. *Karla Manning, University of Wisconsin - Madison*

Putting Race on the Table, but It Spoils: Professional Pedagogy and Desegregation Policy. *Tanetha J. Grosland, Morgan State University; Sharon I. Radd, St Catherine University*

Race, African American Youth, and the Neoliberalist Moment. *Darryl Hall, Indiana University - Bloomington*

Transnational Black Youth Theorizing Justice for Trayvon(s): Implications for Curriculum Theory and Practice. *Chike McLoyd, University of Pennsylvania*

Discussant: *Jamel K. Donnor, College of William and Mary*

55.023. Curriculum Studies and Historicizing the Present: The Political and the Impracticality of Practical Knowledge. Division B - Curriculum Studies; Symposium
Marriott, Fourth Level, Franklin 12; 8:15-10:15am

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

Participants:

True Grit? Notions of Numbers and Mind in Making “Grit” a Scientific Object. *Christopher Mark Kirchgasser, University of Wisconsin-Madison*

The Practices in Making Practice: Historicizing the Realizations of a Concept as “Useful” and Real. *Thomas S. Popkewitz, University of Wisconsin*

The “Reason” of Equality: The Equal Sign and a Standard of Inscribing Difference. *Jennifer Diaz, University of Wisconsin - Madison*

The Subject-ivity of Photographs: Contouring the Retina and the *Indigena*. *Ligia L. Lopez, University of Wisconsin - Madison*

Teaching and Affect. *Nancy L. Lesko, Columbia University, Teachers College*

Contexts Are a Matter of Concern: Problematizing Context in Education Research. *Jamie Ann Kowalczyk, Pontifical University of St. Thomas Aquinas*

Discussants: *William F. Pinar, The University of British Columbia; Michael A. Peters, The University of Waikato*

55.024. Theorizing Movement and Movement-Based Methods in Embodied Mathematics Learning. Division B - Curriculum Studies; Symposium

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

Chair: *Susan Gerofsky, The University of British Columbia*

Participants:

The Need for Discernment of the Qualities of Bodily Movement to Inform Mathematics Education Research. *Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University*

Gestures in Shifting Between the Contextual and General Character of Mathematical Activity. *Cristina Sabena, Università di Torino - Italy*

“Model-Movements” Matter: What Students Learn About Number by Packing, Turning, and Hopping. *Julie Anne Nurnberger-Haag, Michigan State University*

Body, Time, Image: Amodal Sensation, Movement, and Inventive Mathematical Diagramming. *Elizabeth De Freitas, Adelphi University; Francesca Ferrara, University of Torino*

Discussant: *Nathalie Sinclair, Simon Fraser University*

55.025. Different Perspectives on the Role of Explanation and Exploration in Learning. Division C - Learning and Instruction; Symposium

Marriott, Fourth Level, Franklin 6; 8:15-9:45am

Chair: *Bethany Rittle-Johnson, Vanderbilt University*

Participants:

Direct Instruction: More Than Meets the Eye. *Patrick Shafto, University of Louisville*

The Unique and Selective Effects of Explanation and Exploration on Learning in Early Childhood. *Cristine H Legare, The University of Texas Austin; Tania Lombrozo, University of California - Berkeley*

Learning From Explanation: The Timing and Source of Explanations for Learning Early Algebra. *Bethany Rittle-Johnson, Vanderbilt University; Emily Ruth Fyfe, Vanderbilt University; Abbey M. Loehr, Vanderbilt University; Michael Robert Miller, Vanderbilt University*

Why Does Explaining “Why” Help Learning? A Subsumptive Constraints Account. *Joseph Jay Williams, Stanford University; Tania Lombrozo, University of California - Berkeley*

Discussant: *Alexander Renkl, University of Freiburg*

55.026. Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self-Regulation With an Early Mathematics Curriculum.

Division C - Learning and Instruction; Symposium

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

Chair: *Douglas H. Clements, University of Denver*

Participants:

Approaches to Incorporating Late Pretests in Experiments. *Fatih Unlu, Abt Associates Inc.; Douglas H. Clements, University of Denver*

Impacts on Mathematics of an Intervention Synthesizing Early Mathematics and Make-Believe Play. *Julie Sarama, University of Denver; Fatih Unlu, Abt Associates Inc.; Douglas H. Clements, University of Denver; Carolyn J. Layzer, Abt Associates Inc.*

Self-Regulation Impacts (Executive Function, Working Memory) of an Intervention Synthesizing Early Mathematics and Make-Believe Play. *Carolyn J. Layzer, Abt Associates Inc.; Fatih Unlu, Abt Associates Inc.; Julie Sarama, University of Denver; Douglas H. Clements, University of Denver*

Impacts on Oral Language of an Intervention Synthesizing Early Mathematics and Make-Believe Play. *Alissa Anne Lange, Rutgers University; Carolyn J. Layzer, Abt Associates Inc.; Julie Sarama, University of Denver; Douglas H. Clements, University of Denver; Fatih Unlu, Abt Associates Inc.*

Discussant: *Mary Louise Hemmeter, Vanderbilt University*

55.027. Fostering Student Awareness of Literacy Strategies and Processes.

Division C - Learning and Instruction; Paper Session

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

Chair: *Janine M. McIlheran, Diocese of Arlington*

Participants:

Learning to Integrate Text and Picture in Processing Illustrated Science Texts Through Eye-Movement Modeling. *Lucia Mason, University of Padova; Caterina Tornatora, University of Padua; Patrik Pluchino, University of Padova*

The Contribution of Morphological Awareness to Reading Beyond Decoding, Vocabulary, and Processing Artifacts. *Teixeira Clark, University of Washington; Deborah E. McCutchen, University of Washington*

Challenges of Generating Main Ideas: Patterns and Interactions With Complex Texts. *Leah Anne Teeters, University of Colorado - Boulder; Amy Lynn Boele, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder*

How Useful Is the Think-Aloud Protocol as a Tool for the Diagnostic Classroom Assessment of High School Students’ Writing? Insights From Teachers’ and Students’ Experiences. *Sarah W. Beck, New York University; Lorena Llosa, New York University; Alyssa Trzeszkowski-Giese, New York University; Kristin Black, New York University*

Syntactic Awareness and Reading Comprehension: A Meta-Analytic Review of Research. *Brianna Avenia-Tapper, New York University; Michael J. Kieffer, New York University*

Discussant: *Steven Richard Yussen, University of Minnesota - Twin Cities*

55.028. Metacognition, Collaboration, and Response: Innovative Approaches to Building Literacy. Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 8:15-9:45am

Chair: *Malayna Bernstein, West Virginia University*

Participants:

Leveraging High School Students’ Empathic Responses to Literature: Speaking and Listening for the 21st Century. *James S. Chisholm, University of Louisville; Bethany L. Keller, University of Louisville*

Examining the Effects of Adapted Peer Tutoring on Social and Language Skills of Young English Language Learners. *Yaoying Xu, Virginia Commonwealth University; Mary Ellen Huennekens, Virginia Commonwealth University*

Exploring the Writing Patterns of Elementary School Students as a Function of Their English Proficiency. *Jin Kyoung Hwang, University of California - Irvine; Penelope Collins; Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine*

Negotiating Graphic Novels: An Analysis of Expert Readers’ Metacognitive Strategies. *Laura M. Jimenez, Boston University*

“Let’s Check the Glossary”: How English Learners Coconstruct Vocabulary Knowledge in Peer-Tutoring Reading Discussions. *Melinda E. Martin-Beltran, University of Maryland - College Park; Johanna Tigert, University of Maryland - College Park; Megan Madigan Peercy, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Stephanie Guthrie, University of Maryland - College Park; Anna Meyer, University of Maryland - College Park*

Discussant: *Emily Duvall, Boston College*

55.029. Strategies to Improve Metacognition. Division C - Learning and Instruction; Paper Session

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

Chair: *Marcela Borge, The Pennsylvania State University*

Participants:

Effects of Diagram Completion on Monitoring Accuracy When Learning Cause-and-Effect Relations From Science Texts. *Mariette H Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University; John Dunlosky, Kent State University*

Study Strategies Improve Metacomprehension Accuracy. *Celeste Pilegard,*

University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

Using Mind Mapping as a Metalearning Strategy: Studying Preadolescents' Evolution in Text-Learning Strategies and Performance. *Emmelien Merchie, Ghent University; Hilde Van Keer, Ghent University*

Effects of Metacognitive Intervention on State and Trait Metacognitive Strategy Use and Test Performance. *Elsa Mason, College of Southern Nevada, Las Vegas, Nevada; Eunsook Hong, University of Nevada - Las Vegas*

Discussant: *Thomas D. Griffin, University of Illinois at Chicago*

55.030. The Impacts of Knowledge and Beliefs on Achievement in

Mathematics. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, Franklin 5; 8:15-9:45am

Chair: *Melissa C. Gilbert, Santa Clara University*

Participants:

Differential Impact of Proportional Estimation Training for Fifth- and Eighth-Grade Students. *Jennifer M Zosh, The Pennsylvania State University - Brandywine; Julie L. Booth, Temple University; Laura K Twiss-Garrity, Temple University*

Fraction Knowledge Predicts Algebra Performance and Learning. *Julie L. Booth, Temple University; Kristie Jones Newton, Temple University; Laura K Twiss-Garrity, Temple University*

Negative Numbers: Are They Harder to Represent Than Positive Numbers? *Laura K Twiss-Garrity, Temple University; Julie L. Booth, Temple University*

How Does an Affective Self-Regulation Program Promote Mathematical Problem Solving in Young Students? *Bracha Kramarski, Bar-Ilan University; Meirav Tzohar-Rozen, Bar-Ilan University*

Attitude, Self-Concept, and Students' Math Achievement: A Study Based Upon TIMSS (Trends in International Mathematics and Science Study) 2011 in Hong Kong. *Shi Zhu, University of Virginia; Jiarong Zhao, Nanjing Normal University*

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

55.031. Thriving Teachers, Thriving Students: New Directions for Promoting Teacher Effectiveness.

Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 113A; 8:15-10:15am

Chair: *Nancy E. Perry, The University of British Columbia*

Participants:

Are Teachers Born or Made? Linking Teachers' Personality and Self-Efficacy With Effective Teaching. *Rob Klassen, University of York; Virginia Man Chung Tze, University of Alberta*

Teachers' Well-Being, Motivation, Job Satisfaction, and Organizational Commitment: An Explanatory Model Based in Self-Determination Theory. *Rebecca J. Collie, University of New South Wales; Nancy E. Perry, The University of British Columbia; Jenna D. Shapka, The University of British Columbia*

Early-Career Mathematics and Science Teachers' Emotion and Emerging Teacher Identities. *Paul A. Schutz, The University of Texas - San Antonio; Sharon L. Nichols, The University of Texas - San Antonio; Kimberly Bilica, The University of Texas - San Antonio; Kelly A. Rodgers, City University of New York*

Teacher Leadership and Understanding of Effective Instruction in School-Based Learning Communities. *Andrea Lynn Christensen, University of Notre Dame*

Teacher Learning Communities: Constraints and Affordances for Teacher Commitment and Motivation. *Julianne C. Turner, University of Notre Dame*

Discussant: *Debra K. Meyer, Elmhurst College*

55.032. Factors Impacting Equating Results.

Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 116; 8:15-9:45am

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

Participants:

A Comparison of Several Item Response Theory Calibration Programs With Implications for Equating. *Jaime Leigh Peterson, University of Iowa; Mengyao Zhang, University of Iowa; Seohong Pak, The University of Iowa; Shichao Wang, University of Iowa; Wei Wang, University of Iowa; Michael J. Kolen, University of Iowa; Won-Chan Lee, University of Iowa*

Bifactor Multidimensional Item Response Theory Observed-Score

Equating for Mixed-Format Tests. *Guemin Lee, Yonsei University; Won-Chan Lee, University of Iowa*

Does Fumbling Pattern Response Fumble Equating? *Ou Zhang, Pearson; Xiaomin Li, The Hong Kong Institute of Education; Xiaolin Wang, Indiana University*

Evaluating the Feasibility of Item Response Theory Pre-Equating for a Large-Scale Certification Program. *Peng Lin, ETS; Gautam Puhana, ETS; Jiyun Zu, ETS*

Removing Partial Constructed-Response (CR) Score Categories From the Anchor Score: Impact on Equating CR and Mixed-Format Tests. *Xuan Tan, ETS; Gautam Puhana, ETS*

Discussant: *Michael B. Bunch, Measurement Incorporated*

55.033. Test Form Development and Item Exposure.

Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 117; 8:15-9:45am

Chair: *Joy L. Matthews-Lopez, National Association of Boards of Pharmacy*

Participants:

A Comparison of Exposure Control Procedures in Computerized Adaptive Testing Using the Generalized Partial Credit Model. *Audrey J. Leroux, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin*

Controlling Item Exposure for Response Time-Informed Item Selection in Computerized Adaptive Testing. *Edison Choe, University of Illinois at Urbana-Champaign*

If at First You Don't Succeed, Retest on a Different Form. *Richard A. Feinberg, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners; Mark R. Raymond, National Board of Medical Examiners*

Instance Selection Methods for Automated Short Test Form Assembly. *Yung-Chen Hsu, GED Testing Service; Tsung-Hsun Tsai, Research League, LLC*

Three-Element Item Selection Procedures for Multiple Forms Assembly: An Item Matching Approach. *Pei-Hua Chen, National Chiao Tung University*

Discussant: *Chien-Lin Yang, American Dental Association*

55.034. Teacher-Student Interaction Patterns: Integrating Models of Instructional and Social Dynamics in the Classroom.

Division E - Counseling and Human Development; Symposium

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

Chair: *Scott D Gest, The Pennsylvania State University*

Participants:

Observing Teacher-Student Interactions in Upper Elementary School With the Classroom Assessment Scoring System (CLASS). *Jason Downer, University of Virginia; Erik Ruzek, University of Virginia; Megan Stuhlman, University of Virginia; Bridget Kathleen Hamre, University of Virginia*

The Role of Teacher-Child Interaction Patterns in Social Relationships: Drawing Causal Inferences Using Propensity Scores. *Rebecca Madill, Pennsylvania State University; Scott D Gest, The Pennsylvania State University; Philip C. Rodkin, University of Illinois*

Managing Peer Relations: A New Dimension of Teacher Efficacy That Varies Between Elementary and Middle School Teachers and Is Associated With Classroom Quality. *Allison M. Ryan, University of Michigan - Ann Arbor; Colleen Kausinen, University of Michigan; Alexandra B. Skoog, University of Michigan*

Teacher Perspectives on Managing Social Relationships in the Elementary Classroom. *Kathleen Zadzora, The Pennsylvania State University; Scott D Gest, The Pennsylvania State University; Aaron M Miller, The Pennsylvania State University - University Park; Rebecca Madill, Pennsylvania State University; Philip C. Rodkin, University of Illinois*

55.035. Exploring the Tensions Between Teacher Professionalism and Students' Rights During the Civil Rights Era.

Division F - History and Historiography; Symposium

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

Chair: *Dionne Danna, Indiana University*

Participants:

Framing Accountability as Schools Versus Families. *Sherman Dorn, University of South Florida*

Challenging White Teacher Professionalism. *Shaunna Harrington, Northeastern University*

Teacher Integration, Labor, and Civil Rights in the Los Angeles Unified

School District, 1962-1982. *Teresa Frizell, University of Washington*
Rights and Care Discourses Among Southern Teachers During School
Desegregation. *Barbara Joseph Shircliffe, University of South Florida*
Discussant: *Jackie M. Blount, The Ohio State University*

55.036. (Undocumented) Immigrants and Voice: Youth Narratives and Sense-Making of Local and National Immigration Policies. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 202B; 8:15-9:45am

Chair: *Ariana Mangual Figueroa, Rutgers University*

Participants:

Living Undocumented: High School, College, and Beyond. *Tatyana Kleyn, City College of New York - CUNY*

Community Voices Interacting With Deferred Action. *Colette Daiute, The Graduate Center - CUNY; Philip Kreniske, The Graduate Center (CUNY); David Caicedo, Borough of Manhattan Community College - CUNY*

Immigrant-Origin Youth's Responses to Presidential Immigration Debate Clips in an Election Year. *Dafney Blanca Dabach, University of Washington - Seattle; Aliza Fones, University of Washington; MJ (Mee Joo) Kim, University of Washington - Seattle; Natasha Merchant, University of Washington*

Discussants: *William Perez, Claremont University - Claremont Graduate University; Marjorie Faulstich Orellana, University of California - Los Angeles*

55.037. Employing Asset-Based Frameworks to Understand Latino Male Achievement in the K-16 Educational Pipeline. Division G - Social Context of Education; Symposium
Marriott, Fifth Level, Grand Ballroom L; 8:15-9:45am

Chair: *David Perez II, Miami University - Oxford*

Participants:

More Than Just Hoodlums: Chicano/Latino Middle School Boys Challenging Racial Microaggressions. *Eligio Martinez Jr, University of Washington*

High School Latino Male STEM Field Perceptions and Aspirations. *Ismael Fajardo, University of Washington - Seattle; Jose Munoz, University of Missouri; Jose Manuel Hernandez, University of Washington*

Giftedness From the Margins: Mapping the Identities of Mexican-Origin Ghetto Nerds. *Juan F. Carrillo, University of North Carolina - Chapel Hill*

Latino Male Collegians Enacting Notions of Achievement: A Cultural Perspective. *David Perez II, Miami University - Oxford*

Discussant: *Victor Saenz, The University of Texas - Austin*

55.038. How the Hardening of the Class Stratification System Affects At-Risk Children and Literacy Development. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 120C; 8:15-9:45am

Chair: *Whitney A. LeBoeuf, University of Pennsylvania*

Participants:

Examining the Unique and Cumulative Effects of Risk Factors on Literacy Growth for Students From Grades 1-3. *John Fantuzzo, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; Benjamin Brumley, University of Pennsylvania*

Class Stratification and Young Children's Access to Print: How Poverty and Privilege Affect Early Literacy Development. *Susan B. Neuman, New York University; Donna Celano, La Salle University*

How Class Stratification Affects At-Risk Children and Literacy Development: The New Digital Divide. *Donna Celano, La Salle University; Susan B. Neuman, New York University*

Discussant: *Richard Rothstein, Economic Policy Institute*

55.039. The Critical Importance of Race and Racialization When Considering How People Learn, What Should Be Taught and By Whom, and to What Ends. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 204C; 8:15-9:45am

Chair: *Thomas M. Philip, University of California - Los Angeles*

Participants:

The Intersections of Ideology, Identity, and Learning in an Alternative Space for African American Male Students. *Nailah Suad Nasir, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Jarvis Ray Givens, University of*

California - Berkeley; Sepehr Vakil, University of California - Berkeley
Playing the Social Class Card in Teacher Education: Distinguishing
Between Skin Color and the "Color" of Privileged Social Class. *Lilia I. Bartolome, University of Massachusetts - Boston; Donaldo Macedo, University of Massachusetts - Boston*

The Inadvertent Consequences of Curricular Reform in Urban Schools That cursorily Appropriates Social Justice Frameworks. *Thomas M. Philip, University of California - Los Angeles; Janet Rocha, University of California - Los Angeles; Maria C. Olivares Pasillas, University of California - Los Angeles*

Vygotsky Meets Whiteness Studies: Toward a Theory of White Zones of Proximal Development. *Zeus Leonardo, University of California - Berkeley; Logan Alexis Manning, University of California - Berkeley*

55.040. Understanding Social Class in Education: A Symposium in Honor of Jean Anyon. Division G - Social Context of Education Cosponsored with Division B - Curriculum Studies; Invited Session
Convention Center, 100 Level, 114; 8:15-10:15am

Chair: *Luis C. Moll, The University of Arizona*

Speakers: *Michelle M. Fine, City College of New York - CUNY; Kathleen M. Nolan, Princeton University; Pedro A. Noguera, New York University; Joyce E. King, Georgia State University; Michael W. Apple, University of Wisconsin - Madison*

55.041. Division H Breakfast and Business Meeting. Division H - Research, Evaluation and Assessment in Schools; Business Meeting
Marriott, Third Level, Liberty AB; 8:15-10:15am

Chair: *Judith A. Arter, Independent Consultant*

Participants: *Vickie L. Cartwright, Orange County Public School; Zollie Stevenson Jr, Howard University; Evelyn Belton-Kocher, Data Recognition Corporation; Rosanne B. Brown, Peel District School Board; Nyambura Susan Maina, Montgomery County Public Schools; Antionette D. Stroter, Liberty University; Brett D. Campbell, Clark County School District; Dale Whittington, Shaker Heights City School District; Ruhan Circi Kizil, University of Colorado - Boulder; Matthew R. Lavery; Jennifer Ann Quynn, University of Washington - Seattle*

55.042. Achieving Professional Competence: Beyond Knowledge and Skill. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103C; 8:15-9:45am

Chair: *Krystal L. Williams, Educational Testing Service*

Participants:

Building Teachers' Data-Use Capacity: Insights From Strong and Struggling Coaches. *Alice Huguet, University of Southern California; Julie A. Marsh, University of Southern California; Caitlin Farrell, University of California - Berkeley*

Developing Professional Skepticism: The Learning Perspective. *Therese Grohnert, Maastricht University; Roger Meuwissen, Maastricht University; Wim H. Gijssels, Maastricht University*

Essential Competencies for Interdisciplinary Graduate Education. *Beth Gamse, Abt Associates Inc.; Lorelle Espinosa, American Council on Education; Radha Roy, Abt Associates Inc.*

NU Data: Preparing Educators to Use Data Well. *Beth J. Doll, University of Nebraska - Lincoln; Erika Franta, University of Nebraska - Lincoln; Anne Thomas, University of Nebraska; Brooke Chapla, University of Nebraska - Lincoln; Jonathon Sikorski, University of Nebraska Lincoln*

Narratives of Academic Productivity: Compliance Versus Realization in the Process of Professional Self-Construction Among University Professors. *Virginia Montero-Hernandez, Universidad Autonoma del Estado de Morelos; John S. Levin, University of California - Riverside; Omar Garcia, Universidad Autonoma del Estado de Morelos*
Discussant: *Bryan Joseph Cook, American Dental Education Association*

55.043. Alleviating "Teamwork" Anxieties: How to Establish and Sustain Successful Collaborative Publication-Oriented Relationships.

Division J - Postsecondary Education; Invited Session
Marriott, Fifth Level, Grand Ballroom J; 8:15-9:45am

Presenters: *Jaime R. Lester, George Mason University; Shaun R. Harper, University of Pennsylvania; Ryan Evelyn Gildersleeve, University of Denver; Riyad Ahmed Shahjahan, Michigan State University; Nicholas Hillman, University of Wisconsin - Madison*

55.044. Exploring Hispanic-Serving Institutions (HSIs) and Emerging HSIs: Institutional Characteristics, Student Experiences, and

Future Directions. Division J - Postsecondary Education; Symposium
Marriott, Fourth Level, 409; 8:15-9:45am

Chair: *Laura Jean Cortez, The University of Texas - Austin*

Participants:

Framing a Typology of Hispanic-Serving Institutions. *Anne-Marie Nunez, The University of Texas - San Antonio; Gloria Crisp, The University of Texas - San Antonio; Diane Elizondo, The University of Texas - San Antonio*

Advancing a Framework for Studying Hispanic-Serving Institutions' Organizational Identity. *Gina Ann Garcia, University of Pittsburgh*

Emerging as Hispanic-Serving: Students' Perceptions of the Hispanic-Serving Institution Designation. *Brigid M. Dwyer, Villanova University*

Latina/o Student Empowerment at Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs. *Marcela Cuellar, University of Southern California*

Discussant: *Anne-Marie Nunez, The University of Texas - San Antonio*

55.045. Navigating the Pathway to the Professoriate. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 8:15-9:45am

Chair: *Deborah Davis, Texas A&M University Central Texas*

Participants:

Graduate Student Parents: Finding Support on and off Campus. *Margaret W. Sallee, University at Buffalo - SUNY*

Profiles of Change in Conceptions and Motivation Regarding Teaching in Higher Education Within Professional Development. *Adalet B Gunersel, Temple University; Avi Kaplan, Temple University; Pamela Barnett, Temple University; Mary Etienne, Temple University; Annette Roche Ponnock, Temple University*

Reasons for Becoming a Postdoc: Differences by Foreign-Born Status and Race. *Ying Huang, Michigan State University; Brendan Cantwell, Michigan State University; Barrett Taylor, University of North Texas*

Understanding Factors Contributing to Timely Doctoral Degree Completion Among Underrepresented Students. *Kimberly A. Truong*

Discussant: *Benita J. Barnes, University of Massachusetts, Amherst*

55.046. Strategies for Facilitating Student Success at Community Colleges. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 8:15-9:45am

Chair: *Jane Rosenthal, University of Southern California*

Participants:

"A Foundation for Something Bigger": Community College Students' Experience of a Developmental Learning Community. *Emily Schnee, Kingsborough Community College - CUNY*

Community College Latino/African American Males' Perceptions of Persistence in Basic and Transfer-Level Writing Courses. *Lourdes Villarreal, University of La Verne; Hugo Alberto Garcia, Claremont Graduate University*

Relationship Between Interaction and Academic Achievement Among Students in Manufacturing Programs in Two-Year Technical Colleges. *Hsun-yu Chan, University of Wisconsin - Madison; Xueli Wang, University of Wisconsin - Madison*

"What the Hell Is Revise?": Community College Students' Approaches to Remedial Coursework. *Stefan Perun, Seton Hall University*

Discussant: *James C. Palmer, Illinois State University*

55.047. Addressing Beliefs and Notions of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 203A; 8:15-9:45am

Chair: *Lynn C Hartle, The Pennsylvania State University - Brandywine*

Participants:

Altering Knowledge but Not Religiosity: A Field Experience on World Religions. *Derek L. Anderson, Northern Michigan University; Tanya Cook, Northern Michigan University; Holly Mathys, Northern Michigan University*

Examining the Relations Between Reflection and (Student) Teachers' Practical Knowledge. *Paulien C. Meijer, Radboud University Nijmegen; Dubravka Knezic, Utrecht University; Ali Leijen, University of Tartu; Raili Allas, Auli Toom, University of Helsinki; Jukka Husu, University of Turku; Juan-José Mena Marcos, Universidad de Salamanca; Margus Pedaste, University of Tartu; Edgar Krull, University of Tartu*

Identifying the Dilemmas of Practice Faced by University Field Supervisors. *Laura Baecher, Hunter College - CUNY; Alexander Cuenca, Saint Louis University*

Preservice Teachers' Beliefs and Development of Inquiry Pedagogy: A Partnership Model for University Credential Courses. *Kimberly A. Norman, California State University - Fullerton; Kimberly Case, California State University - Fullerton; Monica True, Orchard Hills School*

Using the Triad Model to Assess Perceptions of the Student Teaching Experience. *Heng-Yu Ku, University of Northern Colorado; Kimberly Kaufeld, University of Northern Colorado; Chelsie Hess, University of Northern Colorado; Scott Kreider, University of Northern Colorado; Nancy Sileo, University of Northern Colorado; Eugene Sheehan, University of Northern Colorado*

Discussant: *Francesco G. Pignatosi, New York University*

55.048. Diverse Approaches Toward Investigating the Impact of Field Experience on Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120B; 8:15-9:45am

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

Participants:

Context, Culture, Community: A Collective Case Study of Clinical Experience in a Teacher Residency Program. *Emilie N. Reagan, University of New Hampshire; Kelly Gavin Zuckerman, Teachers College, Columbia University; Suzanne Pratt, Teachers College, Columbia University*

Impact of After-School Teaching on Elementary Science Preservice Preparation. *Tina Cartwright, Marshall University; Suzanne Leigh Smith, Marshall University; Brittan Leigh Hallar, Research for Action*

Influence of Teacher Preparation Programs' Field Experiences on Preservice Teacher Candidates' Sense of Teaching Efficacy. *Alison Reddy, Old Dominion University; Shana L. Pribesh, Old Dominion University; Leigh Butler, Old Dominion University; Charlene Fleener, Old Dominion University*

We Need Better, Not More: Examining the Impact of Duration of Field Experience on Teacher Preparation. *Amanda L. Nolen, University of Arkansas at Little Rock; Karina R. Clemmons, University of Arkansas at Little Rock*

Field Experience as the Centerpiece of an Integrated Model for STEM Teacher Preparation. *Leigh A. Van Den Kieboom, Marquette University; Jill McNew - Birren, Marquette University; Ellen W. Eckman, Marquette University; M. Barbara Silver-Thorn, Marquette University*

Discussant: *Karen Embry-Jenlink, Stephen F. Austin State University*

55.049. Innovations in Preservice Teachers' Social Studies Course Experiences. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 203B; 8:15-9:45am

Chair: *Nathan Napoleon Alexander, Teachers College, Columbia University*

Participants:

A Rationale and Model for Teaching STEM Within the Social Studies, K-9. *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Crossing Classroom Borders: Faculty Coteaching to Build Common Core Literacy Into Preservice Mathematics and Social Studies Courses. *Jolynn Akemi Asato, San José State University; Patricia E. Swanson, San José State University*

From the Library of Congress Archives to the Classroom: Engaging Preservice Teachers in Inquiry. *Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida*

Learning the Teaching of History: Making Historical Thinking a Critical Event in Elementary Teacher Education. *Cynthia S. Salinas, The University of Texas - Austin; Brooke Blevins, Baylor University; Maria E. Franquiz, The University of Texas - Austin*

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

55.050. Interrupting Pathologized Identities of Black Populations. Division K - Teaching and Teacher Education Cosponsored with SIG-Research Focus on Black Education; Paper Session
Marriott, Fourth Level, 414; 8:15-9:45am

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

Participants:

Complicating Blackness in Teacher Education: Race, Intersectionality, and the Lives of Black Teachers. *Corliss Brown, Northeastern University*

Oooh, It's Sooo Good!!! Black Adolescent Females Experiencing the Delicacy of Reading. *Jacqueline B. Koonce, Michigan State University*

Past, Present, Future: A Comprehensive Review of Literature on Veteran

and Novice African American Teachers. *Morgan Z-J Faison, Emory University*
 Discussant: *Keffrelyn D. Brown, The University of Texas - Austin*

55.051. Looking Inward as a Critical Pathway to Teaching Excellence.

Division K - Teaching and Teacher Education; Paper Session
 Marriott, Fourth Level, 404; 8:15-9:45am

Chair: *Cleveland Hayes, University of La Verne*

Participants:

A Study of Three Teachers' Cultural Identities in Relation to the Artifacts in Their Teaching Practice. *Seon-Young Kim, The University of Texas - Austin*

Becoming Teacher Researchers: Resistance, Inquiry, and Appropriation. *Aria Razfar, University of Illinois at Chicago; Joseph C. Rumennapp, University of Illinois at Chicago; Ambareen Nasir, University of Illinois at Chicago; Zayoni Nidia Torres, University of Illinois at Chicago*

Screencasting and Formative Assessment as Lenses for Exploring the Relationship Between Teachers' Beliefs and Practices. *Reshan Richards, Teachers College, Columbia University*

"Dear Diary": A Qualitative Examination of the Phases of First-Year Teaching. *Mary Anne Duggan, Arizona State University; David L. Carlson, Arizona State University; Ashley Lauren Firth Indorf, Arizona State University; Larissa Michelle Gaias, Arizona State University; Tashia Abry, Arizona State University; Michelle Jordan, Arizona State University*

Discussant: *Darrell C. Hucks, Keene State College*

55.052. Professional Learning in STEM Areas. Division K - Teaching and

Teacher Education; Paper Session
 Convention Center, 200 Level, 204A; 8:15-9:45am

Chair: *Misfer Saud AlSalouli, King Saud University*

Participants:

An Innovative Framework for Math and Science Teacher Professional Development: The UTeach Observation Protocol as a Lens for Feedback and Reflection. *Audrey DeZeeuw, University of Texas - Austin; Paige Bauerkemper; Mary H. Walker, The University of Texas - Austin*

Inquiry-Based Multidisciplinary STEM and Lesson Study as Cornerstones in Innovating Professional Learning for Secondary Teachers. *Sandra M. Webb, Georgia College & State University*

Sowing Seeds and Growing Roots: Middle Grades Mathematics Teachers Learn to Implement Formative Assessment. *Lynn T. Goldsmith, Education Development Center, Inc.; Sophia Mansori, Education Development Center, Inc.*

Temporary Fix or Lasting Solution? Investigating the Longitudinal Impact of Professional Development on K-2 Science. *Judith H. Sandholtz, University of California - Irvine; Cathy Ringstaff, WestEd*

The Relationship Between Middle School Teachers' Mathematics Knowledge for Teaching and Student Outcomes. *Kelly Feighan, Research for Better Schools; Amy Cohen, Rutgers University; Lynda B. Ginsburg, Rutgers University*

55.053. Teacher Education, Teacher Quality, and Accreditation Across

International Borders: Can the Local Go Global? Division K - Teaching and Teacher Education; Invited Session

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

Chair: *Nicholas M. Michelli, The Graduate Center - CUNY*

Presenters: *Thuwayba Ahmed Al Barwani, Sultan Qaboos University; Robin R. Dada, Zayed University; Hissa Mohammed Sadiq, Qatar University; Deborah B. Eldridge, National Council for Accreditation of Teacher Education; Karen S. Karp, University of Louisville*

Discussant: *Geoff Whitty, Institute of Education - University of London*

55.054. Teacher Professional Learning: Guiding Principles for Improving Student Outcomes, Implementing the Common Core. Division K -

Teaching and Teacher Education; Symposium
 Marriott, Fourth Level, 405; 8:15-9:45am

Chair: *Tabatha L. Jones Jolivet, Claremont Graduate Univ & Pepperdine Univ*

Participants:

Optimizing Teacher Professional Learning in the Common Core Standards: Situating Professional Learning in Teachers' Classrooms. *Angela Laila Hasan, University of Southern California*

Toward a Theory of Strengths-Based Professional Learning: Improving Outcomes in Elementary Mathematics. *Spring Cooke, Pepperdine*

University

Retaining Urban Teachers, Improving Student Outcomes, and Engaging Communities Through Project-Based, Professional Learning. *Jodi Council, University of Phoenix; Anthony Collatos, Pepperdine University*

Discussant: *Amina Humphrey, University of California - Los Angeles*

55.055. Uncommon Core: Student Innovation as a Resource for Reform.

Division K - Teaching and Teacher Education Cosponsored with SIG-Urban Learning, Teaching, and Research; Workshop
 Convention Center, 200 Level, 204B; 8:15-9:45am

Chair: *Ashley Newby, Michigan State University*

Participants: *Carleen Carey, Michigan State University; Sherrae M. Hayes, Michigan State University*

55.056. Equity, School Finance, and Educational Reform. Division L -

Educational Policy and Politics; Paper Session
 Convention Center, 100 Level, 118A; 8:15-9:45am

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

Participants:

A Synthetic Analysis of School Finance Centralization Reforms of Six States in the 1990s. *Yangyong Ye, University of Missouri - Columbia*

Evaluating the Recession's Impact on Equity in State School Finance Systems. *Bruce D. Baker, Rutgers University*

Systemic Inequities and Cross-Subsidization: Special Education Financing in Michigan. *Margaret C. Jalilevand, Michigan State University; Michael Conlin, Michigan State University*

Follow the Money: Who Spends and Who Gains Under the Common Core? *Mindy L. Kornhaber, The Pennsylvania State University; Nikolaus Barkauskas, The Pennsylvania State University; Kelly Griffith, The Pennsylvania State University*

55.057. Push and Pull: Policy Implementation at the Federal, State, and

Local Levels. Division L - Educational Policy and Politics; Paper Session

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

Chair: *Lance D. Fusarelli, North Carolina State University*

Participants:

Partnering for Equity: Examining a Federal-State Collaboration to Close Achievement Gaps. *Seena Skelton, Great Lakes Equity Center; Brendan D. Maxcy, Indiana University - IUPUI; James Kigamwa, Indiana University - IUPUI*

Service Integration Agendas in an Era of Changing Governance: Evidence From State of the Cities. *Jeffrey W. Snyder, Michigan State University*

Localism and the Education State: English Language Learners and the Politics of Incorporation. *Douglas S. Reed, Georgetown University*

Conundrum of Policy Implementation: Using an Agent-Based Model to Compare Top-Down and Bottom-Up Approaches. *Sha Li, Stanford University*

Federal Education Policy From Reagan to Obama: Convergence, Divergence, and "Control". *Lance D. Fusarelli, North Carolina State University; Bonnie Carol Fusarelli, North Carolina State University*

SIG Sessions

55.058. Action Research and Human Subjects: Protections, Innovations, and Interests in the Production of Educational Research. SIG-

Action Research; Symposium
 Convention Center, 100 Level, 124; 8:15-10:15am

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

Participants:

Ethical and Epistemological Dilemmas in Equity-Oriented Collaborative Community-Based Research. *Ronald David Glass, University of California - Santa Cruz; Anne Rebecca Newman, University of California - Santa Cruz*

Digital Technologies and Action Research: Making Room for the Voices of Children and Adolescents. *Joseph M. Shosh, Moravian College*

Safe and Efficient Practices to Facilitate Action Research in K-12 Classrooms, Schools, and School Districts. *Rick Vanosdall, Middle Tennessee State University*

Discussant: *Margaret M. Riel, Pepperdine University*

55.059. Learning With Technology: Different Perspectives From

Low-Income Families. SIG-Advanced Technologies for Learning;

Symposium

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

Chair: *Betsy DiSalvo, Georgia Institute of Technology*

Participants:

Connecting and Learning With Digital Media in Low-Income Families.

Lori Takeuchi, Joan Ganz Cooney Center at Sesame Workshop; Briana Pressey, Joan Ganz Cooney Center at Sesame Workshop

The Impacts of Technology on Family Life: Engaging With Media

Together, Apart, and On the Move. Katherine Headrick Taylor, Northwestern University; Reed Stevens, Northwestern University

Families' Digital Access and Cultural Values Impacts on Learning.

*Betsy DiSalvo, Georgia Institute of Technology; Parisa Khanipour, Georgia Institute of Technology; Maia Jacobs, Georgia Institute of Technology; Michaelanne Dye, Georgia Institute of Technology*Designing Creative Learning Experiences for Families. *Ricarose Roque, Massachusetts Institute of Technology*Discussant: *Brigid J.S. Barron, Stanford University***55.060. Mentoring Session for Early Career Scholars in Bilingual Education.** SIG-Bilingual Education Research; Invited Session
Convention Center, 100 Level, 103A; 8:15-10:15amParticipant: *Silvia Cecilia Noguero-Liu, University of Georgia*Presenters: *Maria E. Torres-Guzman, Teachers College, Columbia University;**Heriberto Godina, The University of Texas - El Paso; Mileidis Gort, The Ohio State University; Anita C. Hernandez, New Mexico State University; Kate Menken, City University of New York; Laura A. Valdiviezo, University of Massachusetts***55.061. Educational Research in Less Resourced Communities: Exploring Perspectives.** SIG-Caribbean and African Studies in Education; Symposium

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

Chair: *Dennis Conrad, State University of New York*

Participants:

Implementing Assessment Policy in the Absence of Clear Policy

Directives: What Do Schools Do? Launcelot Brown, Duquesne University

Indigenizing Prevalence Estimates: An Approach to Determining Figures

for Emotional and Behavioral Disorders. Elna Carrington-Blaides, The University of the West Indies

When the Humming Hurts: The Case for Using Self-Study in Teaching

Issues of Difference. Deborah J. Conrad, SUNY - College at Potsdam; Dennis Conrad, State University of New York; Sheryl Scales, SUNY - College at Potsdam; Maya Kalyanpur, SUNY - College at Potsdam

Exploring the Critical Question of Which Method in Education Policy

*Research in the Republic of Trinidad and Tobago: Choosing From Quantitative, Qualitative, or Mixed Methods? Jerome De Lisle, University of the West Indies*Discussant: *Frank C. Worrell, University of California - Berkeley***55.062. Using Learning Technologies to Personalize Learning and Activate Students.** SIG-Computer and Internet Applications in Education; Paper Session

Marriott, Fourth Level, Franklin 7; 8:15-10:15am

Chair: *Amy Louise Pittenger, University of Minnesota*

Participants:

Bridging the App Gap: Learning With Mobile Educational Apps in Urban Schools. *Chrystalla Mouza, University of Delaware; Tommi Barrett-Greenly, University of Delaware*

Constructing an Educational Online Video Discussion Tool to Effectively

Engage the Crowd. Ihan Hsiao, EdLab, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University

Impacts of International Telecollaboration on Student Learning and

Teacher Competence. Gyeong Mi Heo, McGill University; Alain Breuleux, McGill University; Rhea Febro; Amelia Buan

Implementing Constructivist Online Game-Based Learning in Formal

*Education: Teachers' Concerns About Virtual Interactive Student-Oriented Learning Environments. Morris S.Y. Jong, The Chinese University of Hong Kong*The Layers of Authenticity: Designing for Learner Experience. *Aaron**Doering, University of Minnesota; Charles DeV Vaughn Miller, University of Minnesota; Lucas Lecheler, University of Minnesota; Jeni Henrickson, University of Minnesota*The Study of Relationship Among Online Game Players: Motivations, Self-Concept, and Life Adaptation. *Shu Ching Yang, National Sun Yat-Sen University; Chiao Ling Huang, Institute of Education - National Sun Yat-sen University***55.063. Popular Media Culture, Hip-Hop, and Mexican Corridos: Honoring Young People's Multiple Literacies.** SIG-Critical Educators for Social Justice; Symposium

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

Chair: *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Participants:

Deconstructing Popular Identities Through Critical Media Literacy. *Lauren Kelly, Teachers College, Columbia University*Using Hip-Hop Pedagogies to Promote Literary Freedom. *Crystal Belle, Teachers College, Columbia University*Utilizing Youth Participatory Action Research to Explore the Pedagogical Possibilities of Digital and Critical Literacy. *Jamila Lyiscott, Teachers College, Columbia University*Toward a Transnational Pedagogy: Hip-Hop and Mexican Corridos as Protest and Possibility. *Cati V. de los Rios, Teachers College, Columbia University*Discussant: *Ernest D. Morrell, Teachers College, Columbia University***55.064. Understanding the Power of Analytical Shifts in Intersectional Scholarship: A Focus on Race, as Well as on Class, Gender, Religion, Sexuality, Dis/ability, and Family Configuration.**

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

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

Chair: *Sonia Nieto, University of Massachusetts - Amherst*

Participants:

School-to-Prison Pipeline: Teacher Disciplinary Practices and Student Success. *Christine Clark, University of Nevada - Las Vegas; Tarryn McGhie, University of Nevada - Las Vegas*Religious Identity and Curriculum Development: The Lived Experience of Spirituality in Schooling. *Mark Brimhall-Vargas, University of Maryland - College Park*Inclusive Education: "I'm Complicated So It's Complicated"—Intersectionality and Advocacy Across Differences. *Mara Sapon-Shevin, Syracuse University*Discussant: *Sonia Nieto, University of Massachusetts - Amherst***55.065. Child-Animal Entanglements: Postcolonial and Posthumanist "Common Worlds" Perspectives.** SIG-Critical Perspectives on Early Childhood Education; Symposium

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

Chair: *Margaret Jean Somerville, University of Western Sydney*

Participants:

Meeting "Skippy" in the Bush Capital: Child-Kangaroo Encounters and Entanglements in Postcolonial Australia. *Affrica Taylor, University of Canberra*Frictional Bear-Child Stories in Colonialist Spaces of Canadian Childhood. *Veronica Pacini-Ketchabaw, University of Victoria*(Re)indigenizing the-Dog-as-Child In and Around Hong Kong Urban Parks. *Mindy Blaise, The Hong Kong Institute of Education***55.066. Reflections on the Portfolio Model as an Urban District Reform: The Philadelphia Case.** SIG-Districts in Research and Reform; Invited Session

Convention Center, 100 Level, 111B; 8:15-10:15am

Chair: *Tina M. Trujillo, University of California - Berkeley*Participants: *Paul Hill, University of Washington; Pauline Lipman, University of Illinois at Chicago; Eva Gold, self-employed; Paul Kihn, School District of Philadelphia; Rand Quinn, University of Pennsylvania***55.067. Family Partnerships and Impacts on Young Children's Learning.** SIG-Early Education and Child Development; Paper Session

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

Chair: *Brent A. McBride, University of Illinois at Urbana-Champaign*

Participants:

A Study of Reciprocal Associations Between Positive Parenting Behaviors and Children's Cognitive Abilities in Early Childhood. *Young-Hee Park, Pusan National University; Ithel Jones, Florida State University*

Home Literacy Environment and Head Start Children's Language

Development: The Role of Approaches to Learning. *Christine Meng, University of Wisconsin - Madison*

Initiating Family Literacy Projects Within a Head Start Community: A Two-Year Qualitative Study. *Amber M. Friesen, San Francisco State University; Gretchen D. Butera, Indiana University; Jill Clay, Indiana University; Alina Mihai, Indiana University; Potheini Vaiouli, Indiana University - Bloomington*

Ways With Metaphors: A Metaethnography of Family Literacy. *Rebecca L. Rogers, University of Missouri; Catherine F. Compton-Lilly, University of Wisconsin - Madison; Tisha Y. Lewis, Georgia State University*

55.068. Educational Change in Changing Times: Beliefs, Aspirations, Leadership, Critique, and Transformation. SIG-Educational Change; Paper Session

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

Chair: *Brian Robert Beabout, The University of New Orleans*

Participants:

Common Core, Common Beliefs? Teachers' Social Network Formation and Professional Beliefs in the Context of the Common Core. *Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Yi-Hwa Liou, University of California - San Diego*

Critical Indicators of Implementation Fidelity in a Statewide School Improvement Initiative. *Linda Collins, The University of Akron; Xin Liang, The University of Akron; Lisa A. Lenhart, The University of Akron; Sharon D. Kruse, The University of Akron*

Troubling Public-Private Partnerships in Education: A Multidisciplinary Review of Literature. *Alexander M. Gurn, Boston College*

Citizens of Tomorrow: Social Transformation Through Youth Media Arts Practice. *Ching-Chiu Lin, The University of British Columbia; Kit M. Grauer, The University of British Columbia*

Leading Through a School Closure. *Leta Youck-McGowan; Jim Brandon, University of Calgary*

Education Fever: Korean Parents' Aspiration for Their Children's Schooling and Future Career Using Q Methodology. *Hyeyoung Bang, Bowling Green State University; Jin Suk Kim, Pusan National University*

Discussant: *Lauri Johnson, Boston College*

55.069. Negotiating Identities, Cultures, and Discourses in Educational Settings. SIG-Language and Social Processes; Paper Session
Convention Center, 100 Level, 109B; 8:15-10:15am

Chair: *Danny C. Martinez, University of California - Davis*

Participants:

Claiming Rules and Wielding Discourses: "The Arguing Started Once All the Rules Were Written Down". *Beth A. Buchholz, Indiana University*

"I Don't Play Those Games": Composing Identities in the Classroom With Social Media Tools. *Jennifer M. Conner-Zachocki, Indiana University - Purdue University at Columbus; Mary Beth Hines, Indiana University*

Social Identities and Social Relationships Constructed During High School Writing Instruction. *Allison S. Wynhoff Olsen, Montana State University*

Show Me Your Listening Position: Embodied Silence and Speech in a Second-Grade Class of Language-Minority Students. *Sara Ann Rutherford-Quach, Stanford University*

Social Dimensions of Adolescents' Engagement With Narrative Texts. *Peter H. Johnston, University at Albany - SUNY; Gay Ivey, University of Wisconsin - Madison*

Lacan, Desire, and Composition. *Ross Emmerson Collin, Virginia Commonwealth University*

55.070. Research on Digital Media, Games, and Simulations in Teacher Education. SIG-Media, Culture, and Curriculum; Structured Poster Session

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

Chair: *Yasmin B. Kafai, University of Pennsylvania*

Participants:

1. Make First, Teach Second? Tensions Amid Implementing a FabLab at a High School. *Deborah A. Fields, Utah State University; Sarah Braziel; Taylor Martin, Utah State University*

2. Student Interest, Game Design, and Computational Thinking in Studio K Classrooms. *Gabriella Anton, University of Wisconsin - Madison; Shannon Harris, University of Wisconsin - Madison; Amanda Kay Ochsner, University of Wisconsin - Madison; Matthew W. Berland, University of Wisconsin - Madison*

3. Against "Schoolification": Gaming Affinity Spaces and Unschooling. *Sean C. Duncan, Indiana University*

4. Digital Media and Connected Learning in the Practice of School and Youth Librarians. *Crystle Martin, University of California - Irvine*

5. Game Genre and Computational Literacy: Situating Design and Programming Practice With Kodu. *Benjamin M Devane, University of Iowa; Cody Steward, University of Florida; Kelly Tran, Arizona State University - Tempe*

6. Intergenerational Play: Helping Educators Bridge In- and Out-of-School Learning With Games. *Sinem Siyahhan, Arizona State University - Phoenix; Elisabeth R. Gee, Arizona State University*

7. Designing Access to Digital Media and Learning Practices for Preservice Education Students. *Elizabeth M. King, University of Wisconsin - Whitewater; Katrina Liu, University of Wisconsin - Whitewater; Ellyn M. Dickmann, University of Wisconsin - Whitewater; Barbara Zebe Johnson, University of Wisconsin - Whitewater*

8. Trajectories of Learning: Adult Professional Development Living and Learning With Digital Media. *Seann Mason Dikkers, Ohio University - Athens*

9. Teachers Using App Development to Teach Computational Thinking: Informing the Field. *Danielle Christine Herro, Clemson University; D Matthew Boyer, Clemson University; Christina M. Gardner, Georgia Institute of Technology*

Discussant: *Kurt D. Squire, University of Wisconsin - Madison*

55.071. Multicultural/Multiethnic Education: Experiences of Students in Underrepresented Contexts. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
Marriott, Fourth Level, Franklin 2; 8:15-10:15am

Chair: *Delar K. Singh, Eastern Connecticut State University*

Participants:

Racial/Cultural Awareness Workshops and Postcollege Civic Engagement: A Propensity Score Matching Approach. *Nicholas A. Bowman, Bowling Green State University; Nida Denson, University of Western Sydney; Julie J. Park, University of Maryland - College Park*

From Diversity to Inclusion: What Non-White and LGBT Graduate Students Say About the College Environment. *Susan Swayze, The George Washington University; Rick C. Jakeman, The George Washington University; Wendy Hockersmith, The George Washington University*

The Triple Hurdle: The Socialization Experiences of Doctoral Students of Color at Predominantly White Universities. *Spencer Platt, University of South Carolina - Columbia; Michelle A. Maher, University of South Carolina; Telesia E. Davis, University of South Carolina; Martin E. Ford, George Mason University*

"The Only Black Kid in the Cafeteria": Exploring Black Identity at a Predominantly White Religiously Affiliated University. *Christopher B. Newman, University of San Diego; Jessica Williams, University of San Diego; Margaret Leary, University of San Diego*

Qualitative Investigation of the College Choice Process for Asian Americans and Latinas/os at a Public Historically Black University. *Dina C. Maramba, Binghamton University - SUNY; Robert Terry Palmer, Binghamton University - SUNY*

Discussant: *Daniel D Liou, Arizona State University*

55.072. Diverse Approaches to Music Education Research. SIG-Music Education; Paper Session
Marriott, Fourth Level, 411; 8:15-10:15am

Chair: *Ann Marie Stanley, University of Rochester*

Participants:

Participation in Secondary Music Ensembles and Senior-Year Mathematics Achievement. *Stephanie Cronenberg, University of Illinois at Urbana-Champaign; Lance C Pittman, University of Illinois*

National Estimates of Male and Female Enrollment in U.S. High School Music Ensembles. *Kenneth Elpus, University of Maryland - College Park*

Statistical Power in the *Journal of Research in Music Education* (2000-2010): A Power of the Field Survey. *Corin Tyler Overland, University of Miami*

Becoming Music-Making Music Teachers: Intersections of Music-Making and Teaching. *Kristen Pellegrino, The University of Texas - San Antonio*

Adults and Children at Play: A Second Year Coconstructing Music in a Preschool Setting. *Alison Mist Reynolds, Temple University; Heather D.*

Waters, Temple University

Discussant: *Sandra L. Stauffer, Arizona State University*

55.073. Transformative Research in Online Graduate Programs. SIG-

Online Teaching and Learning; Paper Session

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

Chair: *Sally Evans, University of Phoenix*

Participants:

An Exploratory Study of Effective Online Learning: Assessing Satisfaction Levels of Graduate Students of Math Education Associated With Human and Design Factors of an Online Course. *Joohee Lee, The University of Texas - Arlington; Jiyoung Yoon, The University of Texas - Arlington; Sham'ah Md-Yunus, Eastern Illinois University*

Developing a Research Culture Among Students in Online Graduate Programs in Education. *Ricardo Valenzuela, Monterey Institute for Technology and Education; Jaime Israel Salinas, ORT Mexico University*

Does Geographic Distance Matter in Distance Education? *Heng Patrick Luo, John A. Dutton e-Education Institute; Anthony Robinson, John A. Dutton e-Education Institute; Jim Detwiler, John A. Dutton e-Education Institute*

Students' Feedback and Perspectives on Effective Instructional Strategies in an Online Statistics Course. *Dazhi Yang, Boise State University*

The Influence of Perfectionism and Achievement Goal Orientation on Procrastination in Online Graduate Students. *Karee E. Dunn, University of Arkansas at Fayetteville; Glenda C. Rakes, The University of Tennessee - Martin; Thomas A. Rakes, The University of Tennessee - Martin*

Peer-Awarded Merit Badges for Encouraging and Recognizing Disciplinary Engagement in Online Courses. *Daniel T. Hickey, Indiana University; Andrea M. Rehak, Indiana University*

55.074. Policy and Reform Issues in Urban Education. SIG-Research Focus on Black Education; Symposium

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

Chair: *Kofi Lomotey, Western Carolina University*

Participants:

Race, Research, and Urban Education. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

The Evolving Landscape of School Choice in the United States. *Mark Berends, University of Notre Dame*

School Reform and School Choice. *Adrienne D. Dixon, University of Illinois - Urbana-Champaign; Camika Royal, Arcadia University; Kevin Lawrence Henry, University of Wisconsin - Madison*

Charter Schools and Urban Education Reform. *Thandeka K. Chapman, University of California - San Diego*

High-Stake Reforms and Urban Education. *Julian Vasquez Heilig, The University of Texas - Austin; Muhammad Khalifa, Michigan State University; Linda C. Tillman, Retired*

55.075. Research on Issues in Teacher Education and Teacher Practice.

SIG-Research in Mathematics Education; Paper Session

Convention Center, 100 Level, 125; 8:15-10:15am

Chair: *Nicole Michelle Russell, University of Denver*

Participants:

Conceptualizing the Teacher's Role in Supporting Students' Mathematical Learning in Computer-Directed Learning Environments. *Melissa D. Boston, Duquesne University; Aaron Kessler, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

Deploying Problems Assessing Mathematical Knowledge for Teaching as Tasks for Professional Preparation. *Yvonne Lai, University of Nebraska - Lincoln; Heather Howell, ETS*

Development and Initial Validation Efforts of a Survey of Frequency of Mathematics Instructional Practice. *Michele Carney, Boise State University; Jonathan L. Brendefur, Boise State University; Gwyneth Hughes, Boise State University; Keith W. Thiede, Boise State University*

On Mathematical Understanding: Perspectives From Experienced Teachers. *Jinfa Cai, University of Delaware; Meixia Ding, Temple University*

Teacher Asynchronous Noticing to Foster Students' Mathematical Thinking. *Theodore Chao, Harvard University; Eileen Murray, Harvard University*

Understanding Mathematics Teachers' Advice-Seeking Networks: What Influences From Whom Teachers Seek Advice on Teaching

Mathematics? *Anne Garrison Wilhelm, Southern Methodist University; I-Chien Chen, Michigan State University; Tom Smith, Vanderbilt University*

55.076. Asian/American Women Navigating Academia: Challenges, Opportunities, and New Perspectives. SIG-Research on the Education of Asian and Pacific Americans; Symposium

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

Chair: *Cynthia B. Dillard, University of Georgia*

Participants:

Doing Good Work: Self-Reflexivity, Integrity, Resilience, and Agency as a Woman Academic of Color. *Nina Asher, University of Minnesota - Twin Cities*

Can the Language of Power and Privilege "Glass Ceiling" Be Broken for Scholarly Writing in a Second Language? *Clara Lee Brown, The University of Tennessee - Knoxville*

Insights From an Asian/American Faculty Administrator on Negotiating Modern Orientalism and Racialized Sexualization in the Workplace. *Rachel Endo, Hamline University*

Standing Out, Fitting in, Speaking Up, Making Space, Finding Peace: My Life as an Asian/Asian American/Woman/Immigrant/Scholar/Leader. *A. Lin Goodwin, Teachers College, Columbia University*

Asian Female Faculty in Higher Education: Their Perceptions and Experiences Through the Tenure Promotion Process. *Deoksoon Kim, University of South Florida*

55.077. Assessment in Science Education. SIG-Science Teaching and Learning; Paper Session

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

Chair: *Zacharias C. Zacharia, University of Cyprus*

Participants:

A Potential Resource in Eliciting Student Ideas: Examining the Adaptability of a Concept Inventory for Natural Selection at the Secondary School Level. *Margaret M. Lucero, Santa Clara University; Anthony Petrosino, The University of Texas - Austin*

Assessing Learning Through Scientific Humor: The Views and Practices of a College Biology Instructor. *Francine Wizner, Albany State University; Alandeom W. Oliveira, University at Albany - SUNY*

Development of a 21st-Century and Inquiry Skill Assessment in STEM for High School Students. *Frank LaBanca, EDUCATION CONNECTION; Youn Joo Oh, Education Development Center, Inc.; Mhora Lorentson, EDUCATION CONNECTION; Yueming Jia, Education Development Center, Inc.; Bernadette Sibuma, Education Development Center, Inc.*

The Implementation of Peer Instruction and "Clickers" in an Exam-Oriented Science Class: Opportunities and Challenges. *Gihan Osman, The American University in Cairo; Azza Awwad, American University in Cairo; Dana Sabbah, American University in Cairo*

Insightful Use of Science Notebooks: What Does It Look Like? *Lori A Fulton, University of Hawaii - Manoa; Jian Wang, Texas Tech University*

On Defining and Assessing Learners' Modeling Competence in Science Teaching and Learning. *Marios Papaevripidou, University of Cyprus; Christiana Theophani Nicolaou, University of Cyprus; C. P. Constantinou, University of Cyprus*

55.078. Reframing Teaching and Learning: A Self-Study of Teacher Educators Developing Constructivist Models of Online Practice.

SIG-Self-Study of Teacher Education Practices; Symposium

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

Chair: *Helen Freidus, Bank Street College of Education*

Participants:

Using Video to Facilitate Peer Coaching. *Helen Freidus, Bank Street College of Education*

Self-Study of Using Google Hangout to Provide Access to Expert Knowledge. *Robin Ellen Hummel, Bank Street College of Education*

Bags and Cubes: Collaborating in a Self-Study of Teaching Algebraic Equations Online. *Steven Goss, Bank Street College of Education; Barbara Dubitsky, Bank Street College of Education*

Discussant: *Clare Kosnik, University of Toronto*

55.079. War and Peace: Unions and Teachers in Illinois and Ontario in an Era of Standardization. SIG-Teacher's Work/Teachers Unions; Symposium

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

Chair: *Arlo Kempf, University of California - Los Angeles*

Participants:

A Decade of Successes and Challenges: The Ebb and Flow of Teacher Labor Gains and Losses in Ontario. *Lindy Amato, Ontario Teachers' Federation*

The Black and White of Education in Chicago's Public Schools: Privatization Schemes and Classroom Practice. *Carol Caref, Chicago Teachers Union*

Standardized Testing and Teachers' Work: International Survey Findings for Ontario and Illinois Teachers. *Arlo Kempf, University of California - Los Angeles*

Discussant: *Arnold Edward Dodge, Long Island University - C.W. Post Campus*

55.080. Topics in Validity Evaluation. SIG-Test Validity Research and Evaluation; Paper Session
Convention Center, 100 Level, 112A; 8:15-9:45am

Chair: *Lihshing Leigh Wang, University of Cincinnati*

Participants:

Using Orthogonal Regression Analysis to Investigate Differential Prediction: New Insights on Predicting College Performance. *John W. Young, ETS; Michael T. Kane, ETS; Lora F. Monfils, Educational Testing Service; Chen Li, ETS; Chelsea Ezzo, ETS*

Clarifying Misconceptions About Differential Validity and Prediction Bias Research. *Steven Andrew Culpepper, University of Illinois at Urbana-Champaign*

How Much Does the Size of Validity Coefficients Matter? Perspectives From the GRE General Test. *David Marc Klieger, Educational Testing Service; Frederick A. Cline, ETS; Steven L. Holtzman, ETS; Jennifer Minsky, Educational Testing Service; Florian Lorenz, ETS*

Examining the Validity of Claims Based on Constructed-Response Task Performance Consistency on Parallel Exam Forms. *Rosemary A. Reshetar, The College Board; Barbara S. Plake, University of Nebraska - Lincoln*

Discussant: *Matthew Newman Gaertner, Pearson*

55.081. Supporting the Academic Achievement of All Students Through Detracking: Lessons From the Trenches. SIG-Tracking and Detracking; Paper Session
Convention Center, 100 Level, 120A; 8:15-9:45am

Chair: *Colette Cann, Vassar College*

Participants:

Closing the Curriculum Gap: A Case Study of a School District Detracking Through Curriculum Design and Development. *Thomas W. Tramaglino, Rutgers University - New Brunswick/Piscataway*

Investigating the English Learner Achievement Gap: Class Placement and Instruction in High School Math Achievement. *Rebecca M. Callahan, The University of Texas - Austin; Melissa H. Humphries*

Tracking Effects on Foreign Language Learning: Identifying Underlying Processes. *Michael Leucht, Leibniz Institute for Science and Mathematics Education (IPN); Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education; Jens Moeller, University of Kiel; Olaf Koeller, Leibniz Institute for Science and Math Education*

Discussant: *Anysia P. Mayer, University of Connecticut*

Division and SIG Roundtables

55.082. Roundtable Session 16; Roundtable Session

55.082-1. Identifying Ableism in K-12 Schooling and Postsecondary Contexts. SIG-Disability Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Robin M. Smith, SUNY - College at New Paltz*

Participants:

Institutionalized Ableism and the Misguided "Disability Awareness Day": Transformative Pedagogies for Teacher Education. *Priya Lavani, Montclair State University; Alicia A. Broderick, Teachers College, Columbia University*

Special Education as an Act of Violence: Institutional Ableism and the Creation of Poverty. *Gregg D. Beratan, Institute of Education - London*

Understanding the Ideology of Normal: Making Visible the Ways in Which Educators Think About Students Who Seem Different. *Brooke Anne Moore, University of Colorado - Boulder*

55.082-2. Indigenous Higher Education-Focused Roundtable Session.

SIG-Indigenous Peoples of the Americas; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Diane B. Hirshberg, The University of Alaska - Anchorage*

Participants:

NETOLNEW: Working to Understand Indigenous Adults' Contributions to Reviving Indigenous Languages Through Master-Apprentice Language Programming. *Onowa McIvor, University of Victoria*

Citizenship as Cultural Capital: Native American College Students Discover Purpose Through Educational Journeys. *Anjali Forber-Pratt, University of Kansas; Steven R. Aragon, Texas State University - San Marcos; Patricia Stelter, Texas State University; Karrie A. Shogren, The University of Kansas*

"They Won't Do It the Way I Can Do It": Native American Higher Education Personnel. *Stephanie J. Waterman, University of Rochester*

55.082-3. Digital Technology in Social Studies. SIG-Social Studies Research; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Sarah B. Shear, University of Missouri*

Participants:

A Case Study of Implementing Technology-Enhanced Cases in a Social Studies Methods Course. *Sungwon Shin, Indiana University; Thomas Brush, Indiana University*

Playing in the Past: A Framework for History-Oriented Video Games. *Scott Alan Metzger, The Pennsylvania State University - University Park; Richard J. Paxton, Pacific University*

Short-Duration Campaign Simulation Increases High School Students' Civic Engagement Skills and Knowledge. *Taylor Ezra Tillotson, Northern Michigan University; Judith M. Puncochar, Northern Michigan University*

Enhancing Preservice Teachers' Technological Pedagogical Content Knowledge in Social Studies Using Web 2.0 Technologies. *Lisa Brown Buchanan, University of North Carolina - Wilmington; Elizabeth Outlaw Crawford, University of North Carolina - Wilmington*

55.082-4. Teacher Research: Challenging the Dominant Narrative. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Elizabeth K. DeMulder, George Mason University*

Participants:

Practitioner Inquiry: Case Study of the Shift Toward Collaborative Inclusion in an English-Immersion Context. *Brook M. Goralski-Cumbajin, University of Wisconsin - Madison*

Social Identity of the Teacher-Researcher. *Bridgette Moriarity, Springfield Public Schools, Springfield MA*

Teacher Candidates Speak Out: Exploring Concerns Related to Pupil Learning and Efficacy When Learning to Teach. *Sharline Derosier, Elizabeth Gayle Soslaw, University of Delaware*

55.082-5. Teacher Research: Critical Literacy Across the Grades. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Barbara A. Henderson, San Francisco State University*

Participants:

Critical Literacy Practices, Identity, and a Fourth-Grade Lunch Group. *Courtney Marie Bauer, Dallas Independent School District*

Reframing Rosenblatt: Teaching Reading Theory to Seventh-Grade Students. *Mary Beth Schaefer, Saint John's University*

Supplemental Reading Instruction for Struggling Secondary Students: A Teacher as Researcher Action Research Project. *Rachel Kern, St Patrick High School-Chicago, IL; Beverly J. Trezek, DePaul University*

55.082-6. Cognition and Assessment Roundtable. SIG-Cognition and Assessment; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Catherine S. Taylor, Measured Progress*

Participants:

An Examination of Item Review in a Metacognitive Context. *Elena C. Papanastasiou, University of Nicosia; Agni Stylianou-Georgiou, University of Nicosia*

An Item Selection Method in Computerized Adaptive Testing for Cognitive Diagnosis. *Mehmet Kaplan, Rutgers University; Jimmy de la Torre, Rutgers University*

Designing Cognitive Complexity in Math Problems: Does Problem Situation Make a Difference? *Xiangdong Yang, East China Normal University*

Multimedia Effects in Assessment: Pictures in Multiple-Choice Items Influence Psychometric Test Characteristics. *Marlit Annalena Schmidt, IPN - Leibniz Institute for Science and Mathematics Education; Steffani Sass, IPN - Leibniz Institute for Science and Mathematics Education; Jan Marten Ihme, IPN - Leibniz Institute for Science and Mathematics Education*

Not All Changes Are Created Equal: Reasons, Contexts, and Outcomes of Answer Change. *Xingyu Pan, University of Michigan; Gabrielle Alexis Cayton-Hodges, Educational Testing Service; Gary Feng, Educational Testing Service*

55.082-7. Statistics Education: Insights Into Teaching and Learning. SIG-Educational Statisticians; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

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

Instrument Validation: Faculty Perceptions of Statistics. *Jessalyn Smith, CTB/McGraw-Hill LLC; Laura Taylor, Elon University; Kirsten Doehler, Elon University*

Managing Statistics Anxiety: An Investigation of Computer Software and Web 2.0 Technologies to Alleviate Student Anxiety in the Statistics Classroom. *David Des Armier, University of Wyoming; Courtney McKim, University of Wyoming*

Psychometric Evaluation of the Revised Current Statistics Self-Efficacy (CSSE-30) in a Graduate Student Population Using Rasch Analysis. *Pei-Chin Lu, University of Northern Colorado; Samantha Estrada, University of Northern Colorado; Steven Pulos, University of Northern Colorado*

Statistics Anxiety as a Factor in Graduate Education Curricula. *Zornitsa Georgieva, West Virginia University; Reagan Curtis, West Virginia University; Lucas C. Moore, West Virginia University*

The Effects of ViSta and the Role of Cognitive and Noncognitive Factors in Statistics Achievement. *Kori Maxwell, Georgia State University*

55.082-8. Scaffolding Informal Science Education Through Teacher Professional Development. SIG-Informal Learning Environments Research; Roundtable Session

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

Chair: *Molly Phipps, Molly Phipps Consulting*

Participants:

Building Capacity for Science Education: Professional Development, Collaboration, and Shared Learning. *Amy Cox-Petersen, California State University - Fullerton; Maria C. Grant, California State University - Fullerton; Michelle Vanderveldt, Fullerton College*

Summer Learning: Teacher and Student Codevelopment. *Sumi Hagiwara, Montclair State University*

Teacher Satisfaction and Science Content Learning During Professional Development at an Informal Science Institution. *Gary M. Holliday, The University of Akron; Judith S. Lederman, Illinois Institute of Technology; Norman G. Lederman, Illinois Institute of Technology*

55.082-9. Reconceptualizing Freire's Critical Community. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Participants:

Snapshots of a Critical Community. *Toni M. Williams, University of South Carolina; Cherrel Miller Dyce*

Reconceptualizing Hip-Hop, Youth, and Social Media Through Paulo Freire. *Bradley J. Porfilio, Lewis University; Lauren M. Gardner, The Graduate Center at the CUNY; Debangshu Roychoudhury, City College of New York - CUNY*

The Unfinished Completed Life of Paulo Freire in Light of the Theological Virtues. *James D. Kirylo, Southeastern Louisiana University*

55.082-10. The Experiences of Doctoral Students Across the Disciplines. SIG-Doctoral Education across the Disciplines; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Jeongmi Kim, South Dakota State University*

Participants:

The Experiences of Philosophy Doctoral Students: A Possible Red Herring? *Bryan Gopaul, University of Pennsylvania*

Dewey and the Law: The Continued Relevance of Dewey's Experience and Education to Legal Education. *Jennie Carolyn Ferris, McGill University*

Interaction Influences on Doctoral Students' Academic Pursuits in Biomedical Research: An Exploratory Qualitative Study. *Xiaoqing Kong, University of Virginia; Devasmita Chakraverty, University of Virginia; Nathan Dolenc, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia*

Advancing Diverse Participation in STEM Ph.D. Programs. *Catherine Mary Johnson, Montana State University*

55.082-11. Making Meaning Through Art: Methodological Approaches to Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

Chair: *Yolanda A. Medina, Borough of Manhattan Community College - CUNY*

Participants:

Do You Hear What I Hear? The Poetics of a Calling. *Daryl A. Ward, University of South Florida*

Moving Between the Frames: Animation as a Participatory Methodology. *Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University*

Polyptych Construction as Arts-Based Historical Methodology: Refiguring the History of Art Education. *Dustin Ian Garnet, Concordia University*

55.082-12. Teacher Insider/Inside the Teacher: Multiple Perspectives on Teacher Identity. SIG-Biographical and Documentary Research; Roundtable Session

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

Chair: *Dara Soljaga, Concordia University - Chicago*

Participants:

Consciousness, Self, and Biography: Meeting a Portraiture Participant Years Later. *David R. Goodwin, Missouri State University*

Exploring the Experiences of Teacher Insiders Within the Grow Your Own Teacher Movement. *Djanna A. Hill, William Paterson University*

Teacher Identity and Professional Beliefs: A Portraiture of Emerging Teachers. *Trisha Wickland, Concordia University - Chicago; Amy E. Swain, University of North Carolina - Chapel Hill*

55.082-13. International Perspectives on Moral Development and Education. SIG-Moral Development and Education; Roundtable Session

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

Chair: *Eli Gottlieb, Mandel Leadership Institute*

Participants:

Confucian Self of Ren: A Conceptual Paradigm. *Hong Jiang, The University of Alabama; Stephen J. Thoma, The University of Alabama*

Dutch Adolescents' Democratic Narratives: "Democracy Is Also About the Humanity of People". *Isolde de Groot, University of Humanistic Studies; Wiel M. Veugelers, University of Amsterdam; Ivor F. Goodson, The University of Brighton*

Dutch Adolescents' Views on Democracy and Decision Making. *Hessel Nieuwelink, Amsterdam University of Applied Sciences; Paul Dekker, University of Tilburg; Geert Ten Dam, University of Amsterdam; Femke Geijssel, University of Amsterdam*

Finnish Teachers' Mind-Sets and Purpose Orientations as Important Aspects of Moral Competence. *Elina Kuusisto, University of Helsinki; Eija Hanhimäki; Kirsi A. Tirri, University of Helsinki*

55.082-14. Noncognitive Dispositions: A Philosophical Analysis. SIG-Philosophical Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am

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

Participants:

A Genealogy of Grit: Researching Noncognitive Dispositions. *Ariana Gonzalez Stokas*

Noncognitive Justice: A Case for Teaching Assertiveness. *Jeremy Lent, University of Michigan - Ann Arbor*

Philosophical Challenges for Measures of Grit and Other Noncognitive Dispositions. *Daniel Peterson, Berry College*

55.082-15. Family, Social, and Contextual Effects on Educational Pathways. SIG-Sociology of Education; Roundtable Session

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

Chair: *Annie Georges, JBS International*

Participants:

High Schools as a Frog Pond: Impact of Student Rank on College Enrollment and Potential Mechanisms. *Kelly Iwanaga Becker, Northwestern University; James E. Rosenbaum, Northwestern University*

Planning a Career in Engineering: Gender, College Major, and Parental Influence. *Jerry A. Jacobs, University of Pennsylvania; Linda J. Sax, University of California - Los Angeles; Seher Ahmad, University of Pennsylvania*

The Co-Occurrences Between Academic Performance and Substance Use Under a Multilevel and Longitudinal Approach. *Fernando H. Andrade, University of Michigan*

The Longitudinal Effects of School-Based Social Identity on Early Adulthood Success. *Heather E. Price, Basis Policy Research*

55.082-16. Exploring Teacher Perceptions, Classroom Assessment Practice, and Implications for Achievement. SIG-Classroom Assessment; Roundtable Session

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

Chair: *Alicia Wenzel, Western Oregon University*

Participants:

A Comparative Study of Preservice Teachers' Perceptions About Ethics in Classroom Assessment. *Jin Liu, University of South Carolina - Columbia; Robert L. Johnson, University of South Carolina; Xumei Fan, University of South Carolina*

Classroom Assessment Isn't Sexy: The Maine Arts Assessment Initiative Invites Arts Educators to Collaborate and Deepen Their Understanding of Classroom Assessment. *Jeffrey S. Beaudry, University of Southern Maine*

Assessing Assessment Texts: Where Is Planning? *Nicole Barnes, Montclair State University; Helenrose Fives, Montclair State University; Charity Mack Dacey, Montclair State University*

Students Self-Assess as They Speak About How Formative Assessment Helped Them Become Higher-Order Thinkers. *Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University*

55.082-17. Charter School Funding, Funding Applications, and Teacher Retention. SIG-Charter School Research and Evaluation; Roundtable Session

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

Chair: *Greg Thorson, University of Redlands*

Participants:

Charter School Funding: A Decade of Inadequacy. *Larry Maloney; Patrick J. Wolf, University of Arkansas; Meagan Baidorff, Jay May; Albert Cheng, University of Arkansas at Fayetteville*

Examining Rater Effects in Charter School Fund Applications With a Many-Facet Rasch Model. *Wei Xu, University of Florida; M. David Miller, University of Florida; Nancy Thornqvist, University of Florida*

Understanding Teacher Attrition in Charter Schools: Principal Dispositions and Practices. *Dana L. Bickmore, Louisiana State University; Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge*

55.083. Roundtable Session 17; Roundtable Session**55.083-1. Challenges Confronting Student-Athletes and Coaches From K-12 to College.** SIG-Research Focus on Education and Sport; Roundtable Session

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

Chair: *Raul Leon, Eastern Michigan University*

Participants:

Experiences of Climate for Student-Athletes With Learning Disabilities and/or Psychological Conditions. *Melisa Jill Ziegler, The Pennsylvania State University - University Park; Chelsea Cameron, The Pennsylvania State University - University Park; Whitney Griffin, University of Washington*

Cross-Racial Interaction of Division I Student-Athletes: An Examination of the Campus Climate for Diversity. *Eddie Comeaux, University of California - Riverside; Marcia Violeta Fuentes, University of California - Los Angeles*

Beyond the Touchdowns and Slam Dunks: A Critical Examination of How Revenue-Playing African American Male Student Athletes at Predominately White Institutions Experience and Perceive the Climate on Their Campus. *Ronald Williams Whitaker, University of Pennsylvania; Adriel Adon Hilton, Upper Iowa University; Rodney K. Hopson, George Mason University*

Quantifying and Qualifying the Educational Benefits of the Student-Athlete Experience. *Kristina Navarro, University of Wisconsin; Erienne Weight; Landon Huffman; Abbie Smith-Ryan*

Defining the Dichotomy: Urban High School Teachers' and Coaches' Perspectives on Leadership for Student-Athletes. *Christel Lea Virginia Beverly, Michigan State University*

55.083-2. Issues Related to Reading Comprehension. SIG-Research in Reading and Literacy; Roundtable Session

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

Chair: *Virginia M. Russell, Molloy College*

Participants:

A Think-Aloud Study of Preservice Secondary English Teachers' Selection of Web Sources for Their Lesson Planning. *Byeong-Young Cho, Iowa State University; Lindsay Woodward, Iowa State University*

Comprehending Texts Through Multiple Perspectives. *Tracey Samantha Hodges, Texas A&M University - College Station; Erin M. McTigue, Texas A&M University; Katherine Landau Wright, Texas A&M University; Amanda D. Franks, Texas A&M University; April Gayle Douglass, Texas A&M University; Chyllis Elayne Scott, University of Nevada - Las Vegas*

The Effect of Listening Versus Reading Comprehension on Immediate and Long-Term Retention. *Beth A. Rogowsky, Bloomsburg University of Pennsylvania; Paula Tallal, Rutgers University*

55.083-3. Considering Teachers' Perspectives on Reform. Division L - Educational Policy and Politics; Roundtable Session

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

Chair: *Dan Berebitsky, Southern Methodist University*

Participants:

The Changing Face of Teacher Evaluation: Teacher Perceptions of One Policy Implementation. *Renee Moran, East Tennessee State University*

A Closer Look at Class Size Reduction: Examining Perceived Impacts on Teachers and Classroom Practice. *Courtney L. Malloy, Vital Research / University of Southern California; Andrea Nee, Vital Research, LLC*

"Rigor for All": Teachers' Understandings of the Common Core State Standards and Equity. *Emily Hodge, The Pennsylvania State University*

Implementation in an Era of Reform: Investigating the Voluntary Implementation of a Supplemental Reading Program in a Supportive Context. *Marcia Russell, Harvard University*

Elementary Science Teachers' Perceptions of High-Stakes Science Assessment. *Alison Marie Haas, New York University; Feng Jiang, New York University; Okhee Lee, New York University; Shameka Hollimon, New York University*

55.083-4. The Dynamics of Context and Content in Induction. SIG-Research on Teacher Induction; Roundtable Session

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

Chair: *Amanda Rabidue Bozack, University of New Haven*

Participants:

Beginning the Teacher Induction Process in a Summer Enrichment Program for Minority Students. *Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Joel P. Lewis, University of South Alabama; Phillip Feldman, University of South Alabama*

Early-Career Principal Induction: Lessons Learned and Implications for Policy. *April L. Peters, University of Georgia; Walker Jackson Parish, University of Georgia*

Power and Discipline in Teacher Induction. *Cheryl A. Williams, The University of Newcastle; Jennifer M. Gore, The University of Newcastle*

The Content of Induction Programs: What Do Teachers Really Need? *Virginia Kennedy, California State University - Northridge*

55.083-5. Youth Organizing: Intersections of Justice, Art, and Caring. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session

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

Chair: *Cynthia Taines, Northern Illinois University*

Participants:

- Beyond Youth Organizing to the Youth Justice Movement: A Conceptual Synthesis. *Mark R. Warren, University of Massachusetts - Boston; Luke Kupscznk, University of Massachusetts - Boston*
- The Third Face of Organizing: An Ecological Framework for Youth-Led Cultural Organizing. *Paul Kuttner, Harvard University*
- “We’re a Big Family”: The Construction of *Familia* in a Latino Youth Group. *Julissa Ventura, University of Wisconsin - Madison*

55.083-6. Legal Trends in Education. SIG-Law and Education; Roundtable Session

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

Chair: *C. Gregg Jorgensen, Western Illinois University*

Participants:

- A Labor and Equity Analysis of the Impact of the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ). *Douglas B. Larkin, Montclair State University; Joseph Oluwole, Montclair State University*
- Legal Trends in State Law: Assessment Apocalypse for Higher Education? *Robert A. Dumas, University of Illinois at Urbana-Champaign*
- Navigating the Gray Area: Understanding the Factors That Influence Decision Makers During Manifestation Determination Review. *Maria Lewis, University of Wisconsin - Madison*
- The Price of Parental Choice: Legal Issues Facing Two Types of Niche Charter Schools. *Janet R. Decker, Indiana University - Bloomington; Kari Anne Carr, Indiana University; Keshia Seitz*

55.083-7. Interrogating Data Analysis. SIG-Qualitative Research; Roundtable Session

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

Chair: *Sari K. Biklen, Syracuse University*

Participants:

- Applying Ricoeur’s Hermeneutics to Qualitative Interpretation and Writing. *Brett Hogan Bodily, North Lake College; Sherri Rae Colby, Texas A&M University - Commerce*
- Disciplined Imagination and Other Oxymorons, Part 2: Exploring the Continuing Vagaries of Teaching Qualitative Data Analysis. *Stacy Otto, Illinois State University; Michael G. Gunzenhauser, University of Pittsburgh*
- Qualitative Data Analyses, or Finding “Findings” in Interview Research and Collective Autoethnography Projects. *Thalia Mulvihill, Ball State University; Raji Swaminathan, University of Wisconsin - Milwaukee*
- Quantitative Data Discourse Analysis: Identifying the Construction of Knowledge Within Quantitative Data Reporting Using Fairclough’s Critical Discourse Analysis Three-Dimensional Framework. *Lynette Parker, University of California - Berkeley*

55.083-8. Issues in Writing Instruction in Secondary and College

Classrooms. SIG-Writing and Literacies; Roundtable Session

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

Chair: *Margaret Gleeson, Victoria University of Wellington*

Participants:

- How Expert Secondary Special Education Teachers Conceptualize Teaching Literacy in Their Content Area to Students With Learning Disabilities. *Alexandra A. Lauterbach, University of Massachusetts - Amherst; Mary T. Brownell, University of Florida; Amber Elizabeth Benedict, University of Florida*
- Contrasting Social Constructions of Evidence for Argumentative Writing in High School English Language Arts Classrooms. *George E. Newell, The Ohio State University; Brent Goff, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Larkin Weyand, The Ohio State University; Amy Bradley, The Ohio State University*
- Writing Hope: A New Way of Developing Writing Competency in College Students. *Nicole Sieben, Adelphi University*
- Professors’ Perceptions of Student Writing in Four-Year Colleges. *Elizabeth Hale Rozas, Harvard Graduate School of Education*

55.083-9. Mixed Methods Roundtable. SIG-Mixed Methods Research; Roundtable Session

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

Chair: *Chase Nordengren, University of Washington - Seattle*

Participants:

- Paradigms Redefined: Synthesizing Four Perspectives for Mixed-Methods Researchers. *Peggy Shannon-Baker, University of Cincinnati*

School Leader Identification Through Qualitative and Quantitative Social Network Methods. *Chase Nordengren, University of Washington - Seattle*

Points of Addition and Points of Integration: Why One Point of Interface Is Not Enough. *Judith Schoonenboom, VU University Amsterdam*

Doctoral Students’ Perceived Barriers That Slow the Progress Toward Completing a Doctoral Dissertation: A Mixed Analysis. *Eunjin Hwang, Sam Houston State University; Valerie Tharp Byers, Sam Houston State University; Shirley Dickerson, Sam Houston State University; Leah McAlister Shields, Sam Houston State University; Rachel N Smith, Lone Star College - Tomball; Anthony J. Onwuegbuzie, Sam Houston State University; Cindy Lee Bengé, Aldine Independent School District*

55.083-10. Language and Literacy Education: Global Perspectives. SIG-International Studies; Roundtable Session

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

Chair: *Fatemeh Zarghami, Saint Cloud State University*

Participants:

- A Qualitative Study of Parents’ Beliefs, Involvement, and Challenges in Children’s English Education in China. *Zaodi Sun Sun, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach*
- Advantages of Spanish-English Bilingualism: Mexican Teachers’ Experiences and Recommendations. *Ali Borjian, San Francisco State University; Amado M. Padilla, Stanford University*
- Effective New Jersey and Israeli Elementary Teachers’ Questioning Techniques During Mathematics and Literacy Lessons. *Rochelle G. Kaplan, William Paterson University; Geraldine Mongillo, William Paterson University; Dorothy Feola, William Paterson University; Vered Vaknin-Nusbaum, Western Galilee College; Ari Neuman, Western Galilee College; Randa Abas, Western Galilee College*
- Language Fluency and Discrimination: A Study on International Students at a Midwestern University. *Nastaran Karimi, Purdue University*
- Rethinking Language Education in Taiwan: A Case Study of English Majors’ Use of Chinese Classifiers. *Bin-Bin Yu, Lunghwa University of Science and Technology*

55.083-11. Starting at the Beginning: Early Childhood and Family Engagement Practices. SIG-Family, School, Community Partnerships; Roundtable Session

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

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

Participants:

- Parental Involvement, Academic Outcomes, and Academic Aspirations of High School Seniors Who Participated in Home Instruction for Parents of Preschool Youngsters as Preschoolers. *Amber L. Brown, The University of Texas - Arlington; Amber McEnturff, University of North Texas*
- Reflection of Child’s Neighborhood in Preschool Classrooms: Implications for Studying the Context of Immigrant Communities. *Sunah (Sarah) Hyun, Tufts University; Lok-wah Li, Tufts University; Amy Crowley, Tufts University; Christine M. McWayne, New York University; Jayanthi Mistry, Tufts University; Betty S. Zan, University of Northern Iowa; Kimberly Brenneman, Rutgers University; Daryl B. Greenfield, University of Miami*
- School-Community Partnerships for Universal Pre-Kindergarten: A Five-Year Study. *Hope Casto, Skidmore College; John W. Sipple, Cornell University; Lisa McCabe, Cornell University*
- The Multifaceted Nature of Parent Involvement and Literacy Achievement in the First Two School Years. *Elizabeth Schaughency, University of Otago; Philippa McDowall; Mele Taumoepeau*

55.083-12. LGBTQ Issues and Higher Education. SIG-Queer Studies; Roundtable Session

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

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

Participants:

- LGB Aside and Focusing on the T: A Look at Transgender College Students’ Experiences and Perceptions of Their Learning Environment. *Elvira Julia Rodriguez, University of California - Los Angeles; Tracy Teel, University of California - Los Angeles*
- Out and About on Campus: Engagement, Climate, and Perceptions of LGBQ Collegians. *Allison BrckaLorenz, Indiana University; Heather Haeger, California State University - Monterey Bay; Jessica Harris,*

Indiana University - Bloomington; Reginald A Blockett, Indiana University - Bloomington

The Role of Personal Resilience and Environmental Buffers in LGBTQ College Student Success. *Kristen A. Renn, Michigan State University; Michael R Woodford, University of Michigan; Z Nicolazzo, Miami University - Oxford; Blue Brazelton, Michigan State University*

55.083-13. Multimodal Interactions and Learner Engagement in Online Communities. SIG-Instructional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Lalitha M. Vasudevan, Teachers College, Columbia University*

Participants:

Multimodal Interactions and Motivational Development in Online Music-Sharing Communities. *Yumiko Murai, Teachers College, Columbia University*

Visuals in Cross-Linguistic Interactions on a Social Networking Site: Windows to New Worlds? *Anna C Conover, Teachers College, Columbia University*

Multimodal Interactions: Shaping the Exploration of Digital Storytelling as a Tool for Media Literacy. *Ahram Park, Teachers College, Columbia University*

55.083-14. Situated Learning and Science Research in Immersive Learning Environments. SIG-Applied Research in Immersive Environments for Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Krista Terry, Appalachian State University*

Participants:

Blending Virtual and Augmented Immersive Experiences to Aid Learning of Ecosystems Science. *Amy M. Kamarainen, New York Hall of Science; Shari J. Metcalf, Harvard University; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University*

Investigating an Immersive Virtual Nanoscience Simulation for Learning: Students' Interaction, Understanding, and Attitudes and System Usability. *Jennifer Flint, Linköping University; Konrad Schönborn, Linköping University; Gunnar Höst, Linköping University; Karljohan Lundin Palmerius, Linköping University*

Saliency and Selection: Using Growth Modeling to Explore Student Causal Data Collection in a Multi-User Virtual Environment. *Michael Shane Tutwiler, Harvard University; Tina A. Grotzer, Harvard University*

55.083-15. Faculty Community and Climate. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Maïke I. Philipsen, Virginia Commonwealth University*

Participants:

Gendered Predictors of a Positive Departmental Climate in the Sciences. *Susan K. Gardner, University of Maine; Shannon K McCoy; Lauren Hawthorne; Daniela Veliz, University of Maine; Amy Blackstone, University of Maine*

Understanding the Experiences of STEM Female Faculty at an All-Male Historically Black College. *Andrés Castro Samayoa, University of Pennsylvania; Marybeth Gasman, University of Pennsylvania; Thai-Huy P. Nguyen, University of Pennsylvania; Ufuoma Abiola, University of Pennsylvania; Clifton F. Conrad, University of Wisconsin - Madison; Todd Carl Lundberg, University of Wisconsin*

"In the Company of Colleagues": Dimensions of Faculty Community in Higher Education. *Julie Pearson Stewart, The University of Texas - Austin; Jane S. Vogler, Oklahoma State University; Kyle M. Williams, The University of Texas at Austin*

"I've Never Been Good at It and I Don't Care for It": Faculty Networking Perceptions and Behaviors. *Meghan Pifer, Widener University*

55.083-16. Examinations of Arts Creation, Performance, and Space. SIG-Arts and Learning; Roundtable Session

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

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

Participants:

Drawn to Discover: Cognitive Interactions Underlying Contemporary Artists' Drawing Practices. *Andrea Kantrowitz, Teachers College, Columbia University*

Integrating Physical and Social Contexts in an Information Processing Model of Art Interpretation. *Palmyre Pierroux, University of Oslo; Daniela Bauer, KMRC | Knowledge Media Research Centre*

Performance Studies in Education: A Polydisciplinary Secondary-Level Curriculum Development Project. *Monica M. Prendergast, University of Victoria*

Using Spatial Domains to Prompt Pedagogical Engagement Inside a Saturday Art School Classroom. *Donna Murray-Tiedge, University of Illinois at Urbana-Champaign*

Division and SIG Posters

55.084. Poster Session 11; Poster Session

55.084-1. Lives of Teachers SIG Poster Session. SIG-Lives of Teachers; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

1. Authoring Visions: Visioning as a Tool to Support Beginning Teachers. *Margaret Vaughn, University of Idaho; Seth A. Parsons, George Mason University; Jacquelynn A. Malloy, Clemson University*
2. Elementary School Teachers' Experiences Working With Homeless Students. *Kirby Ann Chow, University of California - Los Angeles; Rashmita Mistry, University of California - Los Angeles*
3. Content Knowledge of Grade 6 Mathematics Teachers in 12 African Countries. *Nicholas Spaul, Stellenbosch University; Servaas Van der Berg, Stellenbosch University*
4. Teachers' Plans Matter: Unpacking the Relationship Between Teachers' Initial Intentions and Their Later Career Trajectories. *Carol R. Rinke, Marist College*
5. Supporting Induction-Phase Teachers Through Social Networking: Collaborative Lear-NING. *Nicole Rose Olcese, The Pennsylvania State University*

55.084-2. Machines and Digital Agents. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am

Posters:

6. An Investigation of Web-Based Portfolios as Reflection Instruments in Preservice Teacher Education: The BOUNCE Case. *Diler Oner, Bogazici University; Emine Adadan, Bogazici University*
7. Does It Really Matter If You Collaborate With a Computer or a Human Partner? *Yigal Rosen, Pearson; Maryam Tager, Pearson*
8. Memory Strength Prediction Accuracy in Learner-Adaptive Software for Application of the Spacing and Testing Effects. *Matthew Lineberry, University of Illinois at Chicago*
9. Building a Predictive Model of the Problem-Solving Performance of Students Using a Computer-Based Tutor. *Young-Jin Lee, The University of Kansas*
10. Can Learning to Code Impact Self-Regulation Skills in the Kindergarten Classroom? *Elizabeth R. Kazakoff, Tufts University; Marina U. Bers, Tufts University*
11. Collaborative Learning With Wikis: A Critical Analysis of Research in Higher Education. *Yu-Hui Ching, Boise State University; Yu-Chang Hsu, Boise State University*
12. Designing Digital Objects to Elicit Conceptual Change. *Grant Van Eaton, Vanderbilt University; Douglas Clark, Vanderbilt University; David Beutel, Vanderbilt University*
13. Digital Learning in Early Childhood Education: Possibilities and Points of Entry. *Savitha Moorthy, SRI International; Laura Ruth Pinkerton, SRI International; Carlin Llorente, SRI International; Elizabeth Riley Christiano, SRI International; Naomi Hupert, Education Development Center, Inc.; Andrea Anushko Rizzo, EDC Center for Children and Technology*
14. Examining Learner-Centered Approaches to Technology Use. *Katherine Mcknight, Pearson Education; Kimberly J. O'Malley, Pearson; Katherine Ann Bassett, National Network of State Teachers of the Year; Roxanne Ruzic, University of San Diego*
15. Five Design Considerations for Developing an Innovative Technology-Mediated Learning Community (TLC) for Sustained Teacher Learning. *Naomi Rebecca Hughes, University of Toronto; Mary Kooy, University of Toronto - OISE*
16. Implementing an iPad-Delivered Kindergarten Mathematics Intervention: The Role of Teacher Familiarity With Technology. *Lina Shanley, University of Oregon; Mari Strand Cary, University of Oregon - Center on Teaching and Learning; Ben Clarke, University of Oregon; Meg A. Guerreiro, University of Oregon; Kathleen Jungjohann, University of Oregon*

17. Integrating User Interface, Personal Innovativeness, and Satisfaction Into the Technology Acceptance Model for Mobile Learning. *Young Ju Joo, Ewha Womans University; Hyeon Woo Lee, Sangmyung University; Yookyoung Ham, Ewha Womans University; Eui Kyoung Shin, Ewha Womans University; Na-Young Kim, Seoul National University of Science and Technology*
18. Students' Video Representations of the Use of Technology in Education. *J. David Betts, The University of Arizona; Geillan Dahab Aly, The University of Arizona*
19. Teaching Outside the Walls: One District's Experience With iPads in the Classroom. *Michael L. Boucher, Indiana University; Karen L.B. Burgard, Franklin College*
20. Using Idea Thread Mapper to Support Collaborative Reflection for Sustained Knowledge Building. *Jianwei Zhang, University at Albany - SUNY; Mei-Hwa Chen, University at Albany - SUNY; Dan Tao, University at Albany - SUNY; Sarah Naqvi Naqvi, University of Toronto - OISE; Ben Peebles, University of Toronto - OISE*
21. When Instructional Aids in Computer-Based Simulations Fail. *Tim Niclas Hoefler, University of Kiel*
- 55.084-3. Powerful Visuals: Video Recording of In-Class Instruction to Improve Science Teaching/Learning Through a School/University Partnership.** SIG-School/University Collaborative Research; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Poster:
22. Powerful Visuals: Video Recording In-Class Instruction to Improve Science Teaching/Learning Through a School/University Partnership. *Janell Nicole Catlin, Teachers College, Columbia University; Dino Sossi, Teachers College, Columbia University*
- 55.084-4. Division L Section 5 Poster Session.** Division L - Educational Policy and Politics; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Posters:
23. A Longitudinal Analysis of Principals' Instructional Leadership Behaviors in the First Decade of the Educational Accountability Era: Does Context Matter? *Douglas M. Wieczorek, Syracuse University*
24. Comparability of State Assessments to the NAEP: An Exploration of Patterns and Predictors Between 2003 and 2009. *Argun Saatcioglu, The University of Kansas; Sarah Marten, The University of Kansas; Thomas M. Skrtic, The University of Kansas*
25. English Proficiency Matters: English Language Arts and Math Outcomes of English Language Learners at Different Levels of English Proficiency. *Michael Berardino, University of Massachusetts - Boston; Miren Uriarte, University of Massachusetts - Boston; Faye Karp, University of Massachusetts - Boston; Rosann Tung, Annenberg Institute for School Reform; Eileen De Los Reyes, Goddard University*
26. Examining Some Fundamental Assumptions of Teacher Evaluation Systems: An Investigation of Teacher Performance and Effectiveness. *Grant B. Morgan, Baylor University; Kari Hodge, Baylor University; Tonya Marie Trepinski, Baylor University*
27. Full Inclusion: Designing Student Growth Objectives for Educators in Noncore Subjects. *Daniel Schiff, Philadelphia Education Fund; Katie Schlesinger, University of Pennsylvania; Claire Robertson-Kraft, University of Pennsylvania*
28. Linking Teacher Quality, Student Attendance, and Student Achievement. *Seth Gershenson, American University; Alison Jackowitz, American University*
29. The Teacher-Activist: Educational Reform and Resistance in Honduras. *Kate E Kedley, University of Iowa*
- 55.084-5. Teacher and Administrator Evaluation Reforms.** Division L - Educational Policy and Politics; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Posters:
30. Approaches to Combining Measures in Teacher Evaluation Systems and How Much It Matters. *Kevin Crouse, Rutgers University - New Brunswick/Piscataway; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*
31. Evaluating Principals: An Analysis of Current State Strategies. *Jing Liu, The Pennsylvania State University; Ed Fuller, The Pennsylvania State University*
- State University*
32. From Practice to Performance: The Role of Observed Teacher Instruction in Student Achievement. *Matthew Philip Steinberg, University of Pennsylvania; Rachel Garrett, American Institutes for Research*
33. Teacher Evaluation and Professional Identity Formation: Examining Effects on Teacher Development. *Laura Gutmann, University of North Carolina - Chapel Hill*
34. Teacher Responses to Evaluation Reform: Survey Results From the Pittsburgh Public Schools. *John P. Wells, Westat; Henry Tran, Westat; Atsushi Miyaoka, Westat*
35. The Development of a Teacher Evaluation System in New Haven, Connecticut: The Convergence of Problems, Policies, and Politics. *Morgaen L. Donaldson, University of Connecticut; John Papay, Brown University*
- 55.084-6. Critical Discourse on Curriculum and Culture.** SIG-Critical Issues in Curriculum and Cultural Studies; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Posters:
36. Longing for Becoming the "Other"? The Gap Between Multiculturalism and Interculturalism in Textbooks for Compulsory Education in Taiwan. *Yun-Shiuan (Viola) Chen, National Academy for Educational Research, Taiwan; Li-Hsin Wang, National Academy for Educational Research*
37. The Things We Hold Dear: The Sedimentation of Assessment in Material Culture. *Vonzell Agosto, University of South Florida; Jennifer R. Wolgemuth, University of South Florida; Aimee Frier, University of South Florida; Stephanie Green, University of South Florida; Mike Riley, University of South Florida; Jeanine L. Romano, American University of Sharjah*
- 55.084-7. Hispanic Research Issues SIG Poster Sessions.** SIG-Hispanic Research Issues; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Posters:
38. What Does Habitus Have to Do With It? Latino Males From the Bronx and the Transition From High School to College. *Alejandro E. Carrion, CUNY - Graduate Center*
39. "How Do We Know They Know?" Development of the AVANCE Parenting Questionnaire for AVANCE National. *Rick Sperling, St. Mary's University San Antonio; Felicia Cruz, Saint Mary's University of San Antonio; Benjamin Cardenas, Saint Mary's University of San Antonio*
- 55.084-8. Motivation in Education SIG Poster Session 3.** SIG-Motivation in Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Poster:
40. The Mutual Association of Motivation and Level of Participation in a Voluntary College Preparatory Program. *Christine Knaggs, Lourdes University; Toni A. Sondergeld, Bowling Green State University; John M. Fischer, Bowling Green State University*
- 55.084-9. Division C, Section 1d Poster Session.** Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
- Poster:
41. Science Hobbyists: A New Generation of Community-Based Educators. *Melissa Gail Jones, North Carolina State University; Thomas Andre, Iowa State University; Gina Childers, North Carolina State University; Elysa Corin, North Carolina State University*

Sunday, 9:00 am

Presidential Sessions

56.010. Congress and Connecting Research to STEM Education and Innovation. AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 9:00-10:15am

Chair: *Barbara Schneider, Michigan State University*

Speaker: *Chaka Fattah, Congressman, 2nd District of Pennsylvania*
 Discussants: *Jacquelynne Eccles, University of California - Irvine; Shirley Malcom, American Association for the Advancement of Science*

Sunday, 10:35 am

Governance Meetings and Events

57.001. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
 Marriott, Third Level, 304; 10:35am to 12:05pm
 Chair: *Gilberto Q. Conchas, University of California - Irvine*

57.002. AERA Social Justice Action Committee: Closed Meeting. AERA Governance; Governance Session
 Marriott, Third Level, 306; 10:35am to 12:05pm
 Chair: *Estela M. Bensimon, University of Southern California*

57.003. SIG Leadership Orientation: Session 3. AERA Governance; Governance Session
 Marriott, Fourth Level, Franklin 1; 10:35am to 12:05pm
 Chairs: *Eve Tuck, SUNY - College at New Paltz; Tiffany S. Lee, University of New Mexico*

Presidential Sessions

57.010. AERA Distinguished Lecture: Anthony Bryk (#AERAImprove). AERA Presidential Session

Convention Center, Terrace Level, Terrace 1; 10:35am to 12:05pm
 Chair: *Barbara Schneider, Michigan State University*
 Speaker:
 Improving: Joining Improvement Science to Networked Communities.
Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

57.011. Innovations in Addressing the Education and Poverty Crisis: The Importance of Researching "Outside of School". AERA Presidential Session

Convention Center, 200 Level, 201C; 10:35am to 12:05pm
 Chair: *Bonny L. Gildin, All Stars Project Inc.*
 Participant: *All Stars Youth, All Stars Project Inc.*
 Participants:
 The Seasonality of Learning: Implications for Poor Children. *Karl L. Alexander, Johns Hopkins University*
 Discovering the Development Line: Helping the Poor to Grow. *Lenora B. Fulani, All Stars Project*
 Discussants: *Ross Danis, Newark Education Trust; Anderson J. Franklin, Boston College*

57.012. Promoting Innovation and Building Research Foundations at the National Science Foundation: Priorities and Perspectives. AERA Presidential Session

Convention Center, 100 Level, 120A; 10:35am to 12:05pm
 Chair: *P. Karen Murphy, The Pennsylvania State University*
 Speaker: *Joan Ferrini-Mundy, National Science Foundation*
 Discussants: *Robert Boruch, University of Pennsylvania; Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

57.013. Research and Innovation With Children and Families in Urban Schools and Communities. AERA Presidential Session

Convention Center, 200 Level, 201B; 10:35am to 12:05pm
 Chair: *Luis C. Moll, The University of Arizona*
 Participants: *John Fantuzzo, University of Pennsylvania; James Earl Davis, Temple University; Kathleen M. Shaw, Research for Action*
 Discussant: *Vivian L. Gadsden, University of Pennsylvania*

AERA Sessions

57.014. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
 Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
 Participants:

1. Contemporary Issues in Early Childhood. *Nicola J. Yelland, Victoria University - Australia; Susan J. Grieshaber, Hong Kong Institute of Education*
2. Journal of Moral Education. *Darcia F. Narvaez, University of Notre Dame*
3. *Vitae Scholasticae*. *Laurel D. Puchner, Southern Illinois University - Edwardsville*
4. Interdisciplinary Journal of Problem-Based Learning. *Michael M. Grant, The University of Memphis; Krista D. Glazewski, Indiana University*
5. International Journal of Science Education. *Justin Dillon, King's College London*
6. International Journal of Educational Development. *Stephen P. Heyneman, Vanderbilt University; Ilaria Meliconi, Elsevier Inc.*
7. Learning and Instruction. *Jan Vermunt, University of Cambridge; Ann Corney, Elsevier Ltd*
8. Journal of Early Childhood Teacher Education. *Patsy Cooper, Queens College - CUNY; Shirkrishna Sing, Taylor and Francis*
9. Studies in Philosophy and Education. *Gert J. Biesta, University of Luxembourg; Sam Rocha, University of North Dakota*
10. American Educational Research Journal- Social and Institutional Analysis. *Teresa L. McCarty, University of California - Los Angeles*
11. Journal of Educational and Behavioral Statistics. *Sandip Sinharay, CTB/McGraw-Hill*
12. Adult Education Quarterly. *Ann Brooks, Texas State University-San Marcos*
13. Journal of Curriculum and Pedagogy. *Jennifer April Sandlin, Arizona State University; Will Letts, Charles Sturt University*
14. Journal of School Leadership. *Gaetane Jean-Marie, University of Louisville; Curt M. Adams, University of Oklahoma; Sonya Douglass Horsford, George Mason University; Natalie A. Tran, California State University - Fullerton*
15. Journal of Experimental Education. *Avi Kaplan, Temple University*

Committee Sessions

57.015. Division E Fireside Chat. Show Me the Grant Money: A Discussion About the Grant Process in Educational Research. Graduate Student Council Cosponsored with Graduate Student Council, Division E - Counseling and Human Development; Invited Session
 Convention Center, 100 Level, 112B; 10:35am to 12:05pm
 Chairs: *Patrick Mullen, University of Central Florida; Carol LC Paxton, University of Virginia*
 Participants: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Patricia A. Jennings, University of Virginia; Jason Downer, University of Virginia; Sejal Barden, University of Central Florida*

57.016. Graduate Student Council Chair Fireside Chat: Demystifying the AERA Annual Meeting Proposal Submission Process. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
 Convention Center, 100 Level, 126A; 10:35am to 12:05pm
 Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*
 Participants: *Huriya Jabbar, University of California - Berkeley; Ariana Christine Crowther, The University of Texas - Austin; Cathy A.R. Brant, The Ohio State University - Columbus; Antionette D. Stroter, Liberty University; Debra J. Ackerman, Educational Testing Service (ETS)*

International Organization Sessions

57.017. Uses and Interpretations of International Assessment Data: Perspectives From the International Academy of Education. International Academy of Education; Invited Session
 Convention Center, 100 Level, 111B; 10:35am to 12:05pm
 Chair: *Maria De Ibarrola, Departamento de Investigaciones Educativas Center for Advanced Studies and Research*
 Participants:
 The Uses of PISA (Programme for International Student Assessment)

in Mexico: 2000-2012. *Sylvia Schmelkes, Instituto Nacional para la Evaluación de la Educación; María De Ibarrola, Departamento de Investigaciones Educativas Center for Advanced Studies and Research*

Validity of Inferences From International Assessments: Cautions About Two Typical Uses of International Assessment Data. *Kadriye Ercikan, The University of British Columbia*

Using International Assessments to Investigate Cognitive Performance Differentials by Socioeconomic Status. *Servaas Van der Berg, Stellenbosch University*

Measuring College Value-Added: A Delicate Instrument. *Richard J. Shavelson, SK Partners & Stanford University*

Collaborative Problem Solving in Different National Settings. *Patrick E. Griffin, University of Melbourne*

57.018. Variations in Educational Systems and Their Consequences for Inequalities. Dutch Programme Council for Educational Research; Invited Session

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

Participants:

Functions of the Education System and the Efficiency/Equality Trade-Off: A Policy-Oriented Evaluation Across Countries. *Valentina Di Stasio, University of Amsterdam; Thijs Bol, Universiteit van Amsterdam; Herman G. van de Werfhorst, University of Amsterdam*

Selection and Tracking in Secondary Education: A Cross-Country Analysis of Student Performance and Educational Opportunities. *Roxanne Korthals, Maastricht University; Jaap Dronkers, Maastricht University*

Do School Transitions Spur Educational Inequalities? *Louise Elffers, Maastricht University*

The Impact of Curricular Tracking on Civic Engagement: A Difference-in-Difference Design. *Jacqueline Witschge, University of Amsterdam; Herman G. van de Werfhorst, University of Amsterdam*

Discussant: *David P. Baker, The Pennsylvania State University*

Division Sessions

57.019. Developing Effective School and District Leaders. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102A; 10:35am to 12:05pm

Chair: *Karen A Connors, University of Virginia*

Participants:

An Analysis of Florida's 67 District Principal Training Programs. *LaTara D. Osborne-Lampkin, Florida State University- Regional Educational Laboratory-Southeast; Jessica Sidler Folsom, Florida State University; Carolyn D. Herrington, Florida State University; Stephan Christopher Cooley, Florida State University*

Beyond Educational Research: Bridging Pedagogy and Praxis in P-20 Educational Settings Through Quality Leadership Preparation. *Cosette M. Grant, University of Cincinnati; Richard J. Reddick, The University of Texas - Austin*

Developing Engaged School Leaders: An Assessment Study of an Innovative Principal Preparation Program. *Karen Stansberry Beard, Miami University - Oxford*

Influences on a District's Design of Professional Development Institutes for Principals. *John J. Hall, University of California - Berkeley*

Discussant: *Jacob Easley, University of Pittsburgh - Johnstown*

57.020. Leadership in a Global Context (Part 2). Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102B; 10:35am to 12:05pm

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

Participants:

Does Instructional Leadership Matter in China? Detecting the Causal Effects. *Lingyan Li, Beijing Normal University; Yan Sun, Beijing Normal University*

"Innovative" Leadership at a Time of Rapid Reform: An English Case Study. *Ruth McGinity, The University of Manchester*

School Principals' Standards and Expectations in Three Educational Contexts. *Elizabeth T. Murakami, University of Texas of the Permian Basin; Katina E. Pollock, University of Western Ontario; Monika Torsen, Umea University*

The Impact of Backbone Teachers as Teacher Leaders in Mainland China.

Feiye Wang, East China Normal University; Sally J. Zepeda, University of Georgia

Discussant: *Lauri Johnson, Boston College*

57.021. The Multifaceted Dimensions of Leadership Disposition. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 10:35am to 12:05pm

Chair: *Vanessa Hammler Kenon, The University of Texas - San Antonio*

Participants:

Does Emotional Leadership Matter? The Role of Emotional Reframing in School Leadership. *Izhak Berkovich, Hebrew University; Ori Eyal, Hebrew University*

Educational Leadership and Cognitive Change: A Transdisciplinary (Education, Social Psychology, Neuroscience) Model. *John Edward Meyer, Martin Luther College; C. Cryss Brunner, University of Minnesota*

In Defense of Charisma: A Critical Examination of Contemporary Conceptions of School Leadership. *Eli Gottlieb, Mandel Leadership Institute*

Leadership Dispositions and the Measurement Gap: A Literature Review. *Jennie Welch; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement*

"Racial Intelligence": A Needed Attribute of Educational Leadership? *Phillip A Smith, Teachers College, Columbia University*

Discussant: *Colleen A. Capper, University of Wisconsin - Madison*

57.022. Performing Self: Tracing Art and Identity as Method. Division B - Curriculum Studies; Paper Session

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

Chair: *Mindy Roberta Carter, Cape Breton University*

Participants:

Art and the Faces of Injustice. *Jeffery M. Frank, Sweet Briar College*

Performing Curriculum Inquiry: Adult Latinas' Literacy and Advocacy Development Through Participatory Theater. *Rocio Sanchez Ares, Boston College*

Performing the Stories We Tell: Using Personal Narrative to Inspire Writing, Identity Development, and Consciousness. *Romina A. Pacheco, New Mexico State University; Nancy Wasser, New Mexico State University; Veronica Gallegos, El Paso Independent School District*

(Re)vising the Self Through Art: A Curricular Examination. *Sue Ellen Henry, Bucknell University*

Discussant: *Angela Rose Hines, Arizona State University*

57.023. Rethinking Education, Labor, and Subjectivity. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119B; 10:35am to 12:05pm

Chair: *Sara Carpenter, OISE/University of Toronto*

Participants:

Financial Literacy Education as Risk Management for Capitalism. *Chris Arthur, York University*

The Myth of the Undereducated American and the Overeducated Canadian. *Alexander James Means, SUNY Buffalo State*

Science Education, Subjectivity, and the Reproduction of Labor. *Jesse Bazzul, OISE/University of Toronto*

Smart Drugs: Public Pedagogies of Education, Labor, and the New Intelligence. *Kenneth J. Saltman, DePaul University*

Radical Subjects in Adult Education: Critical Feminist Perspectives on the History of Social Movement Schools. *Tara Silver, OISE/University of Toronto*

Discussant: *Sheila L. Macrine, University of Massachusetts - Dartmouth*

57.024. Conducting Research With Underrepresented Groups: Methodological and Assessment Considerations Division C Affirmative Action Council Session. Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 113A; 10:35am to 12:05pm

Chair: *Jessica T. Decuir-Gunby, North Carolina State University*

Participants:

Teaching and Learning Outcomes for English Learners: Contextual Considerations for Researchers. *Francesca López, University of Arizona*

Assessment of Racial-Minority Students. *Stafford Hood, University of*

Illinois at Urbana-Champaign

Promoting a Universalistic Approach to the Study of Culture and Learning.

Akane Zusho, Fordham University

Discrimination in Gifted Education: Learning From the Court Case of District U-46 Regarding Culturally Responsive Assessment. *Donna Y. Ford, Vanderbilt University*

Telling Their Stories: Conducting and Reporting Research in African American Communities. *Linda C. Tillman, Retired*

Discussant: *Cynthia Hudley, University of California - Santa Barbara*

57.025. Designing and Implementing Educational Games: Exploring How to Increase the Effectiveness of Games for Learning. Division C - Learning and Instruction; Symposium

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

Chair: *Deanne Marie Adams, Vanderbilt University - Peabody College*

Participants:

Examining the Effect of Self-Explanation and Explanatory Feedback on a Cognitively Demanding Educational Physics Game. *Deanne Marie Adams, Vanderbilt University - Peabody College; Douglas Clark, Vanderbilt University*

Immersive Virtual Technologies for STEM: Design Principles and In-Game Assessments. *Mina Catherine Johnson-Glenberg, Arizona State University; David Birchfield, Arizona State University; Erica Linn Snow, Arizona State University*

The Impact of Collaborative Play and Achievement Motivation on Learning From a Physics Game. *Stephen Killingsworth, Vanderbilt University; Douglas Clark, Vanderbilt University; Pratim Sengupta, Vanderbilt University*

Investigating Classroom Implementations of Game-Based Learning. *James Lester, North Carolina State University; Eleni V. Lobene, North Carolina State University; Bradford Mott, North Carolina State University; Jonathan Rowe, North Carolina State University*

An Experimental Investigation of Learning Mechanics in a Digital Geometry Game. *Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Elizabeth Hayward, New York University; Melissa Biles, New York University; Jonathan Frye, New York University; Tsu-Ting Huang, New York University*

Discussant: *Harold F. O'Neil, University of Southern California*

57.026. Diverse Approaches to Literacy Intervention in the Primary Grades. Division C - Learning and Instruction; Paper Session

Marriott, Fifth Level, Grand Ballroom I; 10:35am to 12:05pm

Chair: *Susan Trostle Brand, University of Rhode Island*

Participants:

Connecting, Resisting, and Challenging Texts: Case Studies of Critical Literacy Development in a Kindergarten Classroom. *Meredith Labadie, University of Missouri - St. Louis; Kathryn Pole, The University of Texas - Arlington; Rebecca L. Rogers, University of Missouri*

Difference in Literacy Skills of Returning and First-Year Children. *Priscila G. Baddouh, University of North Carolina - Charlotte; Huifang Zuo, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte*

Gaining a Better Understanding of Beginning Reading Skill Development Across Kindergarten Learners: A Growth Mixture Model Application. *Leilani Saez, University of Oregon; Cheng-Fei Lai, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

Lasting Effects of Kindergarten Family Literacy Intervention Programs. *Kristy Timmons, University of Toronto - OISE; Janette P. Pelletier, University of Toronto*

The Nature and Variability of First-Grade Writing Instruction. *Elizabeth N. Farley-Ripple, University of Delaware; Charles A. Macarthur, University of Delaware; David Coker, University of Delaware; Allison F. Jackson, University of Delaware; Huijing Wen, University of Delaware*

Discussant: *Jeanne Wilcox, Arizona State University*

57.027. Epistemic Beliefs and Learning and Reasoning About Texts.

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

Chair: *Joe Magliano, Northern Illinois University*

Participants:

Processing of Belief-Compatible and Belief-Incompatible Arguments About a Controversial Topic. *Matthew T. McCrudden, Victoria*

University of Wellington; Anne Shelly Hynds, Victoria University of Wellington; Pania Matthews

"I Remember What the Text Says but Don't Really Think It's True (When It Disagrees With Me)". *Tonje Stenseth, University of Oslo; Helge I. Stromso, University of Oslo; Ivar Braten, University of Oslo*

Undergraduate Students' Beliefs About Knowledge, Information, and Truth. *Emily M. Grossnickle, University of Maryland; Alexandra List, University of Maryland; Patricia A. Alexander, University of Maryland - College Park*

Shunning the Evidence: Why Do Some Students Bypass Reasoning About Controversial Claims in Science? *Carlos R. Salas, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago*

Development and Validation of a Scenario-Based Assessment of Epistemic Thinking. *Sarit Barzilai, University of Haifa; Michael P. Weinstock, Ben-Gurion University of the Negev*

Discussant: *Gregory John Schraw, University of Nevada - Las Vegas*

57.028. Epistemic Emotions: Their Role in Self-Regulated Learning and Learning Outcomes. Division C - Learning and Instruction; Symposium

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

Chairs: *Krista R. Muis, McGill University; Reinhard Pekrun, University of Munich*

Participants:

The Curious Case of Climate Change: Epistemic Emotions Mediate Relations Between Epistemic Beliefs, Learning Strategies, and Learning Outcomes. *Krista R. Muis, McGill University; Reinhard Pekrun, University of Munich; Gale M. Sinatra, University of Southern California; Roger Azevedo, North Carolina State University; Gregory Trevors, McGill University; Elisabeth Meier, University of Munich; Benjamin C. Heddy, University of Southern California*

Epistemic Emotions as Drivers of Collaborative Learning: Exploring the Effects of Sociocognitive Conflict on Epistemic Emotions and Argumentative Knowledge Construction. *Elisabeth Meier, University of Munich; Reinhard Pekrun, University of Munich; Karsten Stegmann, University of Munich; Frank Fischer, University of Munich; Dr. Jeffrey Wiseman MD, McGill University*

The Role of Epistemic Emotions in Mathematics Problem Solving. *Cynthia Psaradellis, McGill University; Krista R. Muis, McGill University; Susanne P. Lajoie, McGill University; Marianne Chevrier, McGill University; Meredith Derian-Toth, McGill University*

Epistemic Emotions When Reading About Controversial Topics: A Comparison of Refutation and Expository Text. *Suzanne H. Jones, Utah State University; Gale M. Sinatra, University of Southern California; Reinhard Pekrun, University of Munich*

Discussant: *Sidney K. D'Mello, University of Notre Dame*

57.029. Inquiry in Practice and in Policy. Division C - Learning and Instruction; Paper Session

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

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

Participants:

An Analysis of Data Activities in Middle School Science Textbooks. *Bradley Morris, Kent State University; Katie Baker, Baker Educational Consulting; Angela Junglen, Kent State University; Amy M. Masnick, Hofstra University*

Impacts of an Inquiry-Based Learning Approach to Teaching Science: Implications for Policy. *Luke Fostvedt, Iowa State University; Mack C. Shelley, II, Iowa State University; Brian Hand, University of Iowa; Marcia R. Laugerman, University of Iowa; William J. Therrien, University of Iowa*

The Effects of Inquiry Teaching on Student Science Achievement and Attitudes: Propensity Score Analysis of PISA (Programme for International Student Assessment) 2006 Data. *Feng Jiang, New York University; William F. McComas, University of Arkansas at Fayetteville*

The Impact of an Inquiry-Based Science Instructional Method on Student Achievement and Teacher Instruction. *Todd Zoblotsky, The University of Memphis; Carolyn R. Kaldon, The University of Memphis*

57.030. Science and Technology. Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 414; 10:35am to 12:05pm

Chair: *Cindy Kern, University of New Haven*

Participants:

- A Comparison of Peer Teaching and Teachable Agents for Learning to Reason About Taxonomies. *Joe Prempeh, Stanford University; Doris B. Chin, Stanford University; Daniel L. Schwartz, Stanford University*
- Deepening Inquiry About Human Body Systems Through Computer-Supported Metadiscourse. *Jianwei Zhang, University at Albany - SUNY; Jiyeon Lee, University at Albany - SUNY; Jingping Chen, University at Albany - SUNY*
- Imagery Prompts Improve Learning From Scientific Text. *Claudia Leopold, University of Münster; Richard E. Mayer, University of California - Santa Barbara*
- Textbook-Bundled Metacognitive Tools for Improving Learning: A Study of LearnSmart's Efficacy in General Chemistry Courses. *Vandana Thadani, Loyola Marymount University; Nicole C. Bouvier-Brown, Loyola Marymount University*
- Student Affects in Virtual Environments as Predictors and Outcomes: A Hierarchical Linear Modeling Approach. *Brett E. Shelton, Boise State University; Jody E. Clarke-Midura, Harvard University; Andrew Walker, Utah State University*
- Common Knowledge: Design, Scripting, and Orchestration of Knowledge Building Discourse in Elementary Science. *Crescencia Fong, OISE/University of Toronto; Rebecca M. Cober, University of Toronto; Richard Messina, Institute of Child Study; Tom Moher, University of Illinois at Chicago; Julia Murray, Dr. Eric Jackman Institute of Child Study; Ben Peebles, University of Toronto - OISE; James D. Slotta, University of Toronto*
- 57.031. The Role of Errors and Faulty Reasoning in Mathematics Learning.** Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 10:35am to 12:05pm
Chair: *Mary Frances Mueller, Seton Hall University*
Participants:
Invalid Argumentation in Student Reasoning: Are There Benefits? *Mary Frances Mueller, Seton Hall University; Dina Yankelewitz, The Richard Stockton College of NJ; Carolyn Alexander Maher, Rutgers University*
Learning Fractions From Reflecting the Rationale Behind One's Own Errors. *Tim Heemsoth, Leibniz Institute for Science and Mathematics Education; Aiso Heinze, Leibniz Institute for Science and Mathematics Education*
The Occurrence of Indirect Reasoning: An Analysis. *Mary Frances Mueller, Seton Hall University; Dina Yankelewitz, The Richard Stockton College of NJ; Carolyn Alexander Maher, Rutgers University*
The Structure of Mathematics Misconceptions in Algebra, Geometry, Rational Numbers, and Probability. *Christopher R. Rakes, University of Maryland - Baltimore County; Robert N. Ronau, University of Cincinnati*
What Could Go Wrong? Error Anticipation Relates to Conceptual and Procedural Knowledge in Algebra Students. *Nicholas F. McCann; Julie L. Booth, Temple University*
Discussant: *Rozy Vig, Harvard University*
- 57.032. Transforming School and Campus Climate for Military-Connected Students and Veterans: Research and Practice From the Field.** Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 103B; 10:35am to 12:05pm
Chair: *Joey Nuñez Estrada, San Diego State University*
Participants:
Learning Together: Supporting Military Students Through Collaborative Learning Experiences. *Ruth Berkowitz, University of Southern California; Rami Benbenishty, Bar-Ilan University; Chantra Nhien, University of Southern California*
"Because Nice Matters": A Study of an Antibullying Intervention in a Military-Connected School District. *Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University; Chantra Nhien, University of Southern California*
Examining the Implementation of FOCUS Skill-Building Groups and the Emotional Well-Being and Resilience of Military Students in Public Schools. *Kris Tunac De Pedro, Chapman University; Ediza Garcia, UCLA Semel Institute for Neuroscience and Human Behavior; Rami Benbenishty, Bar-Ilan University; Diana Pineda, University of Southern California; Patricia Lester, UCLA Semel Institute for Neuroscience and Human Behavior*
Addressing the Academic and Social Challenges of Military Students: Connecting Undergraduate Students With Military-Connected Schools. *Chantra Nhien, University of Southern California; Rami Benbenishty, Bar-Ilan University; Amanda L. Datnow, University of California - San Diego; Caren Holtzman, University of California - San Diego; Alison Gallwey Wishard Guerra, University of California - San Diego; Luz M. Chung, University of California - San Diego*
- Examining the Roles and Responsibilities of Postsecondary Institutions After a Decade of War. *Monica Christina Esqueda, University of Southern California; Kris Tunac De Pedro, Chapman University; Hazel Atuel, University of Southern California*
Discussant: *Ron Avi Astor, University of Southern California*
- 57.033. Harlem Stories: Contesting Educational Goals and Strategies for Reform in the 20th Century.** Division F - History and Historiography; Symposium
Marriott, Fourth Level, 410; 10:35am to 12:05pm
Chair: *Ernest D. Morrell, Teachers College, Columbia University*
Participants:
Cinema for Social Change: The Human Relations Film Series of the Harlem Committee of the Teachers Union, 1936-1950. *Lisa Rabin, George Mason University; Craig Kridel, University of South Carolina*
The Idea of Skill in 1960s Harlem. *Ansley T. Erickson, Teachers College, Columbia University*
Paraprofessionalism in Harlem, 1960-1980. *Nicholas A. Juravich, Columbia University*
The Aftermath of the Community Control Movement in Central and East Harlem. *Heather Lewis, Pratt Institute*
Discussants: *Clarence Taylor, Baruch College - CUNY; Basil Anthony Smikle, Columbia University*
- 57.034. Ethnographic Research in Multilingual Contexts: Microlevel Perspectives on Macrolevel Policies.** Division G - Social Context of Education; Symposium
Marriott, Fourth Level, 404; 10:35am to 12:05pm
Chairs: *Cynthia Groff, Universidad Autónoma Metropolitana; Usree Bhattacharya, Indiana University of Pennsylvania*
Participants:
How a Heteroglossic Policy Becomes Monoglossic in Context: An Ethnography of Paraguayan Bilingual Education Policy. *Katherine Mortimer, The University of Texas - El Paso*
Using Conversation Analysis to Interpret Ukrainian University Students' Answers to Language Policy Questions in Ethnographic Interviews. *Bridget Goodman, University of Pennsylvania*
Indian Language and Education Policy as Seen From the Kumauni Hills. *Cynthia Groff, Universidad Autónoma Metropolitana*
A Language Ideological Lens on Language Policy: An Ethnographic Case Study at a Suburban Indian Orphanage. *Usree Bhattacharya, Indiana University of Pennsylvania*
Discussant: *Nancy H. Hornberger, University of Pennsylvania*
- 57.035. Flipping the Script on Conversations Surrounding Race and Diversity.** Division G - Social Context of Education; Paper Session
Marriott, Fourth Level, 405; 10:35am to 12:05pm
Chair: *James C. Jupp, Georgia Southern University*
Participants:
A "War Between Stories": The Master Narrative and Counternarratives in the Fight for a Culturally Relevant Curriculum. *Seth Peter Aleshire, The University of Arizona*
Decolonizing the Counternarratives: Tucson's New Movements Toward Educational Justice. *Leah Stauber, The University of Arizona*
Desiring Diversity and White Settler Backlash: Violence as a Daily Logic. *Lisa (Leigh) Patel, Boston College*
Historical Counterstories: Toward a New Critical Race Methodological Tool. *Michaela J. López Mares-Tamayo, University of California - Los Angeles; Lluïana Alonso, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles*
Discussant: *Dana Thompson Dorsey, University of North Carolina - Chapel Hill*
- 57.036. Hearing Voices From Philly: Reaffirming Our Commitment to Local Knowledge Through a Joint Session With Community-Based Organizations.** Division G - Social Context of Education Cosponsored with Division K - Teaching and Teacher Education, SIG-Grassroots Community & Youth Organizing for Education Reform, SIG-Safe Schools and Communities, SIG-Out-of-School Time and SIG-Queer

Studies, SIG-Adolescence and Youth Development; Invited Session
Convention Center, 100 Level, 120C; 10:35am to 12:05pm
Chairs: *Kevin C. Roxas, University of Wyoming; Laura A. Roy, The Pennsylvania State University*

57.037. Implementing More and Better Learning Time: Understanding the Actors, the Stage, and the Setting. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 202A; 10:35am to 12:05pm

Chair: *Jeannie Oakes, Ford Foundation*

Participants:

Keeping Pace of Falling Behind: Analyzing Learning Time as a Resource for Educational Innovation and Equity. *Nicole Mirra, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles*

Approaching "Better" as a Rorschach Test: How Preexisting Reform Dispositions Influence the Implementation of More and Better Learning Time in Colorado. *Joshua Jared Prudhomme, University of Colorado - Boulder; Kevin G. Welner, University of Colorado - Boulder*

Equity Reform in Action: How Teachers and Working-Class Families Fight for Expanded Opportunities to Learn. *Hannah Jones, University of Colorado - Boulder; Daniela Kruei DiGiacomo, University of Colorado - Boulder*

Developing Indicators of the "More and Better Learning Time" Zone of Mediation. *Michelle Renee, Brown University; Jaime Del Razo, Brown University; Warren Simmons, Brown University; Marisa Saunders, Annenberg Institute for School Reform*

Discussant: *Warren Simmons, Brown University*

57.038. Labovian Legacies: Symposium on Sociolinguistics and Education. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 204C; 10:35am to 12:05pm

Chair: *John R Rickford, Stanford University*

Participants:

Linguistic Stereotype Threat. *John Baugh, Washington University in St. Louis*

Tough Conversations About Language and Culture in Secondary English Classrooms. *Anne Harper Charity-Hudley, College of William and Mary*

Talking College: Fostering Secondary English Students' Linguistic Agency and Developing Literacy Skills to Meet the Linguistic Expectations of Higher Education. *Christine L. Mallinson, University of Maryland - Baltimore County*

Undermining Standard Language Ideology Through Dialect Education. *Jeffrey Reaser, North Carolina State University*

57.039. Reflection and Refraction in the Teaching and Learning of Academic Literacy Practices Across Grades. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 121A; 10:35am to 12:05pm

Chair: *David M. Bloome, The Ohio State University*

Participants:

"Did You Already Know the Answer?" First Graders Writing Nonfiction. *Melissa I. Wilson, The Ohio State University*

Classroom Interactions That Support Learning Over Time in a Sixth-Grade Classroom. *Marlene Beierle, The Ohio State University*

Embracing Rationalities: Writing Arguments in a 12th-Grade Advanced Placement Language Arts Class. *SangHee Ryu, The Ohio State University - Columbus; Allison S. Wynhoff Olsen, Montana State University; David M. Bloome, The Ohio State University*

Discussants: *Richard W. Beach, University of Minnesota; Brian V. Street, King's College London*

57.040. School Segregation Along the Eastern Seaboard: Illuminating Historical Circumstances, Exploring New Challenges, Updating Tested Policies. Division G - Social Context of Education; Symposium
Marriott, Fourth Level, 406; 10:35am to 12:05pm

Chair: *Gary A. Orfield, University of California - Los Angeles*

Participants:

Losing Ground: School Segregation in Massachusetts. *Jennifer Ayscue, University of California - Los Angeles*

Inequity Across the Empire State: School Segregation in New York From 1989 to 2010. *John V. Kucsera, University of California - Los Angeles*
Is Opportunity Knocking or Slipping Away? Pennsylvania's Increasing

Racial Diversity and Segregation in Schools, 1989-2010. *Katherine Reed, Texas A & M University; Stephen Kotok, The Pennsylvania State University*

Neither "White" Schools nor "Black" Schools ... "Just" Schools: School Segregation in Delaware, 1989-2010. *Arielle Niemeyer, Virginia Commonwealth University*

Miles to Go: A Report on School Segregation in Virginia, 1989-2010. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

Discussant: *Erica Frankenberg, The Pennsylvania State University*

57.041. Data Use for Educational Achievement, Equity, and Student Well-Being. Division H - Research, Evaluation and Assessment in Schools; Symposium

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

Chair: *Doris McWhorter, Ministry of Education*

Participants:

School-Community Partnerships: Supporting Data Use for School Effectiveness and Improvement Planning. *Erica H. van Roosmalen, Halton Catholic District School Board*

Using a Geographical Information System to Illuminate Educational Equity: A Focus on Community, Educational, and Developmental Outcomes. *Paul Favaro, Peel District School Board & York University - Ontario*

Use of Data to Enhance Early Literacy Achievement: Collaboration Across Disciplines and Administrative Levels. *Christine Stager, Thames Valley District School Board; Steve M. Killip, Thames Valley District School Board; Karen R. Anderson, University of Western Ontario; Vesna Fernandez, University of Western Ontario*

System-Wide Vision of Student Voice to Engage, Empower, and Transform Educational Practices With and for First Nations, Métis, and Inuit Students. *Jaclyn Wood, Thames Valley District School Board; Steve M. Killip, Thames Valley District School Board*

Discussant: *Don A. Klinger, Queen's University - Kingston*

57.042. Research and Development to Ensure Accessibility for the Partnership for Assessment of Readiness for College and Careers Assessments. Division H - Research, Evaluation and Assessment in Schools; Symposium

Convention Center, 100 Level, 116; 10:35am to 12:05pm

Chair: *Cara Cahalan Laitusis, ETS*

Participants:

Overview of Partnership for Assessment of Readiness for College and Careers Accessibility Policy and Development Guidelines. *Tamara Reavis, Achieve, Inc.; Danielle Griswold, Achieve, Inc.*

Usability of New Partnership for Assessment of Readiness for College and Careers Item Types for English Learners. *Danielle Guzman-Orth, Educational Testing Service*

Usability of New Partnership for Assessment of Readiness for College and Careers Item Types for Students With Disabilities. *Teresa C. King, ETS*
Planned Research Related to Partnership for Assessment of Readiness for College and Careers Accessibility Features and Accommodations.

Arthur A. Thacker, Human Resources Research Organization; Enis Dogan, Achieve, Inc.

Discussant: *Trinell Bowman, Maryland State Department of Education*

57.043. Using Novel Research Methods to Understand Teaching and Learning in the Professions. Division I - Education in the Professions; Symposium

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

Chairs: *Anthony R. Artino, Uniformed Services University of the Health Sciences; LuAnn Wilkerson, University of California - Los Angeles*

Participants:

Assessing Task-Specific Regulatory Thinking: Foundations and Applications of Microanalytic Assessment Methodology to Medical Education. *Timothy J. Cleary, Rutgers University; Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences*

Social Network Analysis and Teacher Education/Teacher Development. *Brian V. Carolan, Montclair State University; Sara Wasserman, Montclair State University*

Using Verbal Protocol Methodology and Sketch Analysis to Explore Engineering Design Ideation. *Shanna Daly, University of Michigan*

Do You Hear What I Hear? Using the Listening Guide Method for Qualitative Data Analysis. *Lara Varpio, Uniformed Services University*

of the Health Sciences; Pamela Grassaw, Pippa Hall

Discussant: Patricia S. O'Sullivan, University of California - San Francisco

57.044. Examining the Influence of Enrollment Behavior on Student Postsecondary Success. Division J - Postsecondary Education; Paper Session

Marriott, Fourth Level, 409; 10:35am to 12:05pm

Chair: Xueli Wang, University of Wisconsin - Madison

Participants:

Community College Transfer and Student Success: Do Academic Pathways Ease the Transition From Community Colleges to Four-Year Institutions? Angela Boatman, Vanderbilt University - Peabody College; Adela Soliz, Harvard University

Understanding Multi-Institutional Pathways: The Influence of Swirling on Degree Attainment at Two-Year and Four-Year Institutions. Krystal L. Williams, Educational Testing Service; Ji-Hee Hong, Washtenaw Community College; Roger Mourad, Washtenaw Community College

Academic Momentum at the Gate: Does First-Semester Credit Load Affect Postsecondary Completion? David Monaghan, CUNY - Graduate Center; Paul Attewell, City University of New York

Dual Credit in Illinois: Inequitable Participation and Inequitable Impacts on College Access and Success. Jason L. Taylor, University of Illinois at Urbana-Champaign

Discussant: James C. Palmer, Illinois State University

57.045. Race and Contemporary Contexts. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 10:35am to 12:05pm

Chair: Stephanie H. Chang, University of Maryland - College Park

Participants:

Graduate Students of Color and Faculty Mentors. Willie Leondias Williams, University of Virginia

Reasoning Through Race: Exploring College Students' Use of Biology as Racial Authority. Marc P. Johnston, The Ohio State University

The Emotional Response of Students of Color to Hostile Postsecondary Racial Environments and the Need for Assessment. Misty Dawn Sawatzky, University of Southern California

The Power of Cross-Racial Interactions: Students' Experiences at an Emerging Hispanic-Serving Institution. Brigid M. Dwyer, Villanova University

Discussant: Brian Lamont McGowan, Indiana State University

57.046. Race and Gender and the Professoriate. Division J - Postsecondary Education; Paper Session

Marriott, Fourth Level, 408; 10:35am to 12:05pm

Chair: Janeula M. Burt, Bowie State University

Participants:

Recruitment and Retention of Female and Underrepresented Engineering Faculty: The Influence of Organizational Context. Lois Calian Trautvetter, Northwestern University; David B. Knight, University of Queensland

The Need for Diverse Faculty at Minority-Serving Institutions: A Qualitative Document Analysis of the Need for Diverse Hires. Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway; Alonzo Martice Flowers, Old Dominion University; Petra Elaine Robinson, Louisiana State University - Baton Rouge

Whose Problem Is It? Gender Differences in Orientation to Service in One Research University. Kerry Ann O'Meara, University of Maryland - College Park

Discussant: Amy S. Metcalfe, The University of British Columbia

57.047. STEM Habits for Success: Factors That Contribute Toward Persistence. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108B; 10:35am to 12:05pm

Chair: Brenda A. Martin, University of Arkansas at Pine Bluff

Participants:

Communities of Practice in a Community College STEM Transfer Program for Underrepresented Students. Bernadette S. Chi, University of California - Berkeley; Valeria Romero, University of California - Berkeley; Chris Lever, University of California - Berkeley

Effects of Sense of Belonging and Deep Learning on Practical Competence Among Minorities in STEM. Terrell Lamont Strayhorn, The Ohio State University; Joseph A. Kitchen, The Ohio State University; Michael Steven Williams, The Ohio State University; Leroy L. Long, The Ohio

State University

Reliable Measurement of Students' Academic Habits and Links to Academic Success at a Hispanic-Serving Institution. Dawn R. Person, California State University - Fullerton; Stephen P. Clifford, Cerritos College; Allyson Furry, California State University - Fullerton; Angela Teshima, California State University - Fullerton; Stephanie Fuentes, New Millennium Secondary School

STEM Student Success and Persistence Within the First Year: A Mixed-Methods Analysis. Zakiya S Wilson, Louisiana State University - Baton Rouge; Melissa Crawford; Liuli Huang, Louisiana State University; Isiah Warner, Louisiana State University - Baton Rouge

Discussant: Christopher B. Newman, University of San Diego

57.048. The Double Bind: Gendered Organizations and Work/Family (Im) Balance. Division J - Postsecondary Education; Symposium

Marriott, Fifth Level, Grand Ballroom J; 10:35am to 12:05pm

Chair: Mary Ann Danowitz, North Carolina State University

Participants:

Gender Norms, the Ideal Worker, and Work/Life "Balance". Jaime R. Lester, George Mason University; Margaret W. Sallee, University at Buffalo - SUNY

A Qualitative Study of Academic Mothers' Sabbatical Experiences. Susan V. Iverson, Kent State University; Christin L. Seher, The University of Akron

Mechanisms of Integration and Exclusion: Determining the Pathways for Leadership and Advancement for Midcareer Women Faculty in STEM. Jeni Hart, University of Missouri - Columbia

57.049. Using Critical Race Theory in Higher Educational Research.

Division J - Postsecondary Education; Invited Session

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

Chairs: Royel Johnson, The Ohio State University - Columbus; Terrell Strayhorn, The Ohio State University

Presenters: David Stovall, University of Illinois-Chicago; Thurman Bridges, Morgan State University; Rema Reynolds, University of Illinois Urbana-Champaign

57.050. Critical Place-Based Pedagogies in Teacher Education. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 3; 10:35am to 12:05pm

Chair: Rich Milner, University of Pittsburgh

Participants:

Community Mapping as Culturally Relevant Pedagogy for Preservice Teachers. Tandra O. Jackson, University of South Carolina; Brandy Wilson, Appalachian State University

Intersections of Culture and Community: Developing a Critical Sense of Place in Teacher Education. Jason Ronald Harshman, The Ohio State University

The Power of Service-Learning to Advance Research on K-12 Preservice Teachers' Teaching English to Speakers of Other Languages Practice. Cate Crosby, University of Cincinnati; Sara Lamb Kistler, West Chester University of Pennsylvania

"This Stuff Is Too Deep!" Teacher Candidates' Beliefs About Cultural Diversity and Teaching Diverse Populations. Hannah Carson Baggett, North Carolina State University

Learning to Teach Where You Are: An Investigation of Culturally Responsive Teacher Preparation in Alaska's Universities. Amy Vinlove, The University of Alaska - Fairbanks

Discussant: Kenneth James Fasching-Varner, Louisiana State University

57.051. Culturally Responsive/Relevant Single-Sex Pedagogies for Black Males (K-12). Division K - Teaching and Teacher Education; Symposium

Marriott, Fifth Level, Grand Ballroom L; 10:35am to 12:05pm

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

Participants:

Twenty-First-Century Black Male Pedagogy: Brotherly Love. Brian Woodward, University of California - Los Angeles

Engaging Difference in the Pursuit of Brotherhood. Andrea C. Rodriguez-Scheel, University of California - Los Angeles

Negroes, the N-Word, and Creatures From Endor. Clarence L. Terry, Occidental College

Discussant: Jonli Tunstall, University of California - Los Angeles

57.052. Developing Excellent Teachers in Rural and Remote

Communities: Challenges and Efforts in Rural Alaska. Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203A; 10:35am to 12:05pm

Chair: *Diane B. Hirshberg, The University of Alaska - Anchorage*

Participants:

Will They Stay or Will They Go? Teacher Perceptions of Working Conditions in Rural Alaska. *Alexandra R. Hill, The University of Alaska - Anchorage; Diane B. Hirshberg, The University of Alaska - Anchorage; Ute Kaden, The University of Alaska - Fairbanks; Craig Kasemodel, University of Wisconsin - Madison; Philip Patrick Patterson, The University of Alaska - Fairbanks*

Factors Related to Teacher Retention in Arctic Alaska. *Ute Kaden, The University of Alaska - Fairbanks; Philip Patrick Patterson, The University of Alaska - Fairbanks*

Measuring Rural Alaska Teacher Growth. *Barbara Leigh Adams, The University of Alaska*

Teaching Indigenous Epistemology to Graduate Students. *Maureen P. Hogan, The University of Alaska - Fairbanks*

Supporting Language Teachers Through Mentoring as Pedagogy. *Patrick E. Marlow, The University of Alaska - Fairbanks; Theresa John, University of Alaska Fairbanks; Hishinlai' Kathy Sikorski, University of Alaska Fairbanks; Joan Parker-Webster, University of Alaska Fairbanks; Walkie Charles, Holmes Scholar; Marilee Coles-Ritchie, Westminster College; April L Counciller; Sabine Siekmann*

Discussant: *Bill McDiarmid, University of North Carolina - Chapel Hill*

57.053. Innovative Mentoring Strategies. Division K - Teaching and Teacher Education; Paper Session

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

Chair: *Roseanne Kaiser Vallice, Mercy College*

Participants:

A University and School Partnership: Teacher Professional Development Through Mentoring and Coaching. *Hilary M.M. Burgess, University of Leicester; Ann Ray Shelton Mayes, University of Northampton*

Addressing Early-Career Attrition Through Teacher Induction and Mentorship Programs: A Pan-Canadian Document Analysis Study. *Benjamin Kutsyuruba, Queen's University; Lorraine Godden, Queen's University; Leigha Tregunna, Queen's University*

From Newbie to Insider: Enculturation of New Members Into an Online Community of Blogging Teachers. *Hilary Smith Risser, Montana Tech; SueAnn I. Bottoms, Oregon State University*

Informal and Formal Teacher Mentoring and Its Link to Turnover Intention. *Thomas G. Reio, Florida International University; Chandra Whitehead, Florida International University; Iryna Dzhuryak, Institute of International Education*

Discussant: *Maria A. Flores, Minho University*

57.054. Redrawing the Map: Toward a Complex Theory of Initial Teacher Education. Division K - Teaching and Teacher Education; Symposium

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

Chair: *Ana Maria Villegas, Montclair State University*

Participants:

When Complexity Theory Meets Critical Realism: A Platform for Research on Initial Teacher Education. *Marilyn Cochran-Smith, Boston College*

Developing a Complex View of Teacher Education's Influence on Learning to Teach. *Fiona Ruth Ell, University of Auckland*

Building Theoretical Redescriptions: Digging Deeper Using Quantitative and Qualitative Approaches. *Mavis Haigh, The University of Auckland; Larry H. Ludlow, Boston College*

Identifying Patterns of Practice Linked With Student Learning for Effective Initial Teacher Education. *Lexie Barbara Grudnoff, The University of Auckland; Mary F. Hill, University of Auckland*

Discussant: *Ana Maria Villegas, Montclair State University*

57.055. The Role of Practice, Rehearsal, and Inquiry in Apprenticing Preservice Teachers to Professional Practice. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 204A; 10:35am to 12:05pm

Chair: *Stephanie L. Knight, The Pennsylvania State University*

Participants:

Contrasting Cases of Inquiry Stance Development in the Practices and Perspectives of Two Graduates of an Inquiry-Infused Teacher Education

Program. *Lisa H. Bennett, California State University - Fresno*

Getting Inside Rehearsals: Elaborating Key Elements and Factors That Support Work on Complex Practice. *Hala N. Ghouseini, University of Wisconsin - Madison; Elham Kazemi, University of Washington; Adrian Cunard, University of Washington*

Learning to Teach With Twitter. *Annie McMahon Whitlock, University of Michigan - Flint; Cheryl L. Rosaen, Michigan State University*

Learning With and From Each Other: Professional Learning Communities as Spaces for Studying Our Teaching. *Sharon B. Hayes, West Virginia University; Johnna Bolyard, West Virginia University; Sarah Selmer, West Virginia University; Ugur Kale, West Virginia University*

Peer Interactions and Identity Development. *Steven Wall, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill; Julie Ellison Justice, University of North Carolina - Chapel Hill*

Discussant: *Muriel K. Rand, New Jersey City University*

57.056. Tilting Toward Inquiry: Implications for Teaching, Learning, and Professional Development. Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 203B; 10:35am to 12:05pm

Chair: *Christine D. Clayton, Pace University*

Participants:

Facilitating the Tilt: Reflections on Professional Development That Promotes Inquiry in High-Stakes Times. *Christine D. Clayton, Pace University; James F. Kilbane, Tulane University; Dr. Lauren Beth Birney, Pace University; Joan S. Kass, Pace University; Beth Kava, Pace University*

Moving Beyond Active Learning: Deepening Learning Through Reflective Lab Notebooks. *Jason Choi, Tarrytown union free district*

An Inquiry-Based Approach to the Imperative Mood in Spanish. *Elena Pousada, Sleepy Hollow High School*

Building Ownership Inside Out: Self-Assessment and Writing in a Science Classroom. *Joyce Kong, NYC Department of Education*

The Great Exhale: Interdisciplinary Inquiry With Ninth Graders in a City High School. *Teresa Bologna, Bronx High School for the Visual Arts; Jim Nordlinger, Bronx High School for the Visual Arts; Nancy Rinaldi, Bronx High School for the Visual Arts*

Assessing Ambitious Pedagogy in a Time of Standardized Assessments: What Teacher Work Samples Reveal. *James F. Kilbane, Tulane University; Christine D. Clayton, Pace University; Mary Rose McCarthy, Pace University*

Discussant: *Nancy Fichtman Dana, University of Florida*

57.057. Transformation Initiatives in the Accreditation of Educator Preparation: Vision, Status, and Works in Progress. Division K - Teaching and Teacher Education; Invited Session

Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm

Chair: *James G. Cibulka, Council for the Accreditation of Educator Preparation*

Presenters: *Mark W. LaCelle-Peterson, Council for the Accreditation of Educator Preparation; Deborah B. Eldridge, National Council for Accreditation of Teacher Education; Colleen A. Hardy, Evangel University; Diana B. Lys, East Carolina University; Linda Ann Patriarca, East Carolina University*

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

57.058. Understanding Change Within Discussions of Mathematics Teacher Professional Learning Communities: Methodological Frameworks. Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 204B; 10:35am to 12:05pm

Chair: *Joy Ann Oslund, University of Michigan*

Participants:

Studying Changes in Teachers' Group Conversations: A Methodological Literature Review. *Joy Ann Oslund, University of Michigan; Pamela A. Moss, University of Michigan*

Concomitant Analysis in Considering Teacher Development and Professional Development Materials Over Time. *Edd V. Taylor, University of Colorado - Boulder*

Using Tools From Discourse Analysis to Understand Change in a Teacher Study Group. *Samuel Otten, University of Missouri - Columbia; Beth A. Herbel-Eisenmann, Michigan State University; Kate Johnson, Brigham Young University*

Studying Teachers' Attempts at Change Through Narrative Inquiry.

Lindsay Keazer, Michigan State University

Discussant: *Helen J. Featherstone, Michigan State University*

57.059. Examining Policy and Practice for Ethnolinguistic-Minority

Students. Division L - Educational Policy and Politics; Paper Session

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

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

Participants:

The Effect of Dual-Language Immersion on Student Achievement in Math, Science, and English Language Arts. *Jennifer L. Steele, RAND Corporation; Robert Slater, American Councils for International Education; Jennifer Li, RAND Corporation; Gema Zamarro, University of Southern California; Trey Miller, RAND Corporation*

Effects of Academic and Nonacademic Instructional Approaches on Preschool English Language Learners' English Language Development. *Ivana Markova, San Francisco State University*

Multicultural Curriculum Policy and Ethnolinguistic-Minority Students' Academic Engagement: A Cross-National Policy Evaluation. *Yun-Kyung Cha, Hanyang University; Seung-Hwan Ham, Hanyang University; Hara Ku, Hanyang University*

Teachers' Implementation of Assessment Accommodations for English Language Learners in the Content Classroom: Evidence From Survey, Observation, and Interviews. *Beth Clark-Gareca, New York University*

57.060. Instructional Practice Amid Reform. Division L - Educational Policy and Politics; Paper Session

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

Chair: *Sarah L. Woulfin, University of Connecticut*

Participants:

Accommodating Change: Relating Fidelity of Implementation to Program Fit. *Eleanor Anderson, Northwestern University*

The Effect of Policy Churn on the Microlevel Implementation of a Statewide Professional Development Program. *Amanda Marie Slaten Frasier, Michigan State University; Steve Bennett, Michigan State University; Dante Cisterna, Michigan State University; Amelia Wenk Gotwals, Michigan State University*

The Relationship Between District Reading Policy and Teachers' Instructional Routines. *Sarah L. Woulfin, University of Connecticut*

Comparing Analytic Tools for Investigating Instruction Within Urban Schools. *Sarah L. Woulfin, University of Connecticut; Tina M. Trujillo, University of California - Berkeley*

57.061. Teacher Labor Market, Distribution, and Retention. Division L - Educational Policy and Politics; Paper Session

Convention Center, 100 Level, 118A; 10:35am to 12:05pm

Chair: *Tracey Lynn Weinstein, University of Southern California*

Participants:

Easy Come, Easy Go? The Effects of Reducing Barriers Into Teaching on Teacher Attrition. *Charles Kevin Fortner, Georgia State University; Gary Henry, Vanderbilt University; Casey Megan White, Teach For America, Inc.*

My End of the Bargain: Exploring the Influence of Spatial Relationships and Institutional Bargaining Structures on the Provisions in Collective Bargaining Agreements. *Lesley Lavery, Macalester College; Dan Goldhaber, University of Washington; Roddy Theobald, University of Washington*

On the Move? Teacher Mobility Patterns in Response to District-Led Whole-School Reform. *Katharine Omenn Strunk, University of Southern California; Julie A. Marsh, University of Southern California; Tracey Lynn Weinstein, University of Southern California*

State Efforts to Ensure an Equitable Distribution of Effective Teachers. *Andrew J. Wayne, American Institutes for Research; Courtney Tanenbaum, American Institutes for Research; Delphinia Brown, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Andrea Boyle, American Institutes for Research; Rachel Garrett, American Institutes for Research*

Chair: *Meredith J. Larson, National Center for Education Research*

Participants:

Cognitive Science Investigations of Reading Difficulties for Low-Literacy Adults. *Gail McKoon, The Ohio State University*

Lessons to Improve Research and Adult Literacy Practice. *Daphne Greenberg, Georgia State University*

Research Priorities in Adult Populations: Motivation, Math, and Job Corps. *Daryl F. Mellard, The University of Kansas*

Bridging the Gap: Moving From Dropout to College. *Elizabeth Zachry Rutschow, MDRC*

Practice Engagement Theory: Lifelong Interaction Between Proficiency and Practice. *Stephen M. Reder, Portland State University*

Discussant: *Johan Uvin, U.S. Department of Education*

57.063. Leveraging Home-Language Literacies in the Education of Emergent Bilinguals. SIG-Bilingual Education Research; Paper Session

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

Chair: *Patricia Martinez-Alvarez, Teachers College, Columbia University*

Participants:

Spanish Picture Book Read-Alouds and Cognate Vocabulary Learning: A Study of Primary School English Learners. *Jose A. Montelongo, Canutillo Independent School District; Anita C. Hernandez, New Mexico State University*

Small Steps to Big Gains in Reading Comprehension With Fourth- to Sixth-Grade Spanish-Speaking English Language Learners. *Kausalai K. Wijekumar, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*

The Academic Vocabulary Development of Spanish-English Bilingual Students in Middle School. *Eileen Mercedes González, University of Saint Joseph; Angela Maria Lopez-Velasquez, Southern Connecticut State University*

Social Networking, Workplace, and Entertainment Literacies: The Out-of-School Literate Lives of Newcomer Latina/o Adolescents. *Mary Amanda Stewart, Texas Woman's University*

Taking Bicultural Parental Engagement Online: Exploring Digital Resources for Home-School Communication, Translation, and Bilingual Development. *Silvia Cecilia Noguero-Liu, University of Georgia*

Discussant: *Mileidis Gort, The Ohio State University*

57.064. Catholic Education Through an International Lens and From Within Urban Communities. SIG-Catholic Education; Paper Session

Marriott, Fourth Level, 411; 10:35am to 12:05pm

Chair: *Mickey Fenzel, Loyola University Maryland*

Participants:

Catholic Secondary Schools in Los Angeles. *Karie Huchting, Loyola Marymount University; Jose M. Chavez, Loyola Marymount University; Shane P. Martin, Loyola Marymount University; Karen Holyk-Casey, Loyola Marymount University*

Communities of Practice in a Network of Catholic Bilingual Schools. *Martin Scanlan, Marquette University; Minsong Kim, Boston College; Caroline Vuilleumier, Boston College; Mary Bridget Burns, Boston College*

Interrupting the School-to-Prison Pipeline in an Urban Jesuit High School. *Robert Weldon Simmons, Loyola University Maryland*

La concientización de la estudiante: Involvement of the University Student at Catholic Universities in Central America. *Nicole Webster, The Pennsylvania State University*

Teachers' Perceptions of Moral Education in Catholic Secondary Schools in Australia and Ireland. *Jim Gleeson, The Australian Catholic University; Joanne O Flaherty, University of Limerick*

57.065. Teachers Unions, Race, and Education Research: Innovations in Grassroots Organizing for Equity. SIG-Critical Educators for Social Justice; Symposium

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

Chair: *Kristen L. Buras, Georgia State University*

Participants:

Educational Organizing Against Charter Reform in New Orleans: Learning From Black Teacher Associations and Community Allies. *Kristen L. Buras, Georgia State University; Raynard Sanders, The New Orleans Imperative*

SIG Sessions

57.062. Current Trends in Adult Education Research and Their Implications for Policy, Practice, and Science. SIG-Adult Literacy and Adult Education; Symposium
Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm

The Chicago Teachers Union: Taking on Racism and Building Social Movement Unionism. *Pauline Lipman, University of Illinois at Chicago; Monique Rise Redeaux, University of Illinois at Chicago*
Austin's Teacher Union, Race, and Resistance to Corporate School Reform: Community-Led Innovations at Travis Heights. *Julian Vasquez Heilig, The University of Texas - Austin; Ken Zarafis*
Discussant: *Lois Weiner, New Jersey City University*

57.066. Race and Equity Issues in Teaching, Teacher Preparation, and Educational Experiences. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Marriott, Fourth Level, 402; 10:35am to 12:05pm

Chair: *Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*
Participants:

Supporting Teachers of African American Students: Issues of Race and Class. *Norvella P. Carter, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station; Victoria Carter, Texas A&M University - College Station*

Voices of Whiteness and Voices of Diversity: Blending the Tone and Focus in a Survey. *Margaret M. Ferrara, University of Nevada - Reno; Miranda L. Holback, University of Nevada - Reno*

Culturally Relevant Teaching Efforts: Assessing the Convergence and Divergence of Theory and Practice. *Stacia M. Stribling, George Mason University; Jenice Leilani View, George Mason University; Elizabeth K. DeMulder, George Mason University*

Engaging Language-Minority Preservice Teachers in "Race" Talk: Why Teacher Educator Identity Matters. *Hyesun Cho, The University of Kansas*

Urban Teachers' Beliefs About Diversity: Critical Analysis of Race, Gender, and Class. *Quinita D. Ogletree, Texas A&M University*

Policy and Practice: A Call to Abandon the Continuation of the Legacy of Educational Inequities. *Tiffany Renee Wheeler, Transylvania University; Sherry W. Powers, Asbury University; Angela J. Cox, Georgetown College; Miriam Elizabeth Stroder, Asbury University*

57.067. Recess Research: Policy, Parity, and Play. SIG-Cultural Historical Research; Symposium
Marriott, Fourth Level, 412; 10:35am to 12:05pm

Chair: *Anna Richman Beresin, University of the Arts*
Participants:

Is the Changing Role of Recess at School Impacting the Next Generation of Children? *Michael Matthew Patte, Bloomsburg University*

Recess Deprivation and Play Space Inequalities: Issues of Social Justice. *Olga S. Jarrett, Georgia State University*

Lessons From the Body: Pedometers, Recess, and Child Health. *Anna Richman Beresin, University of the Arts*

Discussant: *Kathy Hirsh-Pasek, Temple University*

57.068. Educating for Democracy in the Digital Age: Possibilities and Challenges for Innovation in Democratic Education. SIG-Democratic Citizenship in Education; Symposium
Convention Center, 100 Level, 104B; 10:35am to 12:05pm

Chair: *Ellen Middaugh, Mills College*

Participants:

Shifting Practices: Changes in Classroom Instruction for the Digital Age—Teacher Practices and Student Outcomes. *Ellen Middaugh, Mills College*

Dialogue Across Difference: A Case Study of the Facing History and Ourselves Digital Media Innovation Network. *Justin Fire Reich, Harvard University; Anna L. Romer, Evaluation Dept., Facing History and Ourselves; Dennis Barr, Facing History and Ourselves*

Finding Time: Factors That Support District Capacity for Civic Education in the Digital Age. *Joseph E. Kahne, Mills College*

Discussant: *Ben R. Kirshner, University of Colorado*

57.069. International Early Childhood Issues. SIG-Early Education and Child Development; Paper Session
Marriott, Fourth Level, 407; 10:35am to 12:05pm

Chair: *Smita Guha, Saint John's University*

Participants:

A Qualitative Metasynthesis of How Early Educators in International Contexts Address Cultural Matters That Contrast With Developmentally Appropriate Practices. *Christopher P. Brown, The University of Texas - Austin; Yi-Chin Lan, National Taiwan Normal University; Natalie*

Babiak Weber, The University of Texas at Austin
Early Childhood Education: Narratives in Early Literacy Education. *Liv Gjems, Vestfold University College; Sigrun Sletner, Vestfold University College*
Earthquake Shocks: Estimating the Effects of the 2010 Chilean Earthquake on Preschool Children's Developmental Outcomes. *Celia Gomez, Harvard University; Hirokazu Yoshikawa, New York University*
Long-Term Effects of Early Childhood Education on Academic Achievement in Chile. *Alejandra Cortazar, Universidad Diego Portales*
Why Preschool? Early Childhood Education Perspectives and Policies in Rural Tanzania. *Laura A. Andresen, Michigan State University*

57.070. P-20 Education Finance. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm

Chair: *Karen J. DeAngelis, University of Rochester*

Participants:

Financial Aid at California Community Colleges: Interactions of State and Federal Aid Programs. *Elizabeth Friedmann, University of California - Davis*

Financial Need and Income Volatility Among Students With Zero Expected Family Contribution. *Robert Kelchen, Seton Hall University*

School District Debt Financing: The Effects of Public Finance Policies on Private Involvement in Public Education. *Maria Elena Dawn Rivera, University of California - Berkeley*

School Finance Equity Under Census-Based Funding: Assessing the Merits of New Jersey's School Finance Reform Act. *David S. Knight, University of Southern California*

Opting Out on the Bill: Voluntary Adequacy Funding in Maryland. *Maida A. Finch, Salisbury University; Peter Trabert Goff, University of Wisconsin - Madison*

Discussant: *Alex J. Bowers, Teachers College, Columbia University*

57.071. Using Technology to Enhance Informal Experiences. SIG-Informal Learning Environments Research; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm

Chair: *Karen J. Elinich, The Franklin Institute*

Participants:

Supporting Coaching and Scaffolding With Augmented Reality Technology in an Informal Education Environment. *Michael Tscholl, University of Illinois at Urbana-Champaign; Robb Lindgren, University of Illinois at Urbana-Champaign; Eileen Smith, University of Central Florida*

Technology and Nature: The Successes and Difficulties in Designing an "E-Trail Guide" for an Informal, Outdoor Educational Space. *Lucy R. McClain, The Pennsylvania State University; Heather Toomey Zimmerman, The Pennsylvania State University*

Using Mobile Devices to Connect Teachers and Museum Educators. *Ibrahim Delen, Michigan State University; Wan-Tzu Lo, University of Michigan - Ann Arbor; Alex Kuhn, University of Michigan; Steven McGee, Northwestern University; Jennifer Duck, The Learning Partnership; Chris Quintana, University of Michigan; Joseph S. Krajcik, Michigan State University*

Utilizing Gigapixel Image Technology for Science Communication in a Museum Setting. *Camellia Wynona Sanford, Rockman et al*

Discussant: *Saul Rockman, Rockman et al*

57.072. Instructional Technology SIG Paper Session: Presence, Interaction, and Engagement in Learning. SIG-Instructional Technology; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 10:35am to 12:05pm

Chair: *Helen Crompton, Old Dominion University*

Participants:

Social Presence: What Is It? How Do We Measure It? *Patrick R. Lowenthal, Boise State University*

Examining Classroom Interactions in Computer-Mediated Developmental Mathematics Courses: Implications for Teaching and Learning. *Julia Raufman, Community College Research Center; Maria S Cormier, Teachers College, Columbia University*

Inclusion of Instructional Technology to Increase Engagement and Achievement. *Alicia Wenzel, Western Oregon University; Marcus Fredrick Wenzel, Portland State University*

Use of Cues to Promote Learning in an Animation: An Experimental Study. *Ismahan Arslan-Ari, Texas Tech University; Steven M. Crooks, Texas*

Tech University

Toward a Learning Analytics Framework: Identifying the Effectiveness of Preparatory Units. *Dirk Ifenthaler, Deakin University*

Discussant: *Kirsten R. Butcher, University of Utah*

57.073. Educational Research in Global Contexts. SIG-International Studies; Paper Session

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

Chair: *Binbin Jiang, Kennesaw State University*

Participants:

Intercultural Competence, Teaching, and Learning: Perspectives From International Teachers. *Sydney A. Merz, George Mason University; Beverly D Shaklee, George Mason University; Zehra Habib, George Mason University*

Perception of the "Effective Teacher" Among Teacher Educators in Israel. *Irit Levy-Feldman, Kibbutzim College of Education*

Research on Research: Extending Methodologies of Transnational Field Research in Education. *Amy Roberts, University of Wyoming; Gregory Siy Ching, Fu Jen Catholic University; Tsu-Chia Julia Hsu, Lunghwa University of Science and Technology*

The Role of School Internship Policies in Developing the Students' Self-Confidence. *Tsu-Chia Julia Hsu, Lunghwa University of Science and Technology*

The Discourse About the Quality of Higher Education in the Brazilian Media. *Gustavo E. Fischman, Arizona State University; Sandra Regina Sales, Universidade Federal Rural*

57.074. Productive Talk and Participation in Disciplinary Practices: Perspectives From Science and Mathematics Education. SIG-Learning Sciences; Symposium

Marriott, Fourth Level, Franklin 7; 10:35am to 12:05pm

Chairs: *Savitha Moorthy, SRI International; Christopher J. Harris, SRI International*

Participants:

The Use of Talk Moves to Support Student Participation in Scientific Modeling. *Savitha Moorthy, SRI International; Christopher J. Harris, SRI International; Carrie-Anne Sherwood, University of Michigan; Cynthia M. D'Angelo, SRI International; Carrie D. Allen Bemis, University of Colorado - Boulder; Tina M. Stanford, SRI International*

Rigor and Responsiveness in Classroom Activity. *Jessica J. Thompson, University of Washington; Sara Hagenah, University of Washington*

Managing the Tension Between Mathematical Content and the Practice of Argumentation. *Jennifer Knudsen; Philip J. Vahey, SRI International; Teresa Lara-Meloy, SRI International; Nicole Shechtman, SRI International*

Supporting Student Justification in Middle School Classrooms: Teachers' Work to Create a Context for Justification. *Megan E. Staples, University of Connecticut*

Discussant: *William R. Penuel, University of Colorado - Boulder*

57.075. Assessment and Evaluation of Educational Leadership Programs.

SIG-Learning and Teaching in Educational Leadership; Paper Session
Convention Center, 100 Level, 118B; 10:35am to 12:05pm

Chair: *Jennifer Ingrid Friend, University of Missouri - Kansas City*

Participants:

Evaluating Principal Preparation Programs: Assessing the Appropriateness of Three Accountability Strategies. *Ed Fuller, The Pennsylvania State University; Liz Hollingworth, University of Iowa*

School Leaders' Challenges: The Promise of a Developmental Approach—Lessons From a Longitudinal Look. *Jessica Blum, Teachers College, Columbia University; Eleanor E. Drago-Severson, Teachers College, Columbia University*

Teaching Data Use. *Charles F. Vanover, University of South Florida; Olivia Hodges, University of South Florida - St. Petersburg*

What 21st-Century Students Want: Factors That Influence Student Selection of Educational Leadership Graduate Programs. *Lesley F. Leach, Tarleton State University; Mary P. Winn, Tarleton State University; Susan L. Erwin, Tarleton State University; Elizabeth P. Benedict, Tarleton State University*

Discussant: *Carol A. Mullen, Virginia Polytechnic Institute and State University*

57.076. Measuring College-Level Skills. SIG-Measurement and Assessment in Higher Education; Paper Session

Convention Center, 100 Level, 117; 10:35am to 12:05pm

Chair: *S. Jeanne Horst, James Madison University*

Participants:

A Strategy for Increasing Student Motivation on Low-Stakes Assessments. *Zachary George Charles Kornhauser, Fordham University; Jillian Minahan, Fordham University; Karen L. Siedlecki, Fordham University; Jeffrey T. Steedle, Pearson*

Assignments as a Source of Error in Critical-Thinking Assessment. *John David Hathcoat, James Madison University; Jeremy Penn, Oklahoma State University*

Relationship Between Students' Attitudes and Performance on Accountability Tests in Higher Education: A Path Model. *Anna Zilberberg, Pearson; Sara J. Finney, James Madison University*

Research-Based Methodological Concerns About Using Standardized Tests of Generic Skills to Make Institutional Comparisons. *Mehary Tadesse Stafford, The University of Texas System; Trudy W. Banta, Indiana University - IUPUI*

Test Administration Procedures and Their Relationships With Effort and Performance on a College Outcomes Test. *Jeffrey T. Steedle, Pearson; Doris Zahner, Council for Aid to Education; Heather Kugelmass, Princeton University*

Discussant: *Keston H. Fulcher, James Madison University*

57.077. Comprehensive and Critical Review of Current Middle-Level Research and Practice. SIG-Middle-Level Education Research; Symposium

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

Chair: *Frances R. Spielhagen, Mount Saint Mary College*

Participants:

Historical Trends, Patterns, and Policies in the Middle School Movement (1963-2013). *Mary Beth Schaefer, Saint John's University; Kathleen Malu, William Paterson University*

A Topical Analysis of Middle Grades Research From 2000 to the Present. *Kathleen Marie Brinegar, Johnson State College*

Theoretical Perspectives in the Field of Middle Grades Education. *Cynthia C. Reyes, The University of Vermont*

Critical Review of Research Methods in the Field of Middle-Level Education. *Bogum Yoon, Binghamton University - SUNY*

Discussant: *Micki M. Caskey, Portland State University*

57.078. Empowering the Romà Through Dialogic Research: Contributions From Paulo Freire, Ramón Flecha, and Jesús Gómez's Friendship to Social Inclusion. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Marriott, Fourth Level, 415; 10:35am to 12:05pm

Chair: *Sandra Racionero-Plaza, Universitat de Barcelona*

Participants:

Ten Years After the WORKALÓ Project: Political Implications to Foster Social Inclusion of the Roma in Europe. *Óscar Prieto-Flores, University of Girona; Silvia Molina Roldán, Universitat Rovira i Virgili; Itxaso Tellado, University of Vic*

Roma Involvement in Transforming Their Schools and Their Communities: A Transformative Case Study in Europe. *Rocío García-Carrion, University of Cambridge; Javier Díez-Palomar, Universitat de Barcelona; Joan Cabré, Rovira i Virgili University*

Bringing Successful Educational Actions in Dialogue With the Romà to All. *Sandra Girbes, Universitat de Barcelona; Maria Padrós Cuxart, Universitat de Barcelona; Pilar Alvarez, Universitat de Barcelona*

The Power of the Voices of Romani Women in Overcoming Inequalities. *Patricia Melgar Alcantud, Universitat de Girona; Beatriz Carballido Villarejo, Universitat de Barcelona; Carme Garcia Yeste, Universitat Rovira i Virgili*

Discussant: *Gresilda A. Tilley-Lubbs, Virginia Tech*

57.079. Teaching and Conducting Educational Research. SIG-Professors of Educational Research; Paper Session

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

Chair: *Jamie Jirout, Temple University*

Participants:

Translational Research in Education: A Framework for Effectively Teaching Introductory Courses in Educational Research. *Kevin Arthur Ball, University of Hartford; Ralph O. Mueller, University of Hartford*

A Framework for Collecting Qualitative Data for Social Network Analysis and Data Mining. *Nancy L. Leech, University of Colorado*

- Denver; Kathleen M.T Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston State University

A History of Qualitative Data Analysis Approaches. *Magdalena Anna Denham, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Prevalence and Characteristics of Reference List Errors: The Case for Educational Researcher. *Eunjin Hwang, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University*

Discussant: *Edward G. Fierros, Villanova University*

57.080. A Sankofa Dialogue: Southeastern Scholars Collaborate on Research Focused on African American Education in the U.S. South. SIG-Research Focus on Black Education; Working Group Roundtable

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

Chair: *Kofi Lomotey, Western Carolina University*

Participants:

The Centrality of the U.S. South in the Shaping of Black Life and Identity. *Jerome E. Morris, University of Georgia*

Historical and Contemporary Perspectives on African American Education in Birmingham, Alabama. *Tondra L. Loder-Jackson, The University of Alabama - Birmingham*

Activists Like Who? Researching the Politics, Lives, and Work of Black Teachers. *Hilton Kelly, Davidson College; Donyell Lakishka Roseboro, University of North Carolina - Wilmington*

Researcher Identity, Epistemological Standpoints, and Documenting Southern African American Educational History. *Deirdre Cobb-Roberts, University of South Florida; Barbara Joseph Shircliffe, University of South Florida*

57.081. Two Tales of One Format: Examinations of Lesson Studies in the United States and China. SIG-Research in Mathematics Education; Symposium

Convention Center, 100 Level, 125; 10:35am to 12:05pm

Chair: *Rongjin Huang, Middle Tennessee State University*

Participants:

The Impact of Parallel Lesson Studies on Developing Prospective Mathematics Teachers' Knowledge and Skills. *Xuhui Li, California State University - Long Beach; Zhiqiang Yuan, Fujian Normal University*

Lesson Study: Professional Development Experiences for Prospective Secondary Mathematics Teachers. *Connie H. Yarema, Abilene Christian University*

Improving Teaching and Enhancing Teachers' Growth Through Parallel Lessons Development: A Chinese Approach. *Xue Han, Dominican University; Rongjin Huang, Middle Tennessee State University*

Windows of Opportunity for Developing Knowledge for Teaching Mathematics Through Lesson Study. *Trena L. Wilkerson, Baylor University*

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

57.082. Surviving and Thriving in the College Context. SIG-Sociology of Education; Paper Session

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

Chair: *Sarah M. Ovink, Virginia Polytechnic Institute and State University*

Participants:

Effects of Siblings on the Literacy Development of First-Generation College Graduates. *Matthew Knoester, University of Evansville; Mari Plikuhn, University of Evansville*

Getting Involved: Political Socialization on American College Campuses. *Jessica Mason, University of Pittsburgh*

Racial Gaps in Critical Thinking: The Role of Institutional Context. *Josipa Roksa, University of Virginia; Teniell L. Trolan, University of Iowa; Ernest T. Pascarella, University of Iowa; Cindy A. Kilgo, University of Iowa; Charles Blaich, Wabash College; Kathleen Wise, Wabash College*

The Role of College Press From Peers and Schools: A Mixed-Method Approach. *Kri Noel Burkander, Michigan State University*

When Who You Know Influences Where You Go: Peer Groups and the College Search. *Megan M. Holland, University at Buffalo SUNY*

57.083. Research in Literacy and Disability. SIG-Special Education Research; Paper Session

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

Chair: *Rebecca K. Shankland, Appalachian State University*

Participants:

Diverse and Exceptional Students Take Ownership for Cooperative Learning Through Video Self-Reflection. *Brooke Anne Moore, University of Colorado - Boulder; Clara E. Smith, Colorado University - Boulder; Amy Lynn Boele, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder*

Integrating Writing Across Subject Areas Supported by Innovative Technology: A National Survey. *Anya S. Evmenova, George Mason University; Kelley Sarah Regan, George Mason University; Andrea Boykin, George Mason University; Donna Sacco, George Mason University; Kevin Good, George Mason University; Margo A. Mastropieri, George Mason University*

Knowing Isn't Enough: Pedagogical Content Knowledge for Teaching Reading Fluency to Students With Learning Disabilities. *Ambler Elizabeth Benedict, University of Florida; Yujeong Park, University of Tennessee*

Reading Instruction in Juvenile Correctional Facilities: A National Teacher-Reported Survey of Practices, Challenges, and Recommendations. *Min-Chi Yan, University of Wisconsin-Madison; Kimber L. Wilkerson, University of Wisconsin*

The Effects of Self-Regulated Strategy Development on the Written Language Performance of Students With Autism. *Dannette Allen Bronaugh, James Madison University; Margo A. Mastropieri, George Mason University*

Informal Reading Inventories for Students With Disabilities: Evidence From Studies of Deaf and Hard-of-Hearing Learners. *Beverly J. Trezek, DePaul University; Connie C. Mayer, York University*

57.084. The Development of Teachers: Support From Preservice Through In-Service. SIG-Supervision and Instructional Leadership; Paper Session

Convention Center, 100 Level, 118C; 10:35am to 12:05pm

Chair: *Jim Brandon, University of Calgary*

Participants:

Conceptual, Procedural, and Emotional Mentoring: Reframing of Supervisor Learning to Practice to Learning From Practice. *Rebecca West Burns, University of South Florida; Bernard J. Badiali, The Pennsylvania State University*

Supervision as Professional Development: A Review of State Statutes. *Helen M. Hazi, West Virginia University; Daisy E. Arredondo Rucinski, The University of Alabama*

Whom Do Teachers Turn to Within Their Leadership Team for Feedback? A Social Network Analysis. *Melissa Andrea Tuytens, Ghent University; Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Geert Devos, Ghent University*

From Preservice to Teacher Leader: The Early Development of Instructional Leaders. *Kate Spence-Ado, Fairleigh Dickinson University*

The Many Faces of Action Research. *Stephen P. Gordon, Texas State University-San Marcos*

The State of Preservice Teacher Supervision in a Decade of Reform: A Literature Review. *Jennifer Lynn Jacobs, University of South Florida; Diane Yendol-Hoppey, University of South Florida; Rebecca West Burns, University of South Florida; Katie Arndt, University of South Florida; Vanessa Casciola, University of South Florida*

Discussant: *Jeffrey Glanz, Michlala Jerusalem Graduate Division*

57.085. Pedagogical Approaches to Preservice Teacher Preparation on the Use of Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom H; 10:35am to 12:05pm

Chair: *Doug Herrington, Armstrong Atlantic State University*

Participants:

Preparing Teachers to Integrate Technology Into K-12 Instruction: Comparing a Stand-Alone Technology Course With a Technology-Infused Approach. *Ray R. Buss, Arizona State University; Keith Wetzel, Arizona State University; Teresa S. Foulger, Arizona State University*

An Inquiry-Based Approach to the Integration of Digital Technologies in a Preservice Teacher Education Program. *Norman Davis Vaughan, Mount Royal University*

Technological, Pedagogical, and Content Knowledge (TPACK)

Development in Teacher Candidates as They Design and Deliver Technology Professional Learning Workshops. *Kamini Jaipal Jamani, Brock University; Candace Figg, Brock University*

Examining the Realities of Novice Teachers' Technology Integration. *Rachel A. Karchmer-Klein, University of Delaware; Haruka Konishi, University of Delaware; Sohee Park, University of Delaware; Julie Wise, University of Delaware*

Discussant: *Debra R. Sprague, George Mason University*

57.086. Public Writing: Performing Writing Identities Across Contexts.

SIG-Writing and Literacies; Symposium
Marriott, Fourth Level, Franklin 13; 10:35am to 12:05pm

Chair: *Glynda A. Hull, University of California - Berkeley*

Participants:

Showing Myself: Identity and Writing in a Classroom Workshop. *Alecia Marie Magnifico, University of New Hampshire*

The Performance of Designing: Improvisation in the Composing Context. *Matthew Hall, The College of New Jersey*

Authorship in the Age of Mass Writing: Adolescents' Social Composing in Online Communities. *Amy Stornaiuolo, University of Pennsylvania*

Laura as Writer: Exploring the Identity Positions of an Adolescent Author. *Jayne C. Lammers, University of Rochester; Valerie Lieberman Marsh, University of Rochester*

Traversing the "In-Between": Developing Writing Practices and Literate Identities Across Contexts. *Anna Smith, New York University*

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

Division and SIG Roundtables

57.087. Roundtable Session 18; Roundtable Session

57.087-1. High School and Beyond: Issues of Identity and Difference. SIG-

Disability Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

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

Participants:

Becoming Differently: Toward a New Pedagogy of Disability in Social Foundations. *Margaret Quinn Hannan, University of Pittsburgh*

A Different Diversity? Disability Studies Perspectives for Postsecondary Diversity Agendas. *Lauren Shallish, Syracuse University*

All It Takes: Competence, Communication, and Support of High School Students Who Type to Communicate. *Casey Reutemann, Syracuse University; Christine Elaine Ashby, Syracuse University*

Construction of the Worker Situated on the Autism Spectrum: A Critical Interpretive Synthesis of Peer-Reviewed Literature on Transition for Youth With Disabilities. *Jennifer R. Wolgemuth, University of South Florida; Mike Riley, University of South Florida; Vonzell Agosto, University of South Florida; Roderick Jones, University of South Florida*

57.087-2. Instrumentation and Identification in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

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

Chair: *Katie Larsen McClarty, Pearson*

Participants:

Evaluating the Psychometric Properties of the Behavioral and Emotional Screening System Student Form Using a High-Achieving Student Sample. *Diep Thi Nguyen, University of South Florida; Robert F. Dedrick, University of South Florida; Shannon M. Suldo, University of South Florida; Elizabeth Shaunessy-Dedrick, University of South Florida; Isaac Li, University of South Florida; Thanh Vinh Pham, University of South Florida*

How the Nomination Stage Can Wreck Gifted Identification: A Psychometric Analysis. *Matthew McBee, East Tennessee State University; Scott Joseph Peters, University of Wisconsin - Whitewater*

Using Selected-Response and Constructed-Response Item Formats for Assessing Gifted Students' Learning. *Mona Aliana Mohammad Alimin, University of Virginia; Carolyn M. Callahan, University of Virginia; Sarah Oh, University of Virginia*

Validation of the HOPE Scale for Use With Native American Students in Grades 6-12. *Jason McIntosh, Purdue University; Marcia L. Gentry, Purdue University; Soohyun Yi, Purdue University*

57.087-3. Self-Study in Teaching Practices. SIG-Self-Study of Teacher Education Practices; Roundtable Session

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

Chair: *Vicki K. LaBoskey, Mills College*

Participants:

"Mind the Gap": Navigating the Tension Between Best and Actual Teaching Practices. *Margaret Perrow, Southern Oregon University*

At the Intersection of Self-Study and Core Practices: Innovation in Language Teacher Education? *Megan Madigan Percy, University of Maryland*

Who Is This Document For? The Making of Meaningful Course Materials. *Judy A. Caulfield, Ontario Institute for Studies in Education/ University of Toronto*

57.087-4. Teacher Research: Exploring Student Engagement and Motivation. SIG-Teacher as Researcher; Roundtable Session

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

Chair: *Alan D. Amtzis, The College of New Jersey*

Participants:

Giving Students the Choice: The Impact of Homework Choice on Student Achievement and Motivation. *Marsenne Kendall, Tierra Linda Middle School- San Carlos, CA; Kim Tolley, Notre Dame de Namur University; Tsehien Kelly Vaughn, Notre Dame de Namur University*

Magnet Moving and Materiality: Making Sense of Student Engagement Using the New Empiricism. *Allisa Abraham Hall, University of Georgia*

Their Story, Their Voices: The Role of Culturally Relevant Pedagogy in Developing Bicultural Identity. *Rhianna Henry Casesa, San Diego State University*

57.087-5. Teacher Research: Investigating Innovative Practices. SIG-Teacher as Researcher; Roundtable Session

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

Chair: *Christopher C. Martell, Boston University*

Participants:

Making History Come Alive: A Case for Simulations in Social Studies Classrooms. *Thomas Ng, Uncommon Charter High School*

Multimodal Literacy: iPads and Creative Connections in a First-Grade Class. *Sudarshana Das, Iona College*

Visual Teaching Philosophies: Art's Role in (Teacher) Education. *Deborah Anne Broderick, University of Pennsylvania*

57.087-6. Applications and Innovations for Action Research in Schools.

SIG-Action Research; Roundtable Session

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

Chair: *Sarai Koo, MAPS 4 College*

Participants:

Utilizing the MUSIC Model of Academic Motivation to Increase Reading Motivation in a Fourth-Grade Classroom. *Angela W. Williams, Virginia Polytechnic Institute and State University; William P. Williams, Concord University*

Increasing Writing Performance of Seniors Placed at Risk Through Goal Setting in a Creativity-Centered Classroom. *Brittany Estrada, Azusa Pacific University; Susan R. Warren, Azusa Pacific University*

Teachers Develop Practical Wisdom for Teaching Through Collaborative Action Research: Flipping the Elementary Classroom. *Karen C. Goodnough, Memorial University*

The Action Research of Home Visits and Teacher Practice. *Bilal Polson, Northern Parkway School; Monica Byrne-Jimenez*

57.087-7. Gender, Culture, Justice, and Policy. SIG-Research on Women and Education; Roundtable Session

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

Chair: *Julia Nell Ballenger, Texas A&M University - Commerce*

Participants:

Binders of Women and the Binders of Men: Feminist Critique of Education Policy. *Catherine Marshall, University of North Carolina; Lois Andre Bechely, California State University - Los Angeles; Brooke Midkiff, University of North Carolina - Chapel Hill*

Girls Talk Back: Changing School Culture Through Feminist and Service-Learning Pedagogies. *Jennifer L. Martin, The University of Mount Union*

Organizational Justice: The Intractable Problem of Gender Inequity. *Andrea Marlene Gallant, Deakin University- Melbourne -Australia*

57.087-8. Rethinking and Translating Early Childhood Education

Traditions. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Mary Jane Moran, The University of Tennessee*

Participants:

Can the Ambition to Individualize Pedagogy Limit the Children in Preschool? *Annica Gullberg, University of Gävle; Kristina Andersson, Uppsala University; Anita Hussenius, Uppsala University; Anna T. Danielsson, Uppsala University; Kathryn Scantlebury, University of Delaware*

The Prepared Environment: Aesthetic Legacies and Early Childhood Classrooms. *Lisa P. Kuh, University of New Hampshire; Melissa Rivard, Harvard University*

Dissonance: A New Theoretical Frame for Understanding Teacher Identity Formation in Early Childhood Borderlands. *Katherine Kresin Delaney, University of Michigan - Ann Arbor*

57.087-9. Rethinking/Reworking/Responding to the Common. SIG-

Environmental Education; Roundtable Session

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

Chair: *John Joseph Lupinacci, Washington State University - Pullman*

Participants:

Rethinking the Common(s): Environmental Education Research Against Eco-Domination and Enclosure. *Graham Bryan Slater, University of Utah*

Learning How to Inherit and Respond: Toward a Common Worlds, Early Years Pedagogy for the Anthropocene. *Veronica Pacini-Ketchabaw, University of Victoria; Affrica Taylor, University of Canberra*

The End of "Nature": Eco-Pedagogy in the New Millennium. *Huey-Li Li, The University of Akron*

57.087-10. A Global Examination of Teacher Preparation. Division K -

Teaching and Teacher Education; Roundtable Session

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

Chair: *Crystal Machado, Indiana University of Pennsylvania*

Participants:

A Comparative Analysis of English-as-a-Foreign-Language and ESL Program Curricula Regarding Government Mandates and Programs: The Case of Turkey and the United States. *Nihat Polat, Duquesne University; Saban Cepik, Fatih University*

Media Literacy and Media-Pedagogical Competence in Teacher Education: A Comparative Analysis of Study Programs for K-12 Educators and Adult Educators in Germany. *Mandy Rohs, University of Kaiserslautern; Matthias Rohs, German Institute for Adult Education*

Building Knowledge and Developing an Identity as a Literacy Teacher Educator. *Clare Kosnik, University of Toronto; Lydia Menna, OISE/University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Cathy Marie Miyata, University of Toronto; Yiola Cleovoulou, OISE/University of Toronto; Clive M. Beck, OISE/University of Toronto*

The Devil's in the Details: Exploring the Characteristics of Teacher Preparation Programs That Predict Early-Career Teacher Preparedness. *Karina R. Clemmons, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock*

57.087-11. Alternative Learning: Deschooling, Homeschooling, and Online Education. SIG-Ivan Illich; Roundtable Session

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

Chair: *Kelly P. Vaughan, DePaul University*

Participants:

Deschooling the 21st Century. *Roger C. Shouse, The Pennsylvania State University*

The United States: The Most Fertile Ground for Homeschooling. *Tulay Kaya, Istanbul University*

Resisting Curricula Control in the Current Reign of Technoform and the Push for Online Pre-K-20 Education. *Sandra Beth Schneider, Radford University; Dianne Smith, University of Missouri - Kansas City*

57.087-12. Negotiating Culture and Power in Arts Education. SIG-Arts and Learning; Roundtable Session

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

Chair: *Yolanda A. Medina, Borough of Manhattan Community College - CUNY*

Participants:

Closing the Engagement Gap: Integrating Culture-Based Arts Learning to Boost Indigenous Students' School Success and All Students' Place-Specific Cultural Knowledge. *James W. Bequette, University of Minnesota; Jean E. Ness, University of Minnesota*

Music Teachers and the Micropolitical Landscape of Schools. *Colleen M. Conway, University of Michigan; Shannan Hibbard*

"Durable but Not Eternal!" Arts-Based Educational Reform and White Teachers' Changing Habitus. *Susan A. Woollen, Illinois State University; Stacy Otto, Illinois State University*

57.087-13. Critical Perspectives on Policy and Practice. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

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

Chair: *Gabriel Stephen Huddleston, Indiana University*

Participants:

Cultural Representations in/as/and the Global Studies Curriculum: China in the United States, 1960-Present. *Amy Mungur, Teachers College, Columbia University*

Rising Above the Gathering Storm: A Critical Analysis of the Next-Generation Science Standards. *Darren Glen Hoeg, University of Toronto - OISE; John Lawrence Bencze, OISE/University of Toronto*

Rope, or, Accountability: Educational Policy and the Fantasy of Teaching. *David F. Jelinek, The Collegiate School; James Stillwaggon, Iona College*

57.087-14. Assessing Student Growth: Methods, Issues, and Applications.

Division D - Measurement and Research Methodology; Roundtable Session

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

Chair: *Yeow Meng Thum, Northwest Evaluation Association*

Participants:

A Quasi-Experimental Study of the Effectiveness of Instructional Applications Employing Automated Essay Scoring. *Scott M. Elliot, SEG Measurement*

Does Vertical Scaling Based on Content or Distribution Type Influence the Classification Decisions on Annual Yearly Progress Measures? *Andrea Gotzmann, Medical Council of Canada; Mark J. Gierl, University of Alberta; W. Todd Rogers, University of Alberta*

Effects of Unmodeled Latent Classes in Value-Added Modeling. *Futoshi Yumoto, IMPAQ International; Rochelle Tractenberg, Georgetown University; Gregory R. Hancock, University of Maryland; Robert J. Mislevy, University of Maryland*

Measuring Multidimensional Growth: A Higher-Order Item Response Theory Perspective. *Steven W Nydick, Pearson VUE; Chun Wang, University of Minnesota; Xinhui Xiong, CTB/McGraw-Hill LLC*

57.087-15. Exploratory Approaches to Latent Variable Model Building and Theory Development. Division D - Measurement and Research Methodology; Roundtable Session

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

Chair: *Min Liu, University of Hawaii - Manoa*

Participants:

A Misunderstanding and Misuse of Parallel Analysis. *Brent Dale Hill, North Dakota State University; Chris M. Ray, North Dakota State University*

The Sensitivity of Informative Priors in Bayesian Structural Equation Modeling for Model Specification Search. *Xinya Liang, Florida State University; Yanyun Yang, Florida State University*

Using Quantitative Analysis for Theory Identification. *Hannah Grossman, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara*

57.087-16. Factors Influencing the Accuracy of Multistage Testing Results.

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:

An Investigation of the Impact of Routing Error Under Two-Stage Multistage Testing. *Sooyeon Kim, Educational Testing Service; Tim Moses, ETS*

Comparison of Computerized Adaptive Test and Computerized Adaptive

Multistage Test. *Xiao Luo, National Council of State Boards of Nursing; Ada Woo, National Council of State Boards of Nursing*
 Comparisons of Item Response Theory Proficiency Estimation Methods Under Adaptive Multistage Testing. *Sooyeon Kim, Educational Testing Service; Tim Moses, ETS; Hanwook (Henry) Yoo, Educational Testing Service*

The Impact of Statistical Constraints on Classification Accuracy for Multistage Tests. *Ryoungsun Park, The University of Texas - Austin; Jaehoon Seol, American Institute of Certified Public Accountants; Jiseon Kim, University of Washington - Seattle; Barbara G. Dodd, The University of Texas - Austin*

57.087-17. Investigating Teachers' Perceptions. Division D - Measurement and Research Methodology; Roundtable Session

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

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

Participants:

A Storied-Identity Analysis Approach to Preservice Teachers Learning to Teach in an Urban Setting. *Amal Ibourk, Michigan State University; Angela Calabrese Barton, Michigan State University; Gail Richmond, Michigan State University*

Mapping Perceptions: Constructing and Analyzing Concept Maps as a Means for Uncovering Teachers' Perceptions. *Tali Aderet-German, University of Haifa; Esther Dromi, Tel-Aviv University*

Of Braids and Borderlands: Using *Trenzas* as an Analytical Tool in Qualitative Inquiry. *Sandra Quinones, Duquesne University*

57.087-18. Subject Matter in Mathematics, Physical Education, and English Language Learning: Curriculum Among Teachers, Children, and Youth. SIG-Narrative Research; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Vicki Ross, Northern Arizona University*

Participants:

The Use of Narrative Inquiry in Understanding Successful Latina/o Students' Mathematical Identity. *Stephanie Anne Wright, University of North Carolina - Chapel Hill*

Against Sedentary Education: A Narrative Inquiry Into the Role of Body and Physical Education. *Jeong-Hee Kim, Kansas State University; Jodie Diane Leiss, Emporia State University*

English Language Learner Leaders Borrowing Power: Something Borrowed, Something New, Something Other So We Are Blue. *Trish Morita Mullaney, Indiana University Purdue University Indianapolis*

57.087-19. Some Theoretical Bases for Research on Vocational Education and Training and Career and Technical Education. SIG-Career and Technical Education; Roundtable Session

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

Chair: *Johanna Lahja Lasonen, University of South Florida*

Participants:

Some Theoretical Bases for Research on Vocational Education and Training and Career and Technical Education. *Johanna Lahja Lasonen, University of South Florida*

Research Framework for Career and Technical Education Programs. *Victor M Hernandez-Gantes, University of South Florida*

Developmental Work Research. *Marianne Teräs, University of Helsinki*
 Approaches of Vocational Education and Training Research in Australia. *Margaret E. Malloch, Victoria University; Leonard George Cairns, Monash University*

57.087-20. How to Change the World: LGBTQ Activism as Education. SIG-Queer Studies; Roundtable Session

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

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

Participants:

Latina Mothers' Advocating for Queer Youth in California Schools. *Rigoberto Marquez, University of California - Los Angeles*
 Navigating Regimes and Ruptures as a Gay Principal Promoting Social Justice in School. *Jennifer Ingrey, The King's University College*
 Promoting "Queer Voice": How Supportive Teachers and Schools Foster the Resilience of LGBTQ Youth. *Michael Sadowski, Bard College*
 Schooling Society: Sexual-Minority Teachers as Activist Educators. *Kristopher Wells, University of Alberta*

57.087-21. Variations in Second Language Use and Acquisition Across

Contexts. SIG-Second Language Research; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: *Virginia M. Gonzalez, University of Cincinnati*

Participants:

Linguistic Benefits of Study Abroad: Boren Award Recipient Gains in Oral Language Proficiency. *Leah M. Mason, Institute of International Education*

Morphological Awareness Development and Reading Comprehension in L2 English. *Dongbo Zhang, Michigan State University*

Language Acquisition Trajectories of English Learner Students in California: Examining Student and School Factors. *Renatta Defever, University of California - Davis*

Variations in Language Use by Preschool Dual-Language Learners in Two Immigrant Communities. *Maria Cristina Limlingan, Tufts University; Sidai Dong, Tufts University; Amanda Miller, Tufts University; Christine M. McWayne, New York University; Jayanthi Mistry, Tufts University; Betty S. Zan, University of Northern Iowa; Kimberly Brenneman, Rutgers University; Daryl B. Greenfield, University of Miami*

57.087-22. Student/Parent/Teacher Positionality in Science. SIG-Science Teaching and Learning; Roundtable Session

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

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

Participants:

Latina Parental Involvement: Contributions to Persistence in STEM Fields. *Katie Brkich, Georgia Southern University; Gillian Ursula Bayne, Lehman College - CUNY; Lorena Claeys, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Georgia Southern University; Wesley B Pitts, Lehman College - CUNY; Alma Stevenson, Georgia Southern University*

Parental Involvement and Students' Science Achievement: A Longitudinal Study. *Xiaoqing Kong, University of Virginia; Robert H. Tai, University of Virginia; Xitao Fan, University of Macau*

Science Classroom Norms for the Treatment of Evidence From Authority. *Susan A. Kirch, New York University*

57.087-23. Classroom Issues in Detracked Environments. SIG-Tracking and Detracking; Roundtable Session

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

Chair: *John C. Knudson-Martin, Eastern Oregon University*

Participants:

Secondary Education Social Studies Teachers' Perceptions of Detracking. *Steven Drouin, Tracy High School*

Treating Images as Texts: Challenging Diverse Learners in an Untracked English Language Arts Class. *Kathleen A. Reilly, Towson University*

Using a Single-Track Proficiency Model to Detrack a Small, Rural School Mathematics Program. *John C. Knudson-Martin, Eastern Oregon University*

57.087-24. Methodological Advances in Equating. Division D -

Measurement and Research Methodology; Roundtable Session

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

Chair: *Catherine S. Taylor, Measured Progress*

Participants:

All Score Points Are Not Created Equal: Anchor Set Composition for Licensure Examinations. *Richard A. Feinberg, National Board of Medical Examiners; Javarro Antoine Russell, National Board of Medical Examiners*

Constructed-Response Items in an Equating Anchor: Important or Not? *Chi-Wen Liao, Educational Testing Service; Andrea Marie Bontya, Educational Testing Service; Samuel A. Livingston, ETS*

Item Response Theory Linking Procedures for the Development of Extensive Item Pools. *Hyeon-Ah Kang, University of Illinois at Urbana-Champaign; Ying Lu, Educational Testing Service*

Sample and Model Selection for Item Response Theory Pre-Equating. *Nuo Xi, Educational Testing Service; Hongwen Guo, ETS; Hyeonjoo J. Oh, ETS; Christine M. Mills, ETS*

Division and SIG Posters

57.088. Poster Session 12; Poster Session

57.088-1. Issues in Technology, Instruction, Cognition, and Learning. SIG-

Technology, Instruction, Cognition & Learning; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

- Using Robotics to Motivate Elementary School Girls in Science Learning and Technology. *Carol M. Lu, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*
- What Do Socratic Questionings Matter? Using Socratic Questionings to Improve Preservice Teachers' Critical-Thinking Skills. *Miyoung Lee, Walden University*
- Expertise Divergence and Coherence Development in Complex Problem-Based Learning Scenarios. *Thomas Lehmann, University of Freiburg; Pablo Nicolai Pirnay-Dummer, University of Passau, Germany*
- The Relative Efficiency of Two Strategies for Conducting Cognitive Task Analysis. *Catherine L. Flynn, Kaplan Performance Solutions; Kenneth Yates, University of Southern California; Richard E. Clark, University of Southern California*
- Accelerating the Acquisition of Intuitive Decision Making Through Expertise-Based Training (XBT). *Peter Fadde, Southern Illinois University - Carbondale*
- Digital Games and the Learning Process: Integrating Games in the Classroom. *Andre R. Denham, The University of Alabama*

57.088-2. Curriculum Policy and Practice: Understanding Dewey's Impact in Education. SIG-Dewey Studies; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

- Charting Dewey's Influence on Contemporary Scholarship in Science Education Journals (1992-2012). *E. David Wong, Michigan State University; Kevin J. Pugh, University of Northern Colorado*
- Hanging Our Hopes on the New: An Alternative to the Common Core Learning Standards. *Cara Elizabeth Furman, teachers college, columbia university*
- Introducing Aesthetics at the Barnes Foundation: Teaching Deweyan Aesthetic Principles Through Ensembles of Art. *Joseph John Paluck, Drexel University; Jen Katz-Buonincontri, Drexel University; Aroutis Nathaniel Foster, Drexel University*
- John Dewey's Theory of Reflective Thinking: The Teaching and Learning Practice of H. Gordon Hullfish. *C. Gregg Jorgensen, Western Illinois University*

57.088-3. Motivation in Education SIG Poster Session 1. SIG-Motivation in Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

- Adolescent Reading Motivation and Standardized Achievement in the Content Areas. *Amanda Rabidue Bozack, University of New Haven; Amy Nicole Salvaggio, University of New Haven*
- Episode-Level Factors Related to Flow Experience in Elementary School Classrooms. *Chao-Yang Cheng, National Chiao Tung University; Sunny S.J. Lin, National Chiao Tung University*
- Interaction Between Task Values and Self-Efficacy on Maladaptive Achievement Strategy Use. *Jeesoo Lee, Korea University; Mimi Bong, Korea University, Department of Education; Sung-Il Kim, Korea University*
- Introducing Students to Standardized Testing: Motivational Implications. *Monica J. Kowalski, University of Notre Dame*
- Students' Classroom Engagement Predicts Longitudinal Changes in Their Classroom Motivation. *Johnmarshall Reeve, Korea University; Woogul Lee, Korea University*
- The Effect of Parental Supporting Styles on Student Academic Motivations Over Years. *Eun Hye Ham, Michigan State University; You-kyung Lee, Michigan State University; Hyunjoo Lee, Myongji University; George Smith, University of Michigan*
- The Influence of Regulatory Focus on Standardized Test Performance. *Emily Quinn Rosenzweig, University of Maryland - College Park; David Miele, University of Maryland - College Park*
- Using Cognitive Interviewing to Assess Primary Students' Perceptions of Classroom Goal Structures. *Amanda Dozier Hartigan, George Mason University; Michelle M. Buehl, George Mason University*
- Goal Orientation in Students With Learning Disabilities, Students With Behavioral Disorders, and Students With Low IQ Linked With School Achievement, Self-Estimation of Achievement, and School Anxiety.

Susanne Schwab, University of Graz

- Motivated Disengagement From School. *Kerstin Schuette, Leibniz Institute for Science and Mathematics Education; Friederike Zimmermann, Institute of Psychology, Kiel University; Olaf Koeller, Leibniz Institute for Science and Math Education*
- Perceived Teacher Autonomy Support, Structure, and Emotional Support: Promoting Early Adolescents' Self-Regulated Learning and Engagement. *Sarah M. Kiefer, University of South Florida; Sarah Pennington, University of South Florida*
- Situational Interest: Do We Measure States? Applying Latent-State-Trait Analysis to Interest Theory. *Maximilian Knogler, Technische Universität München; Judith Harackiewicz, University of Wisconsin; Andreas Gegenfurtner, Technische Universität München; Doris Lewalter, Technical University Munich*
- Why Study? Emphasizing Mastery Goals in the Classroom. *Dana Vedder-Weiss, Weizmann Institute of Science*
- Experimental, Longitudinal Intervention to Help Teachers Prevent Student Amotivation. *Sung Hyeon Cheon, Kangwon National University; Johnmarshall Reeve, Korea University; Hue Ryen Jang, Korea University*

57.088-4. Increasing Engagement Through Designed Learning Environments. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

- A Typology of Informal Science Learning Environments With Korean Children's Participation in STEM Activities and Its Characteristics. *JongRim Jesse Choi, Seoul National University; Eun Ji Park, Seoul National University; Chan-Jong Kim, Seoul National University; Seung-Urn Choe*
- Arts-Based Learning and Instruction in an Elementary School: The Case of "Mano a Mano". *Nadine Bryce, Hunter College - CUNY*
- Bring Community Into Teaching Mathematics and Science. *Sanghee Choi, University of North Georgia; Angiline Powell, The University of Memphis*
- Contemporary Witnesses and the Promotion of Historical Thinking: A Randomized Controlled Trial in History Lessons. *Christiane Barbara Bertram, Universitat Tubingen; Wolfgang Wagner, Universitat Tubingen; Ulrich Trautwein, University of Tuebingen*
- Designing a New Professional Learning Environment for Turnaround Principals: A Virtual Community of Practice. *Jill Harrison Berg, Teachers21; Camille Vasquez*
- Evaluating a Teacher Expectation Intervention: A Meta-Analytic Approach. *Christine Margaret Rubie-Davies, University of Auckland*
- Exploring the Classification of and Changes in Teacher-Student Relationship During the Transition from Middle to High School. *Minseong Kim, Chosun University; Tacksoo Shin, Myongji University; Yuseung Heo, Chosun University*
- Exploring the Effect of Classroom Environment on Chinese Tertiary Students' Affective Domain in Studying Mathematics. *Hongbiao Yin, Chinese University of Hong Kong*
- Learner Performance in Statistics: A Comparison Across Three Instructional Environments. *Zipora Libman, Kibbutzim College of Education*
- Learning in Hybrid Work-Teaching Environments: An Example From Technical Theater. *Alex Hoobie Schott, University of Iowa*
- Online Self-Regulated Learning and Personal Learning Environment Management: A Predictive Study. *Cherng-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; Bodi Anderson, Indian River State College; Laura Esthela Sujo-Montes, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*
- Parental Mediation of Children's Learning in a History Museum: Learning in an Informal Environment. *Billie Eilam, University of Haifa; Merav Yosfan, University of Haifa*
- Students' Neurological Response Patterns While Playing Math Games. *Ani Aghababayan, Utah State University; Joseph Baker, Utah State University; Taylor Martin, Utah State University*
- Teacher Interpersonal Behavior in Competence-Based Agricultural Secondary Education and Its Relation With Students' Competence. *Zainun Misbah, Judith Gulikers, Wageningen University; Martin Mulder, Wageningen University*
- Urban Students' Motivation for and Perception of Science Fair

Participation. *Kathleen Fadigan, The Pennsylvania State University - Abington; Penny Hammrich, Drexel University; David Michael Majerich, Georgia Institute of Technology*

57.088-5. Understanding the Literacy Skills of Early Readers and Writers. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

40. Pre-Kindergarten and Kindergarten Teachers' Understandings of Representing and Early Writing of Children Living in Poverty. *Susan Burns, George Mason University; Julie K. Kidd, George Mason University*
41. The Role of Comprehension Monitoring, Mentalizing, and Vocabulary Depth in Predicting the Story Comprehension and Recall of Kindergarten Children. *Katherine A. Strasser, Pontificia Universidad Catolica de Chile; Maria Francisca Del Rio, Universidad Diego Portales*
42. Using Multiple-Cohort Data to Construct a Nationally Representative Literacy Profile of Early Readers. *Jerome V. D'Agostino, The Ohio State University; Emily M. Rodgers, The Ohio State University*
43. Emergent Literacy During a "Day in the Life" in the Transition to School. *Catherine Ann Cameron, The University of British Columbia; Anne Hunt, University of New Brunswick; Paul Leger, University of New Brunswick; Giuliana Pinto, University of Florence*
44. Development of Phonological Awareness Skills: The Roles of Vocabulary and Concepts About Print. *Yuuko Uchikoshi, University of California - Davis*
45. Parent Literacy Activities and Interactions With School-Aged Children. *Rachel Zwass, University of California - Los Angeles*

57.088-6. Hiding in Plain Sight. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

46. Hiding in Plain Sight: Making a Case for the Photo Elicitation Method. *Dino Sossi, Teachers College, Columbia University*

57.088-7. The Ugly and the Beautiful: Drawings by Adolescent Girls. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

47. The Ugly and the Beautiful: Drawings by Adolescent Girls. *Lisa Kay, Temple University; Andrea Karpati, Eötvös Loránd University*

Sunday, 12:00 pm

Governance Meetings and Events

58.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 305; 12:00-1:55pm
Chair: *Jacquelynne Eccles, University of California - Irvine*

Sunday, 12:25 pm

Governance Meetings and Events

59.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 12:25-1:55pm
Chair: *Susan B. Twombly, The University of Kansas*

59.002. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 304; 12:25-1:55pm
Chair: *Walter G. Secada, University of Miami*

Presidential Sessions

59.010. Achieving Excellence in STEM Learning and Workforce Development: Goals and Roles of NSF's Foundational Research Investments in STEM Education. AERA Presidential Session

Convention Center, 200 Level, 201C; 12:25-1:55pm

Chair: *Sarah-Kay McDonald, National Science Foundation*

Participants: *Margaret A. Eisenhart, University of Colorado - Boulder; Lois Weis, University at Buffalo - SUNY; Susan M Fischer, DePaul University; Nilanjana Dasgupta, University of Massachusetts - Amherst; Bruce Weinberg, The Ohio State University*

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

59.011. Changing the Game: Research Innovations and the Interdisciplinary Development of Technologies for Learning. AERA Presidential Session

Convention Center, 100 Level, 121C; 12:25-1:55pm

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

Participants:

- Extending Learning in the CryptoClub With Student-Generated Online Tutorials. *Janet Beissinger, University of Illinois at Chicago*
- Designing Innovative Technologies for Mathematics Curricula and Teacher Education. *Alison Castro Superfine, University of Illinois at Chicago*
- Multidisciplinary Collaborative Design for Evidence-Based Argument in History, Literature, and Science: Project READI. *Susan R. Goldman, University of Illinois at Chicago*
- GlobalEd 2: Developing a Scientifically Literate Citizenry. *Kimberly A. Lawless, University of Illinois at Chicago*
- Supporting Collaborative Informal Learning via Whole-Body Interaction. *Leilah Lyons, University of Illinois at Chicago*
- Instrumenting Classrooms for Collaborative Inquiry. *Tom Moher, University of Illinois at Chicago*
- Technology-Enabled Assessment: Adapting to the Needs of Students and Teachers. *James W. Pellegrino, University of Illinois at Chicago*
- Supporting Spatial and Historical Reasoning With Data Visualizations. *Joshua L. Radinsky, University of Illinois at Chicago*
- The Connected Chemistry Curriculum. *Mike Stieff, University of Illinois at Chicago*

Discussant: *Jeremy Roschelle, SRI International*

59.012. Solving Issues of Educational Equity Through Research and Technology. AERA Presidential Session

Convention Center, 200 Level, 201B; 12:25-1:55pm

Chair: *David Silver, Bill & Melinda Gates Foundation*

Participants:

- Intervention Science: Integrating Insights From Lab and Field Studies to Remedy Achievement Gaps. *Valerie Purdie-Vaughns, Columbia University*
- Learning About Engagement in Everyday Life and Its Relationship to Academic Performance in Science. *Justina L. Judy, Michigan State University; Robert Evans, Paco Opensource Project*
- Why Promising Reforms for Underserved Populations So Often Go Unnoticed and What We Can Do About It. *David Silver, Bill & Melinda Gates Foundation*

Discussant: *Jeannie Oakes, Ford Foundation*

59.013. Universal Preschool: What Have We Learned, and What Does It Mean for Practice and Policy? AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:25-1:55pm

Chair: *Rachel A. Gordon, University of Illinois at Chicago*

Participants:

- Universal Versus Targeted Preschool: What Is Known About Policy and Practice? *William S. Barnett, National Institute for Early Education Research*
- Going to Scale: Immediate and Long-Term Effects of a Randomized

Control Trial of a State Pre-K. *Dale C. Farran, Vanderbilt University*
Assuring Quality Preschool: Where Are We, and Where Do We Need to Go? *Rachel A. Gordon, University of Illinois at Chicago; Kerry Guess Hofer, Vanderbilt University*
Discussant: *Libby Doggett, U.S. Department of Education*

AERA Sessions

59.014. Building Infrastructure and Capacity for Research Innovations Worldwide on Professional Development That Prepares Teachers for 21st-Century Schools That Serve Marginalized and Poor Students in Transnational Contexts (Sponsored by the World Education Research Association). AERA Sessions; Invited Session
Convention Center, 100 Level, 119A; 12:25-1:55pm

Chair: *Cynthia A. Tyson*

Participants:

- Rethinking Research Innovations in Teacher Education in High-Poverty Schools in Australia. *Jo Lampert, Queensland University of Technology; Bruce Munro Burnett, Queensland University of Technology; Barbara M. Comber, Queensland University of Technology*
Rethinking Leadership Research in Teacher Education for High-Poverty Schools in New Zealand. *Lorri Michelle Johnson Santamaria, The University of Auckland*
Rethinking Innovative Research in Teacher Education in High-Poverty Schools in Canada. *Clare Kosnik, University of Toronto; Alison I. Griffith, York University*
Rethinking Innovative Research in Teacher Education for High-Poverty Schools in Brazil. *Carmen Montecinos, Universidad Catolica de Valparaiso; Christine E. Sleeter, California State University - Monterey Bay*
Rethinking Innovative Research in Teacher Education for High-Poverty Schools in the United States and South Africa. *Arnetha F. Ball, Stanford University*

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

59.015. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm

Participants:

1. International Journal of STEM Education. *Yeping Li, Texas A&M University*
2. Contemporary Issues in Technology and Teacher Education. *Natalie B. Milman, The George Washington University; Ellen B. Meier, Teachers College, Columbia University*
3. Community College Review. *Jaime R. Lester, George Mason University*
4. Journal of Curriculum Studies. *Robert E. Boostrom, University of Southern Indiana; Zongyi Deng, Nanyang Technological University - National Institute of Education*
5. Berkeley Review of Education. *Danfeng Soto-Vigil Koon, University of California - Berkeley; Seena Chong, University of California - Berkeley*
6. American Educational Research Journal. *Jae-Eun Joo, University of Connecticut*
7. Journal of Research on Christian Education. *Larry D. Burton, Andrews University*
8. Educational Administration Quarterly. *Casey D. Cobb, University of Connecticut; Melissa Berggren, University of Connecticut*
9. International Journal of Qualitative Studies in Education. *James Joseph "Jim" Scheurich, Indiana University - Indianapolis; Jeremy T. Snipes, Indiana University - Bloomington*
10. Educational Evaluation and Policy Analysis. *Mark Berends, University of Notre Dame*
11. Journal of Transformative Education. *John M. Dirckx, Michigan State University*
12. Curriculum Inquiry. *Dennis Thiessen, University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto*
13. Journal of Interactive Online Learning. *Cynthia S. Sunal, The University of Alabama; Vivian H. Wright, The University of Alabama*
14. Theory and Research in Social Education. *Carla L. Peck, University of Alberta*

Committee Sessions

59.016. Division D Fireside Chat. Policy Three Ways: A Qualitative,

Quantitative, and Mixed Methods Perspective. Graduate Student Council Cosponsored with Graduate Student Council, Division D - Measurement and Research Methodology; Invited Session
Convention Center, 100 Level, 112B; 12:25-1:55pm
Chairs: *Gloria Yeomans-Maldonado, The Ohio State University - Columbus; Emily R. Dickinson, Human Resources Research Organization*
Participants: *Patti A. Lather, The Ohio State University; Jennifer C. Greene, University of Illinois at Urbana-Champaign; Andrew C. Porter, University of Pennsylvania; Kristen L. Huff, Regents Research Fund*

59.017. Graduate Student Council Food-for-Thought Session. Truth Through Words: Raising the Voices of Urban Youth in Philadelphia. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 12:25-1:55pm
Chair: *Dorothy Elizabeth Hines, Michigan State University*

59.018. Latina/o Voices in Higher Education: New Perspectives Throughout the Pipeline. Committee on Scholars of Color in Education; Symposium
Convention Center, 100 Level, 104A; 12:25-1:55pm

Chair: *Stella M. Flores, Vanderbilt University*

Participants:

- Latina/o Transfer Students. *Susan Salas, California State University - Long Beach*
Latino Men in Advanced, Professional, and Doctoral Degree Programs. *Genice Sarcedo, California State University - Long Beach*
Latina Faculty at Community Colleges. *Truc HaMai, CSULB*
Chicana/Latina Community College Trustee Trailblazers. *Angela Acosta-Salazar, California State University - Long Beach*
Discussant: *Frankie Santos Laanan, Iowa State University*

59.019. The Elusive Quest for Civil Rights in Education: Perspectives From AERA Past Presidents. Social Justice Action Committee; Invited Session
Convention Center, 100 Level, 114; 12:25-1:55pm

Chair: *Shaun R. Harper, University of Pennsylvania*

Speakers: *James A. Banks, University of Washington - Seattle; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Kris D. Gutierrez, University of Colorado - Boulder; Linda Darling-Hammond, Stanford University; Carol D. Lee, Northwestern University; William G. Tierney, University of Southern California*

International Organization Sessions

59.020. Connecting Policy, Research, and Practice: Evaluating the International School Effectiveness and Improvement Research Base. International Congress for School Effectiveness and School Improvement; Invited Session
Convention Center, 200 Level, 202A; 12:25-1:55pm

Chair: *Samuel C. Stringfield, University of Cincinnati*
Participants:

- The Creation and 13-Year Sustaining of Dramatically Improved Secondary Schooling. *Samuel C. Stringfield, University of Cincinnati; David Reynolds, University of Southampton; Eugene Carl Schaffer, University of Maryland - Baltimore County*
Thinking Beyond-School Improvement: Harnessing the Potential of Collaboration. *Christopher James Chapman, University of Glasgow; Paul Armstrong, University of Nottingham*
The Relationship Between School and Classroom Characteristics and the Prevalence of Bullying Behaviors. *Daniel R. Muijs, University of Southampton*
Improving Schools in Challenging Circumstances in Russia: Implications for Research, Policy, and Practice. *Alma Harris, University of Malaya; Michelle Suzette Jones Jones, University of Malaya; Marina Pinskaya, National Research University; Isak Froumin, World Bank / HSE*
Discussants: *James P. Spillane, Northwestern University; Karen Seashore Louis, University of Minnesota; Lorna M. Earl, Lorna Earl & Associates*

59.021. Imagination and Innovation for Sustainable Futures: Education in Challenging Times. Educational Studies Association of Ireland; Invited Session
Marriott, Fifth Level, Grand Ballroom J; 12:25-1:55pm

Participants:

“Journaling Was A Challenge...” Professional Development Activities for HEI placement tutors. *Rose Dolan, Education Department NUI Maynooth*

What has Pedagogy Got to do with Social Justice? Imagining and Sustaining A Socially Just and Inclusive Education: The Centrality of Teacher Beliefs and Pedagogies. *Dympna Devine, National University of Ireland, Maynooth; Declan Fahie, University College Dublin; Deirdre Mc Gillicuddy, University College Dublin*

40 Shades of Greening – Comparing Experiences of Infusing Sustainability within Higher Education Institutions in Ireland and The Middle East. *Charlotte Holland, Dublin City University; Carmel Ann Mulcahy, Dublin City University; Tanja Tillmanns, Dublin City University*

Spectral, Hidden, and Emergent Voices on the Higher Education Landscape in the Republic of Ireland. *James G. Deegan, Mary Immaculate College*

Gender Inequality in Social Prominence in Elementary Schools’

Instructional Advice and Information-Seeking Networks. *Andrea Prado Tuma, Northwestern University*

Putting Instructional Equity on the Table: Exploring Connections Between Instruction and Equity in District Improvement. *Kathryn Hill, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University*

Why So Difficult? Exploring Negative Relationships Between Educational Leaders in a Context of Reform. *Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar, University of California - San Diego; Yi-Hwa Liou, University of California - San Diego*

How Does Feedback-Seeking Influence Organizational Commitment and School Academic Capacity? A Social Network Analysis. *Melissa Andrea Tuytens, Ghent University; Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Geert Devos, Ghent University*

Discussant: *Alex J. Bowers, Teachers College, Columbia University*

State and Regional Organization Sessions

59.022. State and Regional Educational Research Associations:

Distinguished Paper Session 4. Consortium of State and Regional Educational Research Associations; Invited Session
Convention Center, 100 Level, 109A; 12:25-1:55pm

Chair: *Edith H. Carter, Radford University*

Participants:

Northern Educational Research Association: Developing Basic and Higher-Level Reading Processing Skills—Exploring Reading Instruction With the PIRLS (Progress in International Reading Literacy Study) Database. *Michael Joseph Deasy, University of Massachusetts - Lowell; Lorraine Dagostino; James M. Carifio, University of Massachusetts - Lowell; Mark J. Fenster, College of Notre Dame of Maryland*

Hawai'i Educational Research Association: Ethnicity-Related Achievement Gaps—A Longitudinal Study From Hawaii. *Malkeet Singh, Education Northwest; Hella Bel Hadj Amor, New York University; Shuqiang Zhang, University of Hawaii - Manoa*

Southwest Educational Research Association: Multicomponent Treatment of Rapid Naming, Reading Rate, and Visual Attention in Singleand Double Deficit Dyslexics. *Kary Johnson, The Reading Connection*

Discussant: *Christa R. Winter, Springfield College*

Division Sessions

59.023. Leadership at the District Level. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102A; 12:25-1:55pm

Chair: *Julia Nell Ballenger, Texas A&M University - Commerce*

Participants:

District Leaders’ Representations of Urban Schooling: A Typology and an Explanation. *Erica Owyang Turner, University of Wisconsin - Madison*

Got Research? A Structure for Considering Research in District-Level Decisions. *Laura P. Wentworth, California Education Partners; Ritu Khanna, San Francisco Unified School District*

Possibility or a Pipe Dream? District-Level Leadership for Parent Engagement and Inclusion in Education. *Catherine Hands, Brock University*

Superintendent Gaming on Student Test Scores: Impact on Organizational Trust in a Community. *John C. Daresh, The University of Texas - El Paso*

Understanding School Board Effects on School Districts: A Framework With Empirical Results. *Jason A. Grissom, Vanderbilt University; Richard Blissett, Vanderbilt Peabody College*

Discussant: *Alex J. Bowers, Teachers College, Columbia University*

59.024. The Role of Social Networking in School Leadership. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 12:25-1:55pm

Chair: *Chase Nordengren, University of Washington - Seattle*

Participants:

Access to Expertise: Data-Driven Accountability, School Leadership, and Teacher Social Capital. *Yi-Hwa Liou, University of California - San Diego; Jeffrey A. Grigg, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin - Madison*

59.025. Civic Engagement and Equity: Dimensions of Exclusion, Identity, and Community. Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 1; 12:25-1:55pm

Chair: *Wangari Gichiru, Central Connecticut State University*

Participants:

Civic Engagement in a Community-Focused Teacher Education Program: A Narrative and Theoretical Inquiry. *Brian Casemore, The George Washington University; Maia G. Sheppard, The George Washington University; Jeremy Eusebius Shumpert, The George Washington University*

High-Stakes Testing, Teacher Practice, and Equity-Oriented Education in the United States and Canada: A Vygotskian Approach. *Arlo Kempf, University of California - Los Angeles*

Locating the Global: Schooling and Citizenship in an Interconnected World. *Glynda A. Hull, University of California - Berkeley; Emily A. Hellmich, University of California - Berkeley*

The Dimensions of Identity in a Foreign Land. *Xiaoying Qi, Teachers College, Columbia University*

The Sense of the Common and the Democratic Experience in the Curriculum in Schools of Social Exclusion. *Silvia Maria Redon, Universidad Católica Valparaíso; Jose Felix Angulo, Universidad de Cadiz*

Discussant: *Michael Patrick O'Malley, Texas State University*

59.026. Roots of the Colonial: Reframing and Reimagining Change in Educational Research. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119B; 12:25-1:55pm

Chair: *Usree Bhattacharya, Indiana University of Pennsylvania*

Participants:

A Comparative Analysis of the Early Educational Experiences of American Indians and African Americans: Educational Imagination and the Dynamics of Settler Colonialism. *Bayley Marquez, University of California - Berkeley*

Unsettling Colonialism: Contested Cultural and Linguistic Epistemologies From the Spanish Missions to Contemporary Pedagogical Practices in California. *Patricia Baquedano-Lopez, University of California - Berkeley*

Ethnic Studies Curricular Interventions: A Decolonizing Process, Pedagogy, and Production. *Jocyl Sacramento, University of California - Berkeley*

Critical Kapwa: Decolonizing Pedagogy and Praxis for Filipina/o Americans. *Maharaj Desai, University of Hawaii - Manoa*

Discussant: *Eunice Romero-Little, Arizona State University*

59.027. Transformative Literacy for the Digital Age: Multimodal Composing as Embodied Teaching and Learning. Division B - Curriculum Studies; Invited Session
Convention Center, 100 Level, 118A; 12:25-1:55pm

Chair: *James Richard Gavelek, University of Illinois at Chicago*

Participants:

Reconstructing Belonging: Hmong Immigrant Youth in a Media Arts Program. *Bic H. Ngo, University of Minnesota; Erin Lee Dyke, University of Minnesota; Jana Lobello, University of Minnesota*

The Dancing Alice Project: Computational and Embodied Arts Research in Middle School Education. *Alison E Leonard, Clemson University;*

Shaundra Bryant Daily, Clemson University

Teachers Telling Stories: Digital Narrative Analysis, Teacher Identity, and Embodiment in Multimodal Composition. *Mary B. McVee, University at Buffalo - SUNY*

Composing Multimodal Text: Recognizing Intermodal Relations. *Lynn Shanahan, University at Buffalo - SUNY*

Developing Repertoires of Practice Through Multimodal Composing. *Suzanne M. Miller, University at Buffalo - SUNY*

59.028. Division C Graduate Student Committee. New Directions:

Mind-Set—Theory, Practice, and Policy. Division C - Learning and Instruction; Invited Session

Convention Center, 100 Level, 113A; 12:25-1:55pm

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

Speakers: *Lee Shumow, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; David Scott Yeager, Stanford University; Gregory Mariotti Walton, Stanford University*

59.029. Exploring Influences on Learning English as a Second Language.

Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, Franklin 6; 12:25-1:55pm

Chair: *Afra Ahmed Hersi, Loyola University Maryland*

Participants:

Supporting Oral Narrative Development of Preschool English Language Learners Using Multimedia Stories: A Case Study. *Sha Yang, Purdue University; Lixia Cheng, Purdue University*

The Effect of Feature Complexity in Spanish Spelling in Grades 1-3. *Karen Lee Ford, University of Virginia; Francis Howard Lim Huang, University of Virginia; Marcia A. Invernizzi, University of Virginia*

Capitalizing on Linguistic Variation in Greek Cypriot Education. *Xenia Hadjioannou, The Pennsylvania State University; Elena Ioannidou, University of Cyprus; Stavroula Tsiplakou, The Open University of Cyprus*

Explicit Corrective Feedback in the L2 Classroom: A Meta-Analytic Review. *Paul Chamness Miller, Akita International University; Wei Pan, Duke University*

Discussant: *Xi Chen, University of Toronto - OISE*

59.030. Learning Environments Inside and Outside the Science

Classroom. Division C - Learning and Instruction; Paper Session

Marriott, Fifth Level, Grand Ballroom I; 12:25-1:55pm

Participants:

Collaborative Infographics for Developing Young Adults' Metarepresentational Competence. *Engida Hailye Gebre, University of Colorado - Boulder; Joseph L. Polman, University of Colorado - Boulder*

Mitigating Factors of Student Learning Using Online Virtual Chemistry Lab Activities. *Jodi Davenport, WestEd; Jacklyn Powers, WestEd; Anna Rafferty, University of California - Berkeley; Michael Timms, Australian Council for Educational Research; Michael Karabinos, Carnegie Mellon University; David Yaron, Carnegie Mellon University*

The Effects of Mixed-Reality Laboratories on High School Students' Conceptual Understanding of Gas Laws. *Jie Chao, University of Virginia; Jennifer L. Chiu, University of Virginia; Edward Pan, University of Virginia; Crystal J. DeJaegher, University of Virginia; Edmund Hazzard, Concord Consortium; Charles Xie, Concord Consortium*

The Impact of Summary Writing and Annotation Routines on Student Science Learning. *Benny Cooper, University of California - Los Angeles; Kimberley Gomez, University of California - Los Angeles; Maritza Lozano, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles*

Discussant: *Janette R. Hill*

59.031. Learning on the Go: Mobile Devices in Education.

Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 414; 12:25-1:55pm

Chair: *Kirsten R. Butcher, University of Utah*

Participants:

Factors Affecting the Use of Mobile Learning in an Online University Context. *Young Ju Joo, Ewha Womans University; Kyu Yon Lim, Ewha Womans University; Eugene Lim, Ewha Womans University; Eui Kyoung Shin, Ewha Womans University; Minyeong Lee, Ewha Womans*

University

Investigating the Factors Influencing Students' Acceptance of M-Learning: A Caribbean Undergraduate Experience. *Mary Grace-Anne Jackman, University of the West Indies - Barbados; Troy D. Thomas, University of Guyana; Lenandlar Singh, University of Guyana; Dhanaraj Thakur, University of the West Indies*

The Mobile Learning Training Needs of Educators in Technology-Enabled Environments. *Helen Crompton, Old Dominion University*

Using the Technological, Pedagogical, and Content Knowledge (TPACK) Framework and the Inquiry, Communication, Construction, and Expression Framework to Analyze Visual Arts Mobile Applications for Teaching and Learning. *Aroutis Nathaniel Foster, Drexel University; Jen Katz-Buonincontro, Drexel University*

Veteran Teachers' Responses to Mobile Technology in the Classroom: Searching for Proof. *Rucheeta V. Kulkarni, University of San Diego, Mobile Technology Learning Center; Andria Shook, University of San Diego, Mobile Technology Learning Center; Kai Monet Thomas, University of San Diego, Mobile Technology Learning Center*

What Students See: Understanding the Impact of One-to-One Tablets Through Student Drawings. *Jeremy Forest Price, Fairmont State University; Jacqueline Barber, University of California - Berkeley*

59.032. Preservice Teachers as Both Learners and Teachers.

Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113B; 12:25-1:55pm

Chair: *Malayna Bernstein, West Virginia University*

Participants:

Simultaneously Students and Teachers: Comparing Measures of Achievement Goals for Preservice Teachers. *Lia Marie Daniels, University of Alberta; Amanda Radil, University of Alberta*

Expectations and Explanations in Learning by Teaching. *Logan Fiorella, University of California, Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*

Determinants of Teacher Candidates' Satisfaction With Academic Studies: A Longitudinal Approach. *F.-Sophie Wach, Saarland University; Julia Karbach, Saarland University; Hans-Werner Bedersdorfer, Saarland University; Roland Bruenken, Saarland University; Frank M. Spinath, Saarland University*

Changes in Beginning Teachers' Efficacy and Emotional Exhaustion: Can They Be Predicted by Professional Knowledge? *Theresa Dicke, University of Duisburg-Essen; Philip David Parker, University of Western Sydney; Doris Holzberger, Goethe University; Mareike Kunter, Goethe University; Detlev Leutner, University of Duisburg-Essen*

Discussant: *Lynley H. Anderman, The Ohio State University*

59.033. Research on Mathematical Explanations and Discourse.

Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 12:25-1:55pm

Chair: *Emily Ruth Fyfe, Vanderbilt University*

Participants:

Enhancing the Quality of Children's Explanations to Promote Patterning Knowledge. *Emily Ruth Fyfe, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University; Abbey M. Loehr, Vanderbilt University; Michael Robert Miller, Vanderbilt University*

How Teachers Shape Student Contributions in Fifth-Grade Mathematics Classes: An Analysis of Appraisals and Negotiation. *Jeanne Brunner, University of Illinois at Urbana-Champaign; Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Megan Schleppebach, University of Chicago*

Learning From Explanations: Does It Matter Who Provides Them? *Abbey M. Loehr, Vanderbilt University; Emily Ruth Fyfe, Vanderbilt University; Michael Robert Miller, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University*

Teachers' Identifying-Talk in a Mathematics Classroom: Multiple Lenses. *Einat Heyd-Metzuyanim, University of Pittsburgh; Michal Tabach, Tel Aviv University; Talli Nachlieli, Levinsky College of Education*

Discussant: *Kristie Jones Newton, Temple University*

59.034. Developments in Item Response Theory Modeling.

Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 116; 12:25-1:55pm

Chair: *Sarah L. Hagge, CTB/McGraw-Hill LLC*

Participants:

- Computerized Adaptive Testing for Forced-Choice Ipsative Items. *Xue-Lan QIU, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education*
- Estimating and Assessing Multidimensional Item Response Theory Models for Polytomous Response Under the Bayesian Framework. *Jinsong Chen, Sun Yat-Sen University*
- Posterior Predictive Checks and Discrepancy Measures for Polytomous Item Response Theory Models. *Allison Jennifer Ames, University of North Carolina - Greensboro*
- Application of the Hierarchical Item Response Model to a Computer Adaptive Test of Graded Response Data. *Wenhao Wang, The University of Kansas; Neal M. Kingston, The University of Kansas; Michael F. Hock, The University of Kansas; Gail C. Tiemann, The University of Kansas; Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University*
- Modeling Effects of Negatively Worded Items With Bifactor Item Response Theory Models. *Kuan-Yu Jin, The Hong Kong Institute of Education; Hui-Fang Chen, City University of Hong Kong; Wen-Chung Wang, The Hong Kong Institute of Education*
- Discussant: *Andreas H. Oranje, Educational Testing Service*
- 59.035. Social Competence and School Readiness.** Division E - Counseling and Human Development; Paper Session
Convention Center, 100 Level, 103B; 12:25-1:55pm
Chair: *Becky Kochenderfer-Ladd, Arizona State University - Tempe*
Participants:
A Study on Social Development Skills of Preschool Children. *Li Luo, University of Florida; Miao Gao, University of Florida*
Classroom-Level Adversity: The Influence of Collective Child Characteristics on First Graders' Social Skills and Problem Behaviors. *Tashia Abry, Arizona State University; Jodi Swanson, Arizona State University - Tempe; Robert H. Bradley, Arizona State University; Richard Fabes, Arizona State University - Tempe*
Race, Socioeconomic Status, and Teacher-Child Relationship Quality: Does Affective Social Competence Play a Role? *Duhita Mahatmya, George Mason University; Pamela W. Garner, George Mason University; Elizabeth Levine Brown, George Mason University; Colleen Vesely, George Mason University*
The Arthur Interactive Media Study: Using Interactive Technology and Collaborative Learning to Promote Character Development and Prosocial Behaviors in Children. *Edmond P. Bowers, Tufts University; Lacey J. Hilliard, Tufts University; Danielle C. Stacey, Tufts University; Katherine N. Greenman, Tufts University; Heidi Johnson, Tufts University; Mary A. Haggerty, WGBH Education; Richard Lerner, Tufts University*
Context, Parenting Practices, and Children's School Readiness. *Kristin Rispoli, Duquesne University; Natalie Anne Koziol, University of Nebraska - Lincoln; James B. Schreiber, Duquesne University; Kara E. McGoey, Duquesne University*
- 59.036. How Historians Think: Researching African American Education, Thought, and Activism.** Division F - History and Historiography; Symposium
Marriott, Fourth Level, 410; 12:25-1:55pm
Chair: *Derrick Alridge, University of Virginia*
Participants:
The Archway to Excellence: Nannie Helen Burroughs and Early Womynist Thought, 1900-1961. *Traki Taylor-Webb, Bowie State University*
Researching Walter N. Ridley: The University of Virginia's First African American Graduate. *Derrick Alridge, University of Virginia*
Researching the Universities of Islam: Experiences of a Novice Historian. *Lindsey Elizabeth Jones, University of Virginia*
Agents of Resistance: Black Student and Community Response to Florida A&M University Desegregation Proposals. *Deirdre Cobb-Roberts, University of South Florida*
- 59.037. On Not Taking Language Inequality for Granted: Hymesian Traces in an Ethnographic Monitoring of South Africa's Multilingual Language Policy.** Division G - Social Context of Education; Invited Session
Convention Center, 100 Level, 120C; 12:25-1:55pm
Chair: *Richard Ruiz, The University of Arizona*
Speaker: *Nancy H. Hornberger, University of Pennsylvania*
- 59.038. Status and Schooling in New Latino Communities: Ethnographic Perspectives on Immigration Status in K-12 Contexts.** Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 102B; 12:25-1:55pm
Chair: *Sofia A. Villenas, Cornell University*
Participants:
Citizenship Status and Language Education Policy in an Emerging Latino Community in the United States. *Ariana Mangual Figueroa, Rutgers University*
Experiences of Undocumented Status and Schooling Among Newcomer Teens. *Elaine Cristina Allard, Swarthmore College*
The Effects of Gendered Immigration Policy Enforcement on Elementary Children's Schooling. *Sarah Gallo, The Ohio State University*
Exploring the Borderlands: Elementary School Teachers' Navigation of Immigration Practices. *Holly Link, University of Pennsylvania; Sarah Gallo, The Ohio State University*
Discussant: *Carola Suarez-Orozco, UCLA*
- 59.039. Exploring the Potential: Intersectionality and Research in Higher Education.** Division J - Postsecondary Education; Symposium
Marriott, Fourth Level, 409; 12:25-1:55pm
Chair: *Danielle Joy Davis, St. Louis University*
Participants:
Intersectionality in Higher Education Research. *Rachelle Jeneane Brunn, Fairfield University; Danielle Joy Davis, St. Louis University; James L. Olive, Ashland University*
Interlocking Oppressions: An Intersectional Analysis of Diversity in University Diversity Action Plans. *Susan V. Iverson, Kent State University*
A Case for Using Qualitative Inquiry to Study Intersectionality in College Students. *Annemarie Vaccaro, University of Rhode Island*
Intersectionality in and of Race: Identity Construction Re/Considered. *Alina Wong, Swarthmore College*
- 59.040. Teaching Quality and the Culture of Teaching.** Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 12:25-1:55pm
Chair: *Jennifer Eliason, University of Maryland - College Park*
Participants:
A Situative Analysis of the Relationship Between Faculty Beliefs and Teaching: Implications for Instructional Improvement. *Matthew Tadashi Hora, University of Wisconsin - Madison*
Assessing the Culture of Teaching at a Large Land-Grant University. *Anna Leigh Ball, University of Florida; Tracy J. Kitchel, University of Missouri; Jeni Hart, University of Missouri - Columbia*
College Teaching Quality: A Bird's-Eye View of Two Research Institutions. *Corbin M. Campbell, Teachers College, Columbia University; Marisol Jimenez, Teachers College, Columbia University; Jessica Ostrow, Teachers College, Columbia University*
Faculty Perceptions of Senior Leaders' Support for Teaching Innovation at Historically Black Colleges and Universities and Predominately White Institutions. *Eddie R. Cole, College of William and Mary; Thomas F. Nelson Laird, Indiana University; Amber Desiree Lambert, Indiana University*
Discussant: *Marilla D. Svinicki, The University of Texas - Austin*
- 59.041. The Academic, Version 2.0: The Scholar in the Era of Social Media.** Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 108B; 12:25-1:55pm
Chair: *Kristen A. Renn, Michigan State University*
Participants:
Social Media and Open Access: Innovation in Research Dissemination. *Blue Brazelton, Michigan State University*
Using Social Media to Advance a For-Profit Higher Education Research Agenda. *Constance Iloh, University of Southern California*
Leveraging Visibility in Social Media: Using Networks to Advance an Agenda. *Richard J. Reddick, The University of Texas - Austin*
The Good, the Bad, and the Useful: Using Social Media Effectively in Research. *Terrell Lamont Strayhorn, The Ohio State University*
Bringing Marginalized Student Groups to the Conversation: Social Media as a Collaborative Tool. *Julie Ann White, Onondaga Community College*
- 59.042. Varying Our Approaches to Achieving Student Success.** Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 12:25-1:55pm

Chair: *Benjamin Gillig, University of Iowa*

Participants:

Predicting Successful Remediation Among Hispanic Students. *Gloria Crisp, The University of Texas - San Antonio; Nicole Alia Reyes, The University of Texas - San Antonio; Erin Doran, The University of Texas - San Antonio*

A Study on Latino Males in Texas: How Female Family Members Shape Postsecondary Educational Success. *Victor Saenz, The University of Texas - Austin; Sarah Rodriguez, The University of Texas - Austin; Carmen DeLas Mercedes, The University of Texas - Austin; Claudia García-Louis, University of Texas at Austin*

Differential Effects of Self-Efficacy and Stress on College Success Across Ethnically and Socioeconomically Diverse Groups. *Maria Berling, Educational Testing Service; Margarita Olivera-Aguilar, Educational Testing Service; Steven B. Robbins, Educational Testing Service; Ross Edward Markle, Educational Testing Service*

The Language-Related Academic Self-Confidence of Noncitizens in U.S. Colleges. *Melissa Goodnight, University of California - Los Angeles*

Discussant: *Kelly A. Ward, Washington State University*

59.043. Critical Issues in Science Teaching and Learning. Division K -

Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 2; 12:25-1:55pm

Chair: *Tara O'Neill, University of Hawaii - Manoa*

Participants:

Doing Better: Illuminating Teachers' Multiple Pathways to Equitable Science Pedagogy. *Manali J. Sheth, University of Wisconsin - Madison; Melissa Lee Braaten, University of Wisconsin - Madison*

Elementary Teachers' Professional Background, Science Knowledge, and Science Teaching Practices and Students' Science Achievement: Path Analysis Results. *Feng Jiang, New York University; Corey O'Connor, New York University*

School Resources in Teaching Science to English Learners Across Three School Districts in One State. *Corey O'Connor, New York University; Okhee Lee, New York University; Feng Jiang, New York University; Lorena Llosa, New York University*

Teachers' Knowledge Structures for Nature of Science (NOS) and Scientific Inquiry. *Stephen A. Bartos, Middle Tennessee State University; Norman G. Lederman, Illinois Institute of Technology*

"Am I a Science Teacher or a Language Arts Teacher?" The Interplay Between Science Teachers' Subject Positioning and Their Actions. *Shakhnoza Kayumova, University of Georgia - Athens; Cory A. Buxton, University of Georgia - Athens; Martha A. Alexsaht-Snyder, University of Georgia*

Discussant: *Christopher Burke, University of Michigan - Dearborn*

59.044. Engaging Learners: Understanding Diversity and Diverse Populations. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, 404; 12:25-1:55pm

Chair: *Helen Freidus, Bank Street College of Education*

Participants:

In-Service Teachers' Perceptions of Autism Before and After Reading Literature About Individuals With Autism. *Chris L. Massey, Clemson University; Linda B. Gambrell, Clemson University*

International Coteaching With Fulbright: Multicultural Collaboration in English-Language Teaching and Its Implications for Teacher Education. *Dale Leonard Albanese, National Chengchi University*

Knowledge for Teaching Special Populations: The Case of Latino English Language Learners in Math Classes. *Aaron T Wilson, The University of Texas-Pan American*

Valuing Teachers' Perceptions of the Additional Support Needs of Students in Mainstream Primary Education. *Marjon Bruggink, Windesheim University of Applied Sciences; Sui Lin Goei, Windesheim University of Applied Sciences; Hans M. Koot, VU University Amsterdam*

Discussant: *Cleveland Hayes, University of La Verne*

59.045. Formulating Design Principles: Transforming Structures, Supports, and Resources for Teacher Development. Division K - Teaching and Teacher Education; Invited Session

Marriott, Fourth Level, Franklin 3; 12:25-1:55pm

Chair: *Meredith Jane Ludwig, American Institutes for Research*

Presenters: *Stephanie L. Dodman, George Mason University; Emily Feistritzer, TeachNow Inc.; Libby Hall, George Mason University;*

Betty Soppelsa, NAFSA: Association of International Educators; Amy Bacevich

Discussant: *Jamy Stillman, University of Southern California*

59.046. Interrogating Whiteness in Multicultural Contexts. Division K - Teaching and Teacher Education Cosponsored with SIG-Indigenous Peoples of the Americas; Paper Session

Convention Center, 200 Level, 203A; 12:25-1:55pm

Chair: *Zachary A. Casey, University of Minnesota*

Participants:

Border Schools: A Critical Look at Multicultural Education Serving Native Americans. *Cheryl A. Hunter, University of North Dakota; Terri Martin-Parisien, University of North Dakota*

Conceptualizing Second-Wave White Teacher Identity Studies: A Review of White Teacher Identity Literatures. *Timothy J. Lensmire, University of Minnesota - Twin Cities; James C. Jupp, Georgia Southern University; Anthony Miele, University of San Francisco*

Interrogating Whiteness: Looking In and Learning to Speak Out. *Kathryn L. Comerford, University of Florida; Elizabeth Bondy, University of Florida; Mary Kathleen Rodgers, University of Florida; Darbianne Shannon, University of Florida*

Reaching Future Educators Through the Implementation of Antioppression Lessons in K-6 Classrooms. *Christine L. Cho, Nipissing University*

"Do I React? To What?" Preservice Teachers' Explorations of Race. *Mary Shelley Thomas, University of Louisville; Stefanie Wooten Burnett, University of Louisville*

Discussant: *Shiv Raj Desai, Thomas More College*

59.047. Navigating Disconnects Between Student and Teacher Identities. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 120B; 12:25-1:55pm

Chair: *Nicholas Daniel Hartlep, Illinois State University*

Participants:

Complicating Conceptualizations of Diversity and Equity: The Critical Case of Ms. Eliza. *Laura S. Yee, University of Maryland & Georgetown Day School*

Living Cross-Culturally, Teaching Responsively. *Leslie M. Cavendish, High Point University*

Quality of Intercultural Experiences and Development of Intercultural Sensitivity: Case Study of Teachers Working With Refugee Children. *Ekaterina Strekalova-Hughes, Columbus State University; X. Christine Wang, University at Buffalo - SUNY*

The (Re)Construction of Teacher Self-Identity: Engaging With the "Other" in Building Family-School Partnerships. *Olivia Soutullo, University of Florida; Stephanie C. Smith, University of Florida; Tina M Smith-Bonahue, University of Florida*

Understanding Emotions, Culture, and Identity: A Case Study of Second Language Teachers' Emotional Experiences. *Fang Wang, University of Minnesota - Twin Cities*

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

59.048. Professional Learning Communities: Advances in Teacher Learning. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 204A; 12:25-1:55pm

Chair: *Sandra Mammano Linder, Clemson University*

Participants:

Educating for 21st-Century Global Capacities: Using a Common Lens to Translate Intention Into Practice. *Deb Sawch, Teachers College, Columbia University*

Learning Deeply Together: An Action Research Inquiry Into the Functioning of Teacher Teams. *Sarah Melanie Fine, Harvard University*

Teacher Learning in Professional Learning Communities: Exploratory Results From a Longitudinal Case Study. *Harmen Schaap, Utrecht University; Elly Bruijn, de, Utrecht University*

Understanding Professional Growth and Stagnation in Community-Based Learning for Teacher Educators. *Linor Lea Hadar, Beit Berl Academic College; David L Brody, Efrata College of Education*

Discussant: *Thomas H. Levine, University of Connecticut*

59.049. Transformative Growth, Learning, and Development of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 203B; 12:25-1:55pm

Chair: *Dirck Roosevelt, Teachers College, Columbia University*

Participants:

Beyond the Student Teaching Seminar: Facilitating Transformative Learning Through the Use of Arts-Based Approaches. *Foram Bhukhanwala, Arcadia University; Kimberly Dean, Arcadia University; Laura Rosenberg, Arcadia University; Mary Ellen Troyer, self-employed; Brian Muntzer, Arcadia University*

Preservice Teachers Report Significant Growth During Immersion Semester. *Patricia J. Wheeler, Indiana State University; Eric M. Hampton, Indiana State University; Marilyn Therese Leinenbach, Indiana State University; Beth Whitaker, Indiana State University; Kathryn Bauserman, Indiana State University*

Teaching "in Their Best Interest": Preservice Teachers' Developing Stories From the Field About English Learners. *Amanda Sugimoto, The University of Arizona; Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona*

"I Didn't Realize They Knew So Much": What Preservice Teachers Learn Through Interacting in Classrooms. *Christine Edwards-Groves, Charles Sturt University; Noella Maree Mackenzie, Charles Sturt University*

Discussant: *Brandon M. Butler, Old Dominion University*

59.050. Experiences in Teacher Evaluation Systems. Division L -

Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115B; 12:25-1:55pm

Chair: *Sarah L. Woulfin, University of Connecticut*

Participants:

Does Teacher Evaluation Improve School Performance? Experimental Evidence From Chicago's Excellence in Teaching Project. *Matthew Philip Steinberg, University of Pennsylvania; Lauren Sartain, Consortium on Chicago School Research At The University of Chicago*

New Evidence on the Effect of the Denver Public Schools Professional Compensation System on Teacher Attitudes and Student Achievement. *Michael Laurence Turner, University of Colorado; Charles Bibilos, University of Colorado - Boulder; Andrew Maul, University of Colorado - Boulder; Derek C. Briggs, University of Colorado; Elena Kitaoka Diaz-Bilello, National Center for the Improvement of Educational Assessment, Inc.*

Organized Chaos: A Qualitative Case Study of the Initiative to Measure Teacher Effectiveness in Tennessee. *Abigail Braddock, The University of Memphis*

Valid yet Bias? An Examination of North Carolina's Educator Effectiveness System. *Shanyce L. Campbell, University of North Carolina - Chapel Hill*

59.051. Investigating Policies and Practices That Promote Teacher Quality. Division L - Educational Policy and Politics; Symposium Convention Center, 100 Level, 115C; 12:25-1:55pm

Chair: *Matthew Ronfeldt, University of Michigan*

Participants:

The Relationship Between Teaching Practices and Teacher Value-Added Measures on High- and Low-Stakes Assessments. *Julie Jackson Cohen, Stanford University*

Missed Opportunities in the Labor Market or Temporary Disruptions? How Late Teacher Hiring Affects Student Achievement. *John Papay, Brown University; Matthew A. Kraft, Brown University*

Teachers' Instructional Collaborations Across an Urban District. *Matthew Ronfeldt, University of Michigan; Susanna Farmer, University of Michigan; Susanna Loeb, Stanford University*

Critical Conversations: Principals' Experiences Evaluating and Coaching Teachers in a Next-Generation Evaluation System. *Matthew A. Kraft, Brown University; Allison Gilmour, Vanderbilt Peabody College*

Discussants: *Susan Moore Johnson, Harvard University; Pamela L. Grossman, Stanford University*

SIG Sessions

59.052. Youth Development in the Classroom. SIG-Adolescence and Youth Development; Paper Session Marriott, Fourth Level, 405; 12:25-1:55pm

Chair: *Eric Toshalis, Lewis & Clark*

Participants:

Developing a Framework for Enhancing Student Connections in the Classroom. *Jasmine Williams, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh; Hannah Sung, University*

of Pittsburgh

Making Sense of No: A Taxonomy of Adolescent Resistance in the Classroom. *Eric Toshalis, Lewis & Clark*

A Critical Race Analysis of Chicana/o "Pushout" Youth Reengagement Strategies in West Los Angeles. *Johnny C. Ramirez, UCLA--Pico Youth & Family Center (PYFC)--Victor Valley College Gear Up*

Not All Change Is Bad: Positive Ethnic Incongruence for Latinos During the Middle School Transition. *Jessica Morales, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles*

Discussant: *Vichet Chhuon, University of Minnesota*

59.053. Research on Adult Education Outcomes. SIG-Adult Literacy and Adult Education; Paper Session Marriott, Fifth Level, Grand Ballroom K; 12:25-1:55pm

Chair: *M Cecil Smith, West Virginia University*

Participants:

Developing and Piloting an Integrated Curriculum for Adult Transitions Learners. *Jane R. Shore, ETS; Jennifer Lentini, ETS; Mary E. Fowles, ETS; Alexander DeFazio, Educational Testing Service*

Post-GED-Credential College Prospects for Adults With Special Needs. *Margaret B. Patterson, Research Allies for Lifelong Learning*
The Role of Reading Fluency and Vocabulary in Meeting the Goal of the American Graduation Initiative. *Omer Ari, Bloomsburg University of Pennsylvania*

Trends in Adult Education Staffing Patterns and Advanced Learner Outcomes. *Margaret B. Patterson, Research Allies for Lifelong Learning*

59.054. Advanced Technologies for Learning Paper Session. SIG-Advanced Technologies for Learning; Paper Session Marriott, Fourth Level, Franklin 11; 12:25-1:55pm

Chair: *Michelle Hoda Wilkerson-Jerde, Tufts University*

Participants:

Animated Visual Supports for Social Skills (AViSS): An Interactive Virtual Experience for Social Skill Development. *Sean J. Smith; Susan P. Harvey, The University of Kansas*

Design Principles and Enacted Practices for Recognizing Learning With Digital Badges: A Collective Case Study. *Andrea M. Rehak, Indiana University; Daniel T. Hickey, Indiana University*

Investigating a Digital Annotation Tool for Distinguishing Visual Evidence in Science Inquiry. *Camillia Faye Matuk, University of California - Berkeley; Kevin McElhane, University of California - Berkeley*

Software Scaffolds for Supporting Teacher-Led Inquiry Into Complex Systems Concepts. *Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Luis Alejandro Andrade-Lotero, Indiana University - Bloomington*

Discussant: *Cynthia Carter Ching, University of California - Davis*

59.055. Arts Integration for 21st-Century Learning. SIG-Arts and Learning; Paper Session Marriott, Fourth Level, Franklin 12; 12:25-1:55pm

Chair: *J. David Betts, The University of Arizona*

Participants:

Noncognitive Factors in Arts-Integrated Learning. *Jamie Christine Simpson Steele, University of Hawaii - Manoa*

Contemporary Arts Practices as a Learning Resource in Classrooms. *Louanne I. Smolin, University of Illinois at Chicago; Joseph Spilberg, Chicago Arts Partnerships in Education*

Elementary Preservice Teachers' Perceptions About and Approaches to Teaching Mathematics Through Music. *Song An, The University of Texas - El Paso; Daniel Tillman, The University of Texas - El Paso; Carlos Páez, The University of Texas - El Paso*

The Creative Classroom Collaboratives Study: Arts Integration Addressing 21st-Century Skills Through Teacher Collaboration. *Marisol Cunningham, Metis Associates; Carol Brown, Eastern Suffolk Board of Cooperative Educational Services; Laura Reeder, Massachusetts College of Art*

The Influence of Drama on Elementary Students' Narrative Written Language and On-Task Behavior. *Alida Anderson, American University; Katherine Adams Berry, The George Washington University; Sandra Michelle Loughlin, University of Maryland*

59.056. The Role of Critical Language Policy Analysis in the "Post"-Civil Rights Era. SIG-Bilingual Education Research; Symposium

Convention Center, 100 Level, 104B; 12:25-1:55pm

Chairs: *Sarah Catherine K. Moore, Center for Applied Linguistics; Wayne E. Wright, The University of Texas - San Antonio*

Participants:

Global Political Economy and Language Rights in the "Post-Civil Rights" Era. *Jeff Bale, Michigan State University*

No Holds Barred on Restricting Language Rights: English-Only in Arizona. *Sarah Catherine K. Moore, Center for Applied Linguistics; Karen E. Lillie, SUNY - College at Fredonia*

Diversity in Language and Experience: Latino Subgroups in the United States. *Molly Fee, Center for Applied Linguistics*

Decolonization Through Language Revitalization: Conversations With Language Warriors on Language Rights and Policy Failures. *Rick Gresczyk*

Discussant: *Terrence G. Wiley, Center for Applied Linguistics*

59.057. Exploring the Lives and Legacies of Community Activists and Agitators. SIG-Biographical and Documentary Research; Paper Session

Marriott, Fourth Level, 411; 12:25-1:55pm

Chair: *Dara Soljaga, Concordia University - Chicago*

Participants:

Anatomy of a Civil Rights Leader: The Educational Experiences of Christia Daniels Adair, 1893-1989. *Linda J. Black, Stephen F. Austin State University*

Joseph Kinmont Hart, Reed College, and Academic Freedom. *Deron R. Boyles, Georgia State University*

The Legacy of Charlie Walker: From Colored to International Baccalaureate School. *Donna Elam, University of South Florida; Charles K. Kyobe, University of South Florida; Vonzell Agosto, University of South Florida; Kaitlyn Bauer, University of South Florida*

Privilege, Politics, and the Personal: Examining the Biographer's Biases. *Cheryl T. Desmond, Millersville University of Pennsylvania*

Discussant: *Ronald E. Butchart, University of Georgia*

59.058. Toward a Theory of Classroom Assessment as the Regulation of Learning. SIG-Classroom Assessment; Symposium

Convention Center, 100 Level, 118B; 12:25-1:55pm

Chair: *Heidi L. Andrade, University at Albany - SUNY*

Participants:

Toward a Theory of Classroom Assessment as the Regulation of Learning. *Heidi L. Andrade, University at Albany - SUNY; Susan M. Brookhart, Duquesne University*

Enhancing Classroom Assessment by Fusing Advanced Learning Technologies and Teaching Analytics: A Theoretically Driven Approach. *Roger Azevedo, North Carolina State University*

Formative Assessment and Contingency in the Regulation of Learning Processes. *Dylan R. Wiliam, Institute of Education - London*

Classroom Assessment Could and Should Parallel Self-Regulated Learning but That Parallel Is Difficult to Achieve. *Philip H. Winne, Simon Fraser University*

Discussant: *Linda K. Allal, University of Geneva*

59.059. Practicing Social Justice in Our Own Communities: Serving Filipina/o American Students. SIG-Critical Educators for Social Justice; Symposium

Convention Center, 100 Level, 105B; 12:25-1:55pm

Chair: *Edward Ryan Curammeng, University of California - Los Angeles*

Participants:

Stop Hatn': Combating Intraethnic Microaggressions to Strengthen Community Organizing. *Jessica Petalio, San Francisco State University; Allyson Tintiangco-Cubales, San Francisco State University; Tracy Lachica Buenavista, California State University - Northridge*

The Voices of Filipinos "Out of Status": Students Defining an Undocumented Student-Receptive Culture. *Tracy Lachica Buenavista, California State University - Northridge*

Deimperializing Pedagogy: Teaching and Learning Filipina/o American Studies With Urban Youth. *Allyson Tintiangco-Cubales, San Francisco State University; Edward Ryan Curammeng, University of California - Los Angeles*

The F.O.B. Project: Reclaiming "Fresh Off the Boat". *Patricia E. Halagao, University of Hawaii - Manoa; Elena Clariza, University of Hawaii - Manoa; Diane Tom-Ogata, Farrington High School*

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

59.060. Feeling Race: The Significance of Emotionality in Antiracist Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Convention Center, 100 Level, 121A; 12:25-1:55pm

Chair: *Michael E. Jennings, The University of Texas - San Antonio*

Participants:

When Emotions Talk, Everyone Listens: Graduate School Antiracist Pedagogy. *Tanetha J. Grosland, Morgan State University*

Shame, Race, and Power in South African Higher Education. *Ronelle L. Carolissen, Stellenbosch University; Vivienne Grace Bozalek, University of the Western Cape*

When Saying You Care Is Not Really Caring: Whiteness and the Role of Disgust. *Cheryl E. Matias, University of Colorado - Denver; Michalinos Zembylas, The Open University of Cyprus*

The Pain of Racial Treason: A White Antiracist's Psychosocial Battles. *Ricky Lee Allen, University of New Mexico*

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

59.061. Linking Geographic Scales in Education and Community Reform Activity: Empirical Studies in Critical Geographies. SIG-Critical

Issues in Curriculum and Cultural Studies; Symposium

Marriott, Fourth Level, Franklin 13; 12:25-1:55pm

Chair: *Nancy Ares, University of Rochester*

Participants:

Resident Claims to Space: Linking Rights to the City and Meanings of Space. *Nancy Ares, University of Rochester*

Storying Protectionist Stances of Suburban Education. *Ed Buendia, University of Utah*

Remapping the City: A Critical Geography of Education Reform. *Robert James Helfenbein, Indiana University - IUPUI*

Discussant: *Pauline Lipman, University of Illinois at Chicago*

59.062. Exploring Doctoral Career Development. SIG-Doctoral Education across the Disciplines; Paper Session

Convention Center, 100 Level, 109B; 12:25-1:55pm

Chair: *Leonard George Cairns, Monash University*

Participants:

Documenting the Longitudinal Career Development of Recent Interdisciplinary Ph.D. Graduates. *Karri A. Holley, The University of Alabama*

Virtual Group Mentoring of Early-Career Women Scholars: A Developmental Networks Approach. *Tiffany J. Brown, University of Washington; Hilary Dwyer, University of California - Santa Barbara; Alayna J. Wearly, University of California - Santa Barbara*

Exploring Changes in the Academy Through Cultural Biographies of Two Academics. *Margaret W. Sallee, University at Buffalo - SUNY; Thomas G. Sallee, University of California - Davis*

Exploring Doctoral Student Experiences From the Perspectives of Midcareer Professionals in Educational Leadership Using Photo Elicitation. *Kenya Lynette Reese, Clemson University*

Discussant: *Pamela Petrease Felder, University of Pennsylvania*

59.063. Early Childhood Teacher-Student Interactions. SIG-Early Education and Child Development; Paper Session

Marriott, Fourth Level, 406; 12:25-1:55pm

Chair: *Mary Benson McMullen, Indiana University*

Participants:

"I Am a Control Freak": Teacher Talk in the Project-Based Instructional Classroom. *Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin; Christian Ellen Zuniga, The University of Texas - Austin; Jennifer Keys Adair, The University of Texas - Austin*

Instructional Conversations With Preschool Children. *Elizabeth Brook Chapman de Sousa, University of Hawaii*

Tell Me More: Teacher Language During Playtime in Head Start Classrooms. *Judith Hicks, Stanford University*

Tourist or Traveler? Unpacking Informal Conversations Between Teachers and Young Children Across Diversity. *Raeshell L. Foster, The Pennsylvania State University - Harrisburg; Martha J. Strickland, The Pennsylvania State University - Harrisburg*

Taking Care: The Relational Aspect of Early Childhood Teaching. *Cassie Fay Quigley, Clemson University; Anna Hall, Clemson University*

59.064. A Discourse of Democracy: The Role of Researchers, Faculty, and Community Organizations in Education Reform. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium Convention Center, 100 Level, 118C; 12:25-1:55pm

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

Participants:

The Public Pedagogy of Chicagoland Researchers and Advocates for Transformative Education (CReATE). *Isabel Nunez, Concordia University - Chicago*

The National Network of the National Association for Multicultural Education. *Richard Ayers, University of San Francisco*

New York Metro Academics for Democracy and Justice in Education.

Gary L. Anderson, New York University; Lois Weiner, New Jersey City University

Teacher Empowerment and Public Engagement at Ripon College. *Suzanne M. Katz, Ripon College*

The Urban Research-Based Action Network. *Mark R. Warren, University of Massachusetts - Boston*

Discussant: *M. Francyne Huckaby, Texas Christian University*

59.065. Language Issues: Bilingual Language Learners, Language Policy, and Second Language Learning Programs. SIG-Hispanic Research Issues; Paper Session

Convention Center, 100 Level, 121B; 12:25-1:55pm

Chair: *Gloria M. Rodriguez, University of California - Davis*

Participants:

“Saber es poder”: Exemplary Teachers of Latino English Learners—Teachers Who Put Knowledge Into Action. *Ixchel Samson, Stanford University*

El que habla dos lenguas vale por dos (He Who Speaks Two Languages Is Worth Two): An Examination of the Biliteracy Experiences of Bilingual Preservice Teachers. *Elsa M. Billings, San Diego State University*

Pragmatically Speaking: Toward Understanding the Language Use of Young English Learners. *Claudia Rodriguez-Mojica, Stanford University*

Language Brokering and Self-Concept: An Exploratory Study of Latino Students’ Experiences in Middle and High School. *Kate Niehaus, University of South Carolina; Gerda Kumpiene, University of South Carolina - Columbia*

Si lo Tiene pero no Funciona: An Efficacy Analysis of the Texas School Funding Formula With Particular Attention to English Language Learners. *Oscar Jimenez-Castellanos, Arizona State University; Anthony Rolle, University of South Florida*

Discussant: *Amado M. Padilla, Stanford University*

59.066. How Can Computer Games Change Text Comprehension and Learning? SIG-Instructional Technology; Symposium

Marriott, Fifth Level, Grand Ballroom G; 12:25-1:55pm

Chair: *Glenn Gordon Smith, University of South Florida*

Participants:

How Do Kinect-Based Literacy Games Compare to Reading With a Caretaker? The Effects of Medium and Interactivity. *Bruce Douglas Homer, The Graduate Center - CUNY; Charles K. Kinzer, Teachers College, Columbia University; Jan L. Plass, New York University; Susan Letourneau, New York University; Daniel L. Hoffman, University of Illinois at Urbana-Champaign; Elizabeth Hayward, New York University; Selen Turkay, Harvard University; Yolanta Kornak, City University of New York*

Play Games or Study? Computer Games in Web E-Books to Learn English Vocabulary. *Glenn Gordon Smith, University of South Florida; Mimi Li, University of South Florida; Deoksoon Kim, University of South Florida; Jack Drobisz, University of South Florida*

Problem Solving With Digital Texts: Online Reading With Elementary School Students. *Julie Coiro, University of Rhode Island*

Discussant: *Sigmund Tobias, Albany State University*

59.067. The Intersection of Student Voice and Educational Leadership: Opportunities and Obstacles. SIG-Leadership for Social Justice; Symposium

Convention Center, 100 Level, 120A; 12:25-1:55pm

Chair: *John S. Rogers, University of California - Los Angeles*

Participants:

Change From Within: Critical Literacy as a Tool for Civic Empowerment. *D’Artagnan Scorza, University of California - Los Angeles*

How Positioning Shapes Student Engagement in Action Civics. *Adam J. York, University of Colorado - Boulder; Ben R. Kirshner, University of Colorado*

Changing the Political Equation: Urban and Suburban Students’ Advocacy for School Funding Equity. *Cynthia Taines, Northern Illinois University*

Influence of Deficit Ideology on Possibilities for Reciprocal Dialogue Between Students of Color and Educational Leaders. *Melanie Bertrand, Arizona State University*

Pawns or Power Players? The Grounds on Which Adults Dismiss or Defend Youth Organizers. *Jerusha Osberg Conner, Villanova University*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

59.068. Mixed Methods Research Applications. SIG-Mixed Methods Research; Paper Session

Convention Center, 100 Level, 117; 12:25-1:55pm

Chair: *Mette Lise Baran, Cardinal Stritch University*

Participants:

Experiences of Select Women Doctoral Students: A Feminist Standpoint Theory Perspective. *Valerie Tharp Byers, Sam Houston State University; Rachel N Smith, Lone Star College - Tomball; Eunjin Hwang, Sam Houston State University; Kay E Angrove, Sam Houston State University; Jason I Chandler, Sam Houston State University; Kelsey M Christian, Sam Houston State University; Shirley Dickerson, Sam Houston State University; Leah McAlister Shields, Sam Houston State University; Stephen P Thompson, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Magdalena Anna Denham, Sam Houston State University*

Developing a Measure of Trust Using a Mixed-Methods Approach. *Shannon Lyn David, North Dakota State University; John H. Hitchcock, Indiana University - Bloomington; Brian Ragan, Ohio University; Gordon P. Brooks, Ohio University - Athens; Chad Starkey, Ohio University - Athens*

Toward Applying Mixed Methods in Action Research: Methodological Potentials and Advantages. *Nataliya V. Ivankova, The University of Alabama - Birmingham*

Social Change and Legitimizing Voices: Utilizing Mixed-Methods Transformative Research to Understand Parental Involvement. *Nichole M. Stitt, Ohio Northern University; Elena Yu Polush, Ball State University*

Discussant: *Vicki L. Plano Clark, University of Cincinnati*

59.069. Practice-Relevant Motivational Research: Do We Need a Different Approach? SIG-Motivation in Education; Symposium

Convention Center, 200 Level, 204B; 12:25-1:55pm

Chair: *Lyn Corno, Teachers College, Columbia University*

Participants:

Practice-Relevant Motivational Research: The Need for a New Approach. *Avi Kaplan, Temple University; Idit Katz, Ben-Gurion University of the Negev; Hanoeh Flum, Ben-Gurion University of the Negev*

Commentary. *Judith Harackiewicz, University of Wisconsin*

Commentary. *Andrew J. Martin, The University of Sydney*

Commentary. *K. Ann Renninger, Swarthmore College*

Commentary. *Tim Urdan, Santa Clara University*

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

59.070. Multicultural/Multiethnic Education: Emerging Lines of Inquiry. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session

Marriott, Fourth Level, 407; 12:25-1:55pm

Chair: *G. Sue Kasun, Utah State University*

Participants:

Doing Multicultural Education in a Chinatown Head Start Program. *Judy W. Yu, REACH*

Examining Equitable Student Dispositions in Dual-Language Environments. *Ana M. Hernandez, California State University - San Marcos; Annette M. Daoud, California State University - San Marcos*

Implementation of Reality Pedagogy in a Chemistry Class for Young Adult Recent Immigrant Students. *Jeremy Benjamin Heyman, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University*

Microethnographic Analysis: Examining Power, Identity, and Academic Knowledge Among Bilingual and Monolingual First Graders. *Lindsey Moses, Arizona State University*

The Role of Identity Narratives (Identity Texts) in Overcoming Barriers

to Parental Engagement. *Rahat Naqvi, University of Calgary; James Cummins, University of Toronto - OISE; Alison Altidor Brooks, University of Toronto - OISE*

Discussant: *Janelle C. Simmons, Institute of Audio Research*

59.071. Socialization and Identity Development in Educational Organizations: Theoretical and Practical Perspectives on Instructional Improvement Efforts. SIG-Organizational Theory; Paper Session

Marriott, Fourth Level, 412; 12:25-1:55pm

Chair: *Bob L. Johnson, Jr., The University of Alabama*

Participants:

Modalities of Organizational Control and Teachers' Use of Pupil Data in School-to-School Development in England. *David H. Eddy Spicer, Institute of Education - London*

Narratives of Organizational Legitimacy: Catholic School Closures and Charter School Openings. *Kari Anne Carr, Indiana University*

Theorizing New School Principal Socialization From a Role Boundary Perspective. *Matt Cottrell, St. John's CEVC Primary School; Christopher R. James, University of Bath*

Organizational Identity Between Practice and Significance: The Case of an Educational Organization. *Nitza Roskin, Mandel Foundation*

Discussant: *Gary M. Crow, Indiana University*

59.072. International Peace Perspectives. SIG-Peace Education; Paper Session

Convention Center, 100 Level, 105A; 12:25-1:55pm

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

Participants:

A Framework for Research and Teaching Forgiveness in Arab Schools:

Iraqi Teachers' Perceptions of Forgiveness. *Ilham Nasser, George Mason University; Mohammed Abunimer, American University*

Education for Peace and Sustainable Development in Conflict-Affected Countries. *Jan Stewart, University of Winnipeg*

Empowering University Students Under Siege: Teaching American Studies Overseas. *Diane S. Shammass, University of Southern California*

From Cultures of Violence to Cultures of Peace: Re-Creating History Through Education in Burundi and Liberia. *Elavie Ndura, George Mason University; Mainlehwon Ebenezer Vonhm, George Mason University and Center for Peace Education; Sixte Vigny Nimuraba, George Mason University*

Peace and Music Values in Action. *Juliana Moonette Santic Manrique, St. Scholastica's College - Manila*

59.073. Research in K-12 Education and Athletics: Past, Present, and Possibility. SIG-Research Focus on Education and Sport; Symposium

Convention Center, 100 Level, 124; 12:25-1:55pm

Chairs: *Alan Brown, Wake Forest University; Nicole Sieben, Adelphi University*

Participants:

Athletic Performances: Sports Participation as a Performative Tool. *Eric J. DeMeulenaere, Clark University*

Race, Racism, and Physical Education. *Colette Cann, Vassar College*
Stress, Coping, and Other Sport Psychology in K-12 Athletics. *Jenelle N. Gilbert, California State University - Fresno*

The Impact of Sport-Related Concussions in Pediatric Athletes. *Tamara Valovich McLeod, A. T. Still University*

Coaching Development and Effectiveness. *Wade Gilbert, California State University - Fresno*

Discussant: *Elliot Hopkins, National Federation of State High School Associations*

59.074. Noticing Practices of Teachers and Students in Equitable Mathematics Classrooms. SIG-Research in Mathematics Education; Symposium

Convention Center, 100 Level, 125; 12:25-1:55pm

Chair: *Victoria M. Hand, University of Colorado - Boulder*

Participants:

Noticing Home Mathematical Practices Yields Robust Opportunities for Participation. *Anita A. Wager, University of Wisconsin*

Patterns in the Noticing Practices of Exceptional Secondary Mathematics Teachers. *Victoria M. Hand, University of Colorado - Boulder; Elizabeth A. van Es, University of California - Irvine; Vincent Basile,*

University of Colorado; Janet Mercado, University of California - Irvine

The Other Noticing and Noticing the Other: How Teachers and Bilingual Latina/o Students Investigate Mathematics Concepts Through Reciprocal Noticing. *Higinio Dominguez, Michigan State University*
Discussant: *Frederick D. Erickson, University of California - Los Angeles*

59.075. Research on Teachers in Giftedness, Creativity, and Talent Education. SIG-Research on Giftedness, Creativity, and Talent; Paper Session

Convention Center, 100 Level, 107B; 12:25-1:55pm

Chair: *Kimberley L. Chandler, College of William and Mary*

Participants:

Gifted and Maladjusted? Implicit Attitudes and Automatic Associations Related to Gifted Children. *Franzis Preckel, University of Trier; Tanja Gabriele Baudson, University of Trier; Rachel Wollschlaeger, University of Trier; Sabine Krolak-Schwerdt, Sabine Glock, University of Luxembourg*

Tell Us About Yourself: The Process of Developing the Teacher Interview Protocol. *Jiayi Wu, Purdue University; Enyi Jen, Purdue University; Matthew Fugate, Purdue University*

The Effects of Teacher and Student Perceptions of Choice and Challenge on Academic Achievement. *John P Madura, University of Connecticut; D. Betsy McCoach, University of Connecticut; Marcia L. Gentry, Purdue University*

Using the DATA to Enhance Gifted Research and Education. *Antonia Szymanski, Indiana University - Northwest; Laurie Croft, University of Iowa*

Discussant: *Sally Wai-Yan Wan, The Chinese University of Hong Kong*

59.076. Literatures of Marginalization and the Marginalization of Literatures. SIG-Rural Education; Paper Session

Convention Center, 100 Level, 103A; 12:25-1:55pm

Chair: *Karen Eppley, The Pennsylvania State University*

Participants:

"Don't Judge a Book by Its Cover" and Other Stories From a Rural High School. *Bea Staley, The Ohio State University; Candace Jesse Stout, The Ohio State University; Brian Kellett, The Ohio State University*

Motives for Dissertation Research at the Intersection Between Rural Education and Curriculum and Instruction. *Craig B. Howley, Ohio University - Athens; Jacqueline Yahn, Ohio University - Eastern; Aimee A. Howley, Ohio University*

Rural Students Talking About Social Justice: Toward a Better Understanding of a Contested Term. *Hernan I. Cuervo, University of Melbourne*

Using Local, Rural Literature to Interrogate Rural Stereotypes: Counteracting the Essentialization, Marginalization, and Pathologization of Rurality. *Jesse Moon Longhurst, New Mexico State University*

59.077. LGBT Inclusion in STEM: Transformative Possibilities for Teaching and Learning Research. SIG-Science Teaching and Learning; Symposium

Marriott, Fifth Level, Grand Ballroom H; 12:25-1:55pm

Chair: *Mary H. Hoelscher, University of Minnesota*

Participants:

LGBT-Inclusive Curricula in STEM Subjects: Changes Over Time and Associated Academic Benefits. *Neal A. Palmer, GLSEN: Gay, Lesbian & Straight Education Network*

Science Teacher Candidates' LGBTQ-Inclusive Praxis. *Mary H. Hoelscher, University of Minnesota*

Lessons for Educational Practice and Policy From a National Survey of LGBTQ Individuals in STEM. *Allison Mattheis, California State University - Los Angeles*

Effects of Climate Perceptions and Harassment on the Persistence of LGBT Students and Faculty in STEM. *Ramón Barthelemy, Western Michigan University; Susan Rankin, The Pennsylvania State University; Eric Vincent Patridge, oSTEM Incorporated*

Discussant: *Alberto J. Rodriguez, Purdue University*

59.078. From No Child Left Behind to Common Core: How Do New Standards Affect Practices and Policies for English Learners? SIG-Second Language Research; Symposium

Convention Center, 100 Level, 103C; 12:25-1:55pm

Chair: *Megan Madigan Peercy, University of Maryland*

Participants:

Why Current Reforms Again Fail Emergent Bilinguals: From No Child Left Behind to the Common Core Purpose, Perspective, and Methods. *Kate Menken, City University of New York*

Academic Language in Theory, Policy, and Practice. *Ester J. de Jong, University of Florida; Katherine Barko-Alva, University of Florida*

What Do Teachers Say to English Learners About Their Writing? Oral Feedback in Writing Instruction for the Common Core. *Lorien Chambers Schuldt, Stanford University*

“See? She Always Has All These Great Ideas!” The Impact of Common Core State Standards on English-for-Speakers-of-Other-Languages and Mainstream Teachers’ Collaboration and Learning. *Megan Madigan Peercy, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park; Bedrettin Yazan, University of Maryland - College Park*

A University and District English-for-Speakers-of-Other-Languages Partnership: Collaboration Within the Context of Common Core State Standards Implementation. *Felice Atesoglu Russell, Kennesaw State University*

Team Teaching Among Mixed Messages: Implementing Two-Way Enrichment Bilingual Education at Third Grade in Texas. *Deborah K. Palmer, The University of Texas - Austin; Kathryn I. Henderson, The University of Texas - Austin; Dorothy Wall, The University of Texas - Austin*

Discussant: *Guadalupe Valdés, Stanford University*

59.079. Adult Social and Emotional Learning and Reflection as Innovative Factors in Formative and Summative Assessment. SIG-Social and Emotional Learning; Symposium

Convention Center, 100 Level, 113C; 12:25-1:55pm

Chair: *Ann McKay Bryson, Collaborative for Academic, Social, and Emotional Learning*

Participants:

Utilizing Quality Assessment to Enhance Social and Emotional Learning. *Paul Augustine LeBuffe, Devereux Center for Resilient Children; Valerie Shapiro, University of California - Berkeley*

In Reflection: Do Unto Educators What You Want Done Unto Students. *Carina Fiedeldey-Van Dijk, ePsy Consultancy; Ann McKay Bryson, Collaborative for Academic, Social, and Emotional Learning*

Professional Learning to Promote Positive Student Outcomes: An Evaluation of Anchorage’s Second-Order Change Project. *Kimberly Trumbull Kendziora, American Institutes for Research*

Discussant: *Linda Lantieri, Collaborative for Academic, Social, and Emotional Learning*

59.080. Measurement and Modeling Issues in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session

Convention Center, 100 Level, 111B; 12:25-1:55pm

Chair: *Guili Zhang, East Carolina University*

Participants:

Assessing Model Similarity in Structural Equation Modeling. *Samuel B. Green, Arizona State University; Keke Lai, Arizona State University - Tempe; Roy Levy, Arizona State University; Yuning Xu, Arizona State University; Nedim Yel, Arizona State University; Marilyn S. Thompson; Natalie Eggum, Arizona State University; Katie L. Kunze, Arizona State University; Masumi Iida, Arizona State University; Raymond Reichenberg, Arizona State University; Linlin Zhang, Arizona State University*

Modeling Nonlinear Structural Equation Models: A Comparison of the Two-Stage Generalized Additive Model and the Finite Mixture Structural Equation Model. *William Holmes Finch, Ball State University*

Nonrecursive Latent Variable Models Under Misspecification. *Larry R. Price, Texas State University*

Optimizing Power for Planned Missing Data With Multiform Designs. *Huilu Liu, University of Maryland - College Park; Gregory R. Hancock, University of Maryland*

The Reliability Paradox in Multisample Covariance Structure Models. *Daniel McNeish, University of Maryland; Gregory R. Hancock, University of Maryland*

Discussant: *Deborah L. Bandalos, James Madison University*

59.081. Methodological Issues in Survey Research. SIG-Survey Research in

Education; Paper Session

Convention Center, 100 Level, 111A; 12:25-1:55pm

Chair: *Ali Korkmaz, Long Beach Unified School District*

Participants:

Don’t Monkey Around: Teaching Scientifically Sound Survey Design Through Embedded Learning Resources. *Manav Malhotra, Teachers College, Columbia University; I Han Hsiao, EdLab, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University*

A Mixed-Methods Study of the Factors and Scenarios Influencing College Students’ Decision to Complete Surveys. *Bryce A. Cain, Kent State University; Kristin L.K. Koskey, The University of Akron; Toni A. Sondergeld, Bowling Green State University; Henrique G. Alvim, Youngstown State University; Emily Slager, The Ohio State University - Columbus; Lance Kennedy-Phillips, The Ohio State University - Columbus*

Investigating Response Patterns: Relationships Between Caution Indices and Self-Report Data. *Fred Greer, University of South Carolina; Jin Liu, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina; Leia Kristin Cain, University of South Carolina*

Estimating Fixed Effects Models With Surveys Using Complex Sampling Designs. *Stephen R. Porter, North Carolina State University; Melissa Cominole, RTI International; Peter H. Siegel, RTI International; Benjamin W. Dalton, RTI International*

Discussant: *Steven Siera, Saint Martin’s University*

59.082. Systems Thinking as a Paradigm for Understanding Teaching and Learning. SIG-Systems Thinking in Education; Paper Session

Marriott, Fourth Level, 415; 12:25-1:55pm

Chair: *Eric Bernstein, University of Southern California*

Participants:

Applying the Lens of Systems Thinking to Clinical Reasoning in Pediatric Occupational Therapy. *Laura Carpenter, Indiana State University*

Modeling Social Complexity in Engineering Education Systems. *Britte Haugan Cheng, SRI International; Nora H. Sabelli, SRI International; Michael Richey, The Boeing Company; Timothy Podkul, SRI International; Andrew E. Krumm, SRI International; Scott Fortmann-Roe, University of California - Berkeley; Jennifer Van Brunt, SRI International*

The Dynamic Systems of Teaching and the Teaching Brain. *Vanessa Rodriguez, Harvard University; S. Lynne Solis, Harvard University*

Discussant: *Mehmet Dali Ozturk, College of the Sequoias*

59.083. Exploring the Power of Practitioner Research for Innovation in Practice and Policy: The Philadelphia Story. SIG-Teacher as Researcher; Invited Session

Convention Center, 200 Level, 204C; 12:25-1:55pm

Chairs: *Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania*

Speakers: *Rebecca Akin, Oakland Unified School District; Alan D. Amtzis, The College of New Jersey; Melinda Bihn, Gerald Campano, University of Pennsylvania; Gillian Maimon, School District of Philadelphia; Diane Waff, University of Pennsylvania*

Discussant: *Elyse A. Eidman-Aadahl, University of California - Berkeley*

59.084. Pedagogical Approaches to Teacher Professional Development on the Use of Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Marriott, Fourth Level, Franklin 7; 12:25-1:55pm

Chair: *Pamela L. Whitehouse, Midwestern State University*

Participants:

“Technology, Pedagogy, and Content Knowledge (TPACK) Stories”: Schools and School Districts Repurposing a Theoretical Construct for Technology Integration Professional Development. *Judith B. Harris, College of William and Mary; Mark J. Hofer, College of William and Mary*

Digital Feedback as i-Contact for Professional Development. *Kathleen M. Wilson, University of Nebraska - Lincoln; Laurie Ann Friedrich, University of Nebraska - Lincoln*

Deconstructing an Online Community of Practice. *Torrey Trust, University of California - Santa Barbara*

Schooling for the 21st Century: Educators’ Perspectives. *Yifat Ben-David*

Kolikant, The Hebrew University of Jerusalem
 Discussant: *Margaret L. Niess, Oregon State University*

59.085. Situational Judgment Tests: Assessing Workforce Readiness. SIG-Test Validity Research and Evaluation; Symposium
 Convention Center, 100 Level, 112A; 12:25-1:55pm

Chairs: *Bobby Darius Naemi, ETS; Michelle Martin, Educational Testing Service*

Participants:

When Predicting Performance, Less of a Bad Thing Is Better Than More of a Good Thing. *Steven Stemler, Wesleyan University; Varun Aggarwal; Siddharth Nithyanand; Nisha Bhatt*

Measuring Appraisals and Coping With Situational Judgment Tests.

Carolyn Elizabeth MacCann, The University of Sydney

Understanding Interpersonal and Teamwork Knowledge Measured by Situational Judgment Tests: Establishing a Nomological Network.

Michelle Martin, Educational Testing Service; Patrick Barnwell

The Psychometrics of Situational Judgment Tests. *Kevin Terrance Petway, University of Southern California; Richard Dean Roberts, ETS*

Discussant: *Richard Dean Roberts, ETS*

Division and SIG Roundtables

59.086. Roundtable Session 19; Roundtable Session

59.086-1. Focus on Literacy. SIG-Research on the Education of Deaf Persons; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Joanna Erin Cannon, The University of British Columbia*

Participants:

Content-Area Reading in the Deaf Education Classroom. *Michella Maiorana-Basas, Michigan State University*

Family Contexts Supporting Young Deaf Children's Early Reading. *Lori Lutz, Gallaudet University*

For Good English Reading Skills, Start With American Sign Language Vocabulary Knowledge. *Rachel Benedict, Boston University; Robert J. Hoffmeister, Boston University; Sarah Fish, Boston University; Jonathan Henner, Boston University; Rama Novogrodsky, Boston University; Patrick Rosenburg, Boston University; Fran Conlin-Luippold, Boston University*

59.086-2. Advances in Technology-Facilitated Language Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Erik Jon Byker, Stephen F. Austin State University*

Participants:

Building Up Knowledge of Language Structures in Adolescent Literacy Development. *Youngmin Park, University of California; Mark Warschauer, University of California - Irvine*

Adapting a Web-Based Intelligent Tutoring System for American Sign Language. *Kausalai K. Wijekumar, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University*

The Modality Effect and Foreign Language Proficiency. *Kadir Kozan, Purdue University; Jennifer C. Richardson, Purdue University*

59.086-3. Teacher Education in Dialogue With Paulo Freire. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Ramona Guadalupe Vallejo-Garza, New Mexico State University*

Participants:

Creating a Culture of Confidence: Reconceptualizing Urban Educational Leadership. *Yvette Jackson, National Urban Alliance; Veronica McDermott, National Urban Alliance; Mairi McDermott, University of Toronto - OISE; Marlon Simmons, University of Toronto*

Inside and Outside the Ziploc Bag of Traditional Teacher Education: A Professor and Student Dialogue With Freire, Their Research, and Each Other. *Melissa Noelle Winchell, University of Massachusetts - Boston*

Reenvisioning Democratic Pedagogy and Epistemology With Teacher Action Research: Reclaiming the Teaching Profession. *Myriam N. Torres, New Mexico State University*

59.086-4. Literacy Support for Struggling Readers. SIG-Research in Reading and Literacy; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Barbara R. Schirmer, Defiance College*

Participants:

Dyslexia, Well-Being, and a Specialized Learning Setting. *Andrew Costigan, The University of Texas - Austin*

Relationship Between Parental Reading Belief, Parental Involvement, Children's Motivation, and Reading Achievement: A Study of Chinese Students at Fourth Grade Based on Data From PIRLS (Progress in International Reading Literacy Study) 2011. *Dan Li, Iowa State University; Manogna Murukula, Iowa State University*

Teacher Aides' Definitions of Reading: What Understandings of Reading Underpin Their Work With Students? *Lois Ruth Harris, Central Queensland University; Christina R. Davidson, Charles Sturt University; Kerry Aprile, Central Queensland University*

59.086-5. The Discourses of Sustainability's Possibilities. SIG-Environmental Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Marcia McKenzie, University of Saskatchewan*

Participants:

Realizing the Future: Educational Adaptation in Unsustainable Times. *Joseph A. Henderson, University of Rochester*

Discourses of Hope in Sustainability Education: A Critical Analysis of Leading Sustainability Advocates. *Geraldine R. McNenny, Chapman University*

Enacting Sustainability Education in the Charter School Setting: Processes and Complexities. *Todd Hodgkinson, Drake University*

59.086-6. Current Issues in Music Teaching and Learning. SIG-Music Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Carol Frierson-Campbell, William Paterson University*

Participants:

Examining the Ability of the Children's Music Behavior Inventory to Correctly Classify Children by Age. *Wendy Hicks Valerio, University of South Carolina - Columbia; Grant B. Morgan, Baylor University; Alison Mist Reynolds, Temple University*

Generalist Elementary Teacher Expertise in Music Curriculum Making. *Regina M. Murphy*

Music Teacher Evaluation in Michigan: Navigating Choppy Waters. *Mitchell Robinson, Michigan State University; Ryan Shaw, Michigan State University*

Beginning Music Teacher Induction and the Attainment of Micropolitical Literacy. *Colleen M. Conway, University of Michigan; Jared R Rawlings, University of Michigan - Ann Arbor*

59.086-7. Philosophical Perspectives on Teaching. SIG-Philosophical Studies in Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Kurt Stemhagen, Virginia Commonwealth University*

Participants:

Should Teachers Be Authentic? *Lauren Bialystok, University of Toronto - OISE; Doron Yosef-Hassidim, University of Toronto - OISE*

The Perceptive Imperative: Connoisseurship and the Temptation of Rubrics. *Derek Gottlieb, University of Basel; Christy M. Moroye, University of Northern Colorado*

Thinking Metaphorically About Teaching. *Cristina Cammarano, St. Lawrence University*

59.086-8. Fandom, TV, Transmedia, and Enabling Texts: New Media and Learning. SIG-Media, Culture, and Curriculum; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Sousan Arafeh, Southern Connecticut State University*

Participants:

Enabling Texts, Pedagogies, and Contexts: A Review of the Literature for Urban Adolescent African American Males. *Yolanda Stewart, Columbus City Schools*

Joint Media Engagement and Bidirectional Television: "Nana, Do You Want to Try?". *Meagan K. Rothschild, University of Wisconsin - Madison*

Professional Wrestling Fandom as a Site for Connected Learning. *Crystle Martin, University of California - Irvine*

Transmedia Play and Learning. *Rebecca Herr-Stephenson, Loyola Marymount University*

59.086-9. Power, Position, and Reflexivity. SIG-Qualitative Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Mark D. Vagle, University of Minnesota*

Participants:

Amplifying the “Post” in Postintentional Phenomenology. *Mark D. Vagle, University of Minnesota; Brooke Anne Hofsess, Appalachian State University*

Complicating Youth Coresearcher Identities: A Cross-Case Analysis.

Joanne E. Marciano, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University

Disrupting Power in the Teacher Education Process Through Collaborative Research. *Janet S. Sauer, Lesley University*

Positionality in Praxis: Troubled “Insiderness”. *Jia Liang, University of Georgia - Athens; James Sottile, Missouri State University; Cindy Blair, University of Georgia - Athens*

Putting the Circular Project of (Self-)Reflexivity Under Precession:

Producing Diffractions at the Scene of Address. *Marc Roderick Higgins, The University of British Columbia*

59.086-10. Urban, Immigrant Elementary Students’ Writing Practices.

SIG-Writing and Literacies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Mary A. Avalos, University of Miami*

Participants:

If You Were a Bird: A Young Immigrant Girl’s Creation of Third Space.

Kaoru Miyazawa, Gettysburg College; Grace Enriquez, Lesley University

“Diabetes Are a Very Bad Disease”: Exploring How Immigrant Youth Write for School. *Jie Yie Park, Clark University*

Examining Writing as a Social Process: Audiencing and Identity

Performances in a Third-Grade Classroom. *Stavroula Kontovourki, University of Cyprus*

59.086-11. Examples From the Field: Applied Data Uses. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Jeongmi Kim, South Dakota State University*

Participants:

Data Dashboards: Leveraging Usage Data and Site Visits to Understand How Educators Use Data. *Ann-Marie Faria, American Institutes for Research; Jared Eno, American Institutes for Research; Jessica Heppen, American Institutes for Research; Brenna O’Brien, American Institutes for Research; John Meakin, American Institutes for Research; Glenance Green; Rachel Crossno; Krystal Bichay; Ariela C. Greenberg*

Exploring Data Use Practices Among Elementary School Teachers in the Republic of Trinidad and Tobago: Implications for Teacher Training Policy. *Rhoda Misty Mohammed, Ministry of Education, Trinidad and Tobago; Jerome De Lisle, University of the West Indies; Susan Herbert, University of the West Indies; Sabrina McMillan-Solomon*

Using Log Data to Get a Closer Look at the Implementation and Evaluation of Coaching. *James E. Taylor, American Institutes for Research; Julia Parkinson, American Institutes for Research*

Using School-Based Research to Bridge Policy and Practice. *Candace H. Lacey, Nova Southeastern University; Amalio Nieves*

Turning Around Ourselves: Teacher Teamwork for Deep Teacher and Student Learning. *Vanessa Ann Karwan, TIDES (Transformative Inquiry Design for Effective Schools and Systems); Janet A. Chrispeels, University of California - San Diego*

59.086-12. Informing Policy Through Innovative Approaches. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

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

Participants:

Extended Testing in Nontested Areas for Student Growth Measures for Teacher and Principal Evaluation Frameworks. *Suzanne Franco, Wright State University; Jill L Lindsey, Wright State University; Marsha S. Lewis, Ohio University; Anirudh Virender Singh Ruhil, Ohio University*

Using Student Growth Percentile Methodology in the Cost-Related Program Evaluation. *Ruhan Circi Kizil, University of Colorado - Boulder; Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.*

It’s About Relationships: Distance-Learning and Dual-Enrollment

Networks in Northeast Tennessee. *Christopher M. Sun, CNA; Rikesh A. Nana, CNA; Laura M. Holian, Insight Policy Research, Inc.*

A Sense-Making Perspective on Policy Implementation in New Zealand System-Wide Initiatives. *Joanna Higgins, Victoria University of Wellington; Rosanne Mary Parsons, Education Review Office*

Using the Student Growth Percentile Methodology to Evaluate the School/District Programs. *Ruhan Circi Kizil, University of Colorado - Boulder; Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.*

59.086-13. Research on Student Perceptions and Teacher Reflections on

Assessment: Lessons Learned. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Taiwo A. Ande, University of Mary Washington*

Participants:

Measuring Students’ Attitudes Toward Large-Scale Accountability Testing. *Anna Zilberberg, Pearson; Sara J. Finney, James Madison University*

Motivational Beliefs and Chinese Students’ Achievement: Findings From a Chinese Large-Scale Assessment. *Haiying Long, Florida International University; Weiguo Pang, East China Normal University*

Student Initiation of Feedback Conversations as a Measure of Teaching.

Jennifer Ann Quynn, University of Washington - Seattle

Individualizing the Curriculum Through Student Voice in Assessment.

Bruce G. Waldrip, University of Tasmania; Peter Sellings, Monash University; Vaughan Prain, La Trobe University

Teaching to Assess: Lessons Learned When Faculty and Preservice

Educators Learn to Assess and Assess to Learn. *Joette Steff-Mabry, University at Albany - SUNY; William E.J. Doane, Institute for Defense Analyses*

59.086-14. Research on the Assessment of English Learners. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Arturo Olivarez, The University of Texas - El Paso*

Participants:

Defining and Assessing the Oral Social Language of Young English Language Learners. *Kimberly Woo, New York University*

Evaluating the Structure of Academic English Language Operationalized in an English Language Development Assessment. *Bozhidar Mihaylov Bashkov, James Madison University; Dorry M. Kenyon, Center for Applied Linguistics; Shu Jing S. Yen, Center for Applied Linguistics*

Late-Arriving English Learners: Improving Educational Outcomes Through a New Translanguage Assessment Design. *Joni M. Lakin, Auburn University; Leigh Garrison-Fletcher, LaGuardia Community College - CUNY*

59.086-15. Utilizing Teacher Perspectives for Innovation. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Theresa Deussen, Education Northwest*

Participants:

Getting to Useful: Developing a Way to Evaluate Perceptions Around Data Use. *Jo Beth Jimerson, Texas Christian University*

Relationship Between Teachers’ Professional Efficacy Beliefs and Their Assessment of a New Teacher Evaluation System. *Cynthia L. Blitz, Rutgers University; Dessi Kirova, Rutgers University - New Brunswick/Piscataway; Anton Shcherbakov, Rutgers University - New Brunswick/Piscataway*

Shifting Educational Paradigms: From Traditional to Performance-Based Education for Diverse Learners. *Susan C. Sullivan, Montana State University*

59.086-16. Sites for Inquiries Into Life Writing and Curriculum. SIG-

Narrative Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Eliza Anne Pinnegar, University of Alberta*

Participants:

Narrative Deliberations of Urban Curriculum-Making. *Candace M. Schlein, University of Missouri - Kansas City; Dianne Smith, University of Missouri - Kansas City*

The Perspective of a Rural Ontario, Canada, Francophone Music Educator: A “Sense of Place”. *Janet Spring, University of Toronto*

59.086-17. Charter School Management: Cyber Schools and Performance.

SIG-Charter School Research and Evaluation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Greg Thorson, University of Redlands*

Participants:

Have Cyber Charters Reinvented Personal Management? *Robert A. Maranto, University of Arkansas; Dennis Beck, University of Arkansas at Fayetteville*

Learning From Leading Charter Management Organizations (CMOs):
The Role of Student-Centered Learning in High-Performing CMOs.
Tricia Maas, University of Washington; Betheny Gross, University of Washington

Legal Responsibility for Special Education in Cyber Charter Schools.
Regina R. Umpstead, Central Michigan University; Robert Andersen, Cooley Law School; Bruce Wells Umpstead, BrightBytes

59.086-18. Novel Forms of Communication in Professions Education.

Division I - Education in the Professions; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Paul F. Wimmers, University of California - Los Angeles*

Participants:

Evaluation of Adult Learners Using Web-Based Courses to Learn Social Work Practice Methods. *Jayne Rae Swanke, Southern Illinois University - Edwardsville; Laura Dreuth Zeman, Southern Illinois University*

Innovating Health Care Instruction: Integrating Cross-Cultural Strategies in a Face-to-Face and Open Online Course. *Yin Wah B. Kreher, Virginia Commonwealth University*

Safety in Third Space Informal Learning Environments: An Ethnographic Study of Professional Discussion Groups. *Robert Anthony Jordan, U.S. Bureau of Labor Statistics; Susan M. Land, The Pennsylvania State University*

59.086-19. Studies of How Trainees Grow Into Professional Roles.

Division I - Education in the Professions; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Hugh A. Stoddard, Emory University*

Participants:

A Comparison of Teacher Candidates', Teachers', and Principals' Perceptions of Effective Teaching and Professional Preparation. *Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University; Penny B. Howell, University of Louisville*

The Role of Collaborative Reflection in a Faculty Community: A Translational Sciences Education Case Study. *Christina M. Cestone, The University of Texas - Medical Branch at Galveston*

The First Three Years: An Analysis of Medical Student Attitude Formation. *Diana B. Sesate, The University of Arizona; W. Patrick Bryan, The University of Arizona; Jeffrey F. Milem, The University of Arizona; Karina M. Rodriguez, The University of Arizona*

59.086-20. Religion and Education: A Potpourri of Issues. SIG-Religion and Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

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

Participants:

Pupils' Views on Religious Education in a Pluralistic Educational Context. *Arniika Kuusisto, University of Helsinki; Arto Juha Viljami Kallioniemi, University of Helsinki*

Implications of Organizational Culture for Women's Leadership Aspirations and Experiences in Faith-Based Higher Education. *Karen A. Longman, Azusa Pacific University; Debbie Lamm-Bray, Northwest University; Wendy L. Liddell, Moody Bible Institute*

Called to Teach: The Meaning of Calling for Religious Teacher Education Students. *Kimberly R. Logan, University of Georgia*

Leaning In? Leaning Up? Leaning Out? Perspectives on Religion and Work-Life Balance. *Joanne M. Marshall, Iowa State University; Aisha El-Amin, University of Illinois at Chicago*

59.086-21. Problem-Based Education SIG Roundtable Session: Problem-Based Learning in K-12 Settings. SIG-Problem-Based Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Mahnaz Moallem, University of North Carolina - Wilmington*

Participants:

The Case for Relational Pedagogy and Problem-Based Learning (PBL): PBL Mathematics and Adolescent Girls. *Carmel Schettino, University at Albany - SUNY*

Shifts in Patterns of Interaction in Design Critique Sessions Associated With Fifth Graders' Collaborative Projects. *Michelle Jordan, Arizona State University*

Implementing Scaffolding for Socioscientific Inquiry in the Secondary Science Classroom: A Case Study. *Suhkyung Shin, Indiana University; Thomas Brush, Indiana University; Jiyoung Jung, Indiana University - Bloomington; Krista D. Glazewski, Indiana University; Sungwon Shin, Indiana University*

59.086-22. Using Data to Help Bring More Evidence to Family

Engagement Practices. SIG-Family, School, Community Partnerships; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Joyce Mahler Duckles, University of Rochester*

Participants:

Assessing Parent Empowerment and Its Relationship to Academic Achievement: A National Study. *Jungnam Kim, University of Maryland - College Park; Julia Bryan, The Pennsylvania State University - University Park*

Reaching All Families: Family, School, and Community Partnerships Amid Homelessness and High Mobility. *Alexandra E. Pavlakis, University of Wisconsin - Madison*

Students' Family Background: Associations Between Different Family Background Constructs and Students' Motivation and Achievement. *Isabelle Häfner, University of Tübingen; Barbara Flunger, University of Koblenz-Landau; Anna-Lena Dicke, University of Tübingen; Hanna Gaspar, University of Tübingen; Brigitte Maria Schreier, Tuebingen University; Benjamin Nagengast, Tuebingen University; Ulrich Trautwein, University of Tuebingen*

59.086-23. Engagement and Educational Attainment: African American STEM Students. SIG-Research Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Lisa K. Thompson, Prairie View A&M University*

Participants:

A Glimpse at African American Students' Growth Patterns on Mathematics Achievement Tests. *Xiulin Mao, University of Maryland; Chuang Wang, University of North Carolina - Charlotte*

Community Dynamics at Work: A Qualitative Study of the Effects of Interpersonal Relationships on STEM Persistence Among African American College Students. *LaVar Jovan Charleston, University of Wisconsin - Madison; Jonathan Berhanu, University of Wisconsin - Madison; Jerlando F.L. Jackson, University of Wisconsin - Madison; Raul Leon, Eastern Michigan University*

Engagement and Educational Attainment: Factors That Support Successful African American STEM Students at a Minority-Serving Institution. *Andrea L. Tyler, Tennessee State University*

Graduate STEM Education in the United States and England: Conceptual Perspectives and Frameworks Affecting Select Minorities. *Eric J. Simeon, The Pennsylvania State University - University Park; Beverly Lindsay, Institute of Education-University of London*

59.086-24. Research on the Education of Asian and Pacific Americans: Roundtable Session on Immigrant Education. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Kim Doan, West Chester University*

Participants:

An Investigation Into Asian Immigrant Children's Early Literacy Development Using Multilevel Structural Equation Modeling. *Lihong Yang, Michigan State University; Guofang Li, Michigan State University; Mingcai Zhang, Michigan State University*

The Intersection of Teachers' and Highly Educated Asian Immigrant Parents' Schemas About Elementary School Education. *Jennifer Goldston, University of California - San Diego*

The Relationship of Demographics and Family Factors to Asian Immigrant Adolescents' Academic Achievement. *Xiaopeng Gong, Ball State University; Yinsheng Cheng, Ball State University; Gregory J. Marchant, Ball State University*

Developing Bilingually: An Analysis of the Storytelling Repertoires of

Korean American Kindergartners in ESL and at Home. *Sora Suh, Rutgers University*

Chinese Youth in Canadian Schools: Four Factors That Affect Their Identification. *Dan Cui, University of Calgary*

59.086-25. Urban Learning, Teaching, and Research: Roundtable. SIG-

Urban Learning, Teaching, and Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm

Chair: *Joohee Lee, The University of Texas - Arlington*

Participants:

“Real Recognize Real?” Dilemmas of “Native” Anthropological Scholarship on Hip-Hop-Based Education. *H. Bernard Hall, West Chester University of Pennsylvania*

Urban Middle School Students’ Experiences of College Life. *Mary Beth Schaefer, Saint John’s University*

“I Don’t Wanna Be Stuck in a Rut”: Narratives of Agency in an Early College High School. *Lourdes M. Rivera, Queens College - CUNY; Mary Beth Schaefer, Saint John’s University*

Division and SIG Posters

59.087. Poster Session 13; Poster Session

59.087-1. Relationships Between Preservice Teacher Preparation and Practice. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

1. Lesson Study Conversations: Facilitating the Development of Professional Noticing. *Ingrid Weiland, University of Louisville; Julie Amador, University of Idaho*
2. Potential Science Teachers’ Understanding About Students and Student Learning: Contrasts Across Gender, Ethnicity, First Language, and Major. *Ashley Iveland, University of California - Santa Barbara; Ethny A. Stewart, University of California - Santa Barbara; Julie Bianchini, University of California - Santa Barbara*
3. Preservice Teachers’ Sense of Teaching Efficacy and Preparedness to Teach. *Amber L. Brown, The University of Texas - Arlington; Denise Ann Collins, The University of Texas - Arlington; Joyce Myers, The University of Texas - Arlington*
4. Preservice Teachers’ Planned Instruction: Predicted Versus Actual Use of Instructional Theories and Strategies. *Amy L. Eva, Seattle University*
5. What Predicts Preservice Teacher Use of Arts-Based Pedagogies in the Classroom? An Analysis of the Beliefs, Values, and Attitudes of Preservice Teachers. *Bridget Lee, The Ohio State University*
6. Novice Teachers’ Perceptions of Daily Assessment and Grading Practices in First-Year Classrooms. *Brandon L. Yost, University of Nevada - Las Vegas; Jian Wang, Texas Tech University*
7. Preservice Teachers’ Understanding of Inferring Strategy Instruction. *Karen Evans, Marquette University*
8. “Just Tell Me What to Do”: Teacher Candidates’ Struggles With Learning to Teach Using Inquiry. *Jacob William Neumann, The University of Texas - Pan American; Bernardo E. Pohl, Langham Creek High School*
9. Addressing the “Shift”: Preparing Preservice Secondary Teachers for the Common Core. *Stephanie Maria Bennett, Mississippi State University; Steven Hart, California State University - Fresno*
10. Another Key to the Puzzle: Preservice Teachers’ Reading Efficacy and Tutoring Experiences. *Heather Rogers Haverback, Catholic University of America*
11. Building Cultural Competence: Using Design-Based Research and Teacher Inquiry to Study Teacher Educator Practice. *Krista Ruggles, University of Florida; Alyson J. Adams, University of Florida*
12. Coherent Experiences: The New “Missing Paradigm” in Teacher Education. *Tracy L. Weston, The University of Alabama; Shannon Coman Henderson, The University of Alabama*
13. Connecting Attitudes Toward Teaching and Pedagogical Formation Courses: A Study of Turkish Preservice Teachers. *Oksana Parylo, Katholieke Universiteit Leuven; Hilmi Süngü, Bozok University; Abdurrahman Ilgan, Düzce University, Turkey*
14. Critical Incidents: Impact and Use in Educational Law and Ethics Preservice Teacher Education. *Nick J. Scarfo, University of Ontario Institute of Technology; Michelle Dubek, OISE/University of Toronto*
15. Effects of a Mandatory Service-Learning University Course on Preservice Teachers’ Civic Attitudes. *Laura J. Sokal, University of*

Winnipeg; Deb L. Woloshyn, University of Winnipeg

16. Examining Theory-Practice Relationships in Initial Teacher Education: The Perspectives of Canadian Teacher Educators. *Karen C. Goodnough, Memorial University; Thomas Falkenberg, University of Manitoba; Ronald Joseph MacDonald, University of Prince Edward Island*

59.087-2. Learning and Motivation in Social and Cultural Contexts Poster Session 2. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

17. Examining the Influence of Interpersonal Calibration and Miscalibration on the Teacher-Student Relationship. *Sam Watson, Indiana University - Purdue University; Heather A. Davis, North Carolina State University*
18. Positioning Teachers as Codesigners in Design-Based Implementation Research: Implications for Teacher Engagement. *Gavin Tierney, University of Washington; Susan B. Nolen, University of Washington - Seattle*
19. Reciprocal Effects of Teachers’ Volitional Functioning Support and Students’ Intrinsic Motivation. *Christoph Helm, Johannes Kepler University of Linz*
20. Recognizing and Replicating High-Quality Academic Discussions: Interviews With Experts on the Dynamics of Classroom Talk. *Tracy Elizabeth, Harvard University*
21. Shifting the Conversation: Emotional Labor as Learning in a Pedagogy of Discomfort. *Danielle Gioia, University of Pennsylvania; Vivian L. Gadsden, University of Pennsylvania; Karim A. Mostafa, University of Pennsylvania; Katharine Emily Bartow Jacobs, University of Pennsylvania; Nora Peterman, University of Pennsylvania*
22. Summer Program Teacher Support and Its Relation to Adaptive Motivation and Mathematics Standardized Test Performance. *Melissa C. Gilbert, Santa Clara University; Lauren Elizabeth Musu-Gillette, University of Maryland*
23. Supporting Motivation and Career Intentions in Science: The Effects of a Summer Intervention Program. *Lisa Linnenbrink-Garcia, Michigan State University; Rochelle Schwartz-Bloom, Duke University; Tony Perez, Old Dominion University; Stephanie V. Wormington, Michigan State University; Michael M. Barger, Duke University; Elizabeth Godin, Duke University; Kate E. Snyder, University of Louisville*
24. Sustaining Teachers’ Engineering Development and Transfer Through a Dynamic, Adaptive Community of Learning and Practice. *Patricia L. Hardre, University of Oklahoma*
25. The Effect of Cooperative Instruction on Learning Achievement: A Meta-Analysis of High-Fidelity Studies. *Charles Igel, Regis University*
26. The Role of Different Forms of Cognitive Engagement as Mediators Between Motivation and Achievement. *Juyeon Song, Korea University; Yeon-kyoung Woo, Korea University(bMRI); Johnmarshall Reeve, Korea University; Mimi Bong, Korea University, Department of Education; Jae Hyung Ahn, Korea University - Brain and Motivation Research Institute*
27. The Relationships Between Students’ Academic/Social Values and Academic Outcomes: The Moderating Effect of Parental Support. *Youkyung Lee, Michigan State University; EunJin Seo, The University of Texas - Austin*
28. Tracking the Longitudinal Effects of Student-Teacher Trust on Mathematics Self-Efficacy for High School Students. *Kristin E. Harvey, The University of Texas - Austin; Marie-Anne Suizzo, The University of Texas - Austin*
29. Uncovering Evolutions in Reciprocal Peer-Tutoring Groups’ Socially Shared Regulation. *Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*
30. Understanding Chinese University Student Conceptions of Assessment: Plausible Effects of Modern Policies. *Gavin T. Brown, The University of Auckland; Zhenlin Wang, The Hong Kong Institute of Education*
31. When Science, Subject, and Politics Meet: Factors Affecting Professors’ Beliefs About Climate Change. *Michael Nussbaum, University of Nevada - Las Vegas; Marissa Christina Owens, University of Nevada - Las Vegas; Jacqueline Rae Cordova, University of Nevada - Las Vegas*

59.087-3. Research in Mathematics Education SIG Poster Session. SIG-
Research in Mathematics Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

32. A Landscape of Middle and High School Students' Interpretations of the Equal Sign and Conceptions of Equality. *Marta T. Magiera, Marquette University; Leigh A. Van Den Kieboom, Marquette University*
33. A Measure of Students' Understanding of Statistics. *Tim Jacobbe, University of Florida; Robert C. Delmas, University of Minnesota; Jeff Haberstroh, Educational Testing Service; Brad Hartlaub, Kenyon College; Douglas Whitaker, University of Florida; Catherine Case, University of Florida; Steve Foti, University of Florida*
34. A Structural Equation Model of Multidimensional Parental Involvement in Students' Mathematics Achievement in Taiwan: The Mediating Effect of Math Self-Concept and Math Self-Efficacy. *Hsin-Yi Kung, National Changhua University of Education; Ching-Yi Lee, National Academy of Civil Service*
35. Critical, Place-Based Mathematics Education in Urban Schools: Design-Based Research to Create a Mathematics Curriculum on the Local Lottery. *Laurie Rubel, Brooklyn College - CUNY; Vivian Y. Lim, University of Pennsylvania; Lauren Shookhoff, New York City Department of Education; Erica Deahl, Massachusetts Institute of Technology; Sarah Williams, Massachusetts Institute of Technology*
36. Defining and Characterizing Worthwhile Equitable Pedagogies in Mathematics Tasks. *Sarah Ann Roberts, Iowa State University; Christa Jackson, University of Kentucky; Alejandra Salinas, Boston University*
37. Exploring the Developmental Math Pipeline: How Internal and External Dynamics Influence Student Success in Community College. *Chad Everett Kee, Office of the State Superintendent of Education - Washington, DC; Jeffrey S. Brooks, University of Idaho*
38. Gender Differences in Children's Mathematics Trajectories: Mixed Findings in Higher and Lower Achievers. *Tianlan Wei, Texas Tech University; Xun Liu, Texas Tech University; Lucy Barnard-Brak, Texas Tech University*
39. How Do Popular Calculus Textbooks Treat the Concept of Limit in Regard to APOS Theory? *Dae S. Hong, University of Iowa*
40. Informing Mathematics Teachers' Perspective of Learning Dynamic Mathematics Discursively. *Muteb Alqahtani, Rutgers University; Arthur B. Powell, Rutgers University*
41. Investigating the Effects of Social Contexts and Students' Perceptions on Math Achievement in Singapore and the United States. *Fen Fan, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts*
42. Supporting Common Core-Driven Curriculum Adaptations for High School Algebra. *Raymond Johnson, University of Colorado - Boulder; Heather Leary, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder*
43. Using Ideas About Mathematical Knowledge for Teaching to Address Problems of Practice: A Review of Empirical Research. *Yeon Kim, University of Michigan - Ann Arbor; Mark Hoover Thames, University of Michigan*
44. Using Manipulatives, Technology, and Rich Student Tasks in Elementary Mathematics: Grade 8 Perspective. *Mimi Hiu Mei Kam, University of Toronto - OISE; Douglas E. McDougall, University of Toronto; Xiao Heng Yan, University of Toronto; Kerry Kwan, University of Toronto*
45. What Do Chinese Immigrant Parents Think About U.S. Mathematics Education? *Senfeng Liang, University of New Hampshire*
46. What's Missing in Longitudinal Studies? A Methodological Review of Mathematics Cognition and Education Research. *Marcia Gail Headley, University of Cincinnati; Christopher M. Swoboda, University of Cincinnati*
47. Will This Be on the Test? Documentary Analysis of Assessment in Advanced Algebra. *Michael Kevin Weiss, Michigan State University; Michael Morissette, Michigan State University*
50. Improving the Quality of Professional Learning in the Practicum: Case Studies of Four Teacher Education Programs. *Lynn A. Thomas, Université de Sherbrooke; Tom Russell, Queen's University; Andrea K. Martin, Queen's University; Shawn M. Bullock, Simon Fraser University; David Dillon, McGill University*
51. Fostering Preservice Teachers' Development: Engagement in Practice and Learning. *Ruben Garza, Texas State University; Sarah K. McMahan, Texas Woman's University*
52. Senior Preservice Teachers' Self-Efficacy for Planning, Enacting, and Reflecting on Inquiry Instruction. *Tanya Chichekian, McGill University; Bruce M. Shore, McGill University*
53. Preparing Preservice Teachers to Learn From Field Experiences: Facilitating and Analyzing Interactive Discussions. *Cheryl L. Rosaen, Michigan State University; Amber Meyer, Michigan State University; Jessica Meier, Michigan State University; Stephanie L. Strachan, Michigan State University*

59.087-5. Teachers, Students, and Assessments: Learning About Global Classrooms. SIG-International Studies; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

54. A Study of Science Anxiety for Early Childhood Teachers. *Hyojin Seomun, Pusan National University; Sujeong Yu, Munsuk Kang; Sukwoo Kim, Pusan National University*
55. A Study on Fijian Secondary School Students' Anxiety Toward Mathematics, School Avoidance, and Academic Achievement. *Hiroki Ishizaka, Naruto University of Education*
56. Does Bullying at School Predict Student Academic Performance? Evidence From 65 Countries. *Berinderjeet Kaur, National Institute of Education - Nanyang Technological University; Shaljan Areepattamannil, Nanyang Technological University - National Institute of Education; Daphnee Lee, Nanyang Technological University - National Institute of Education; Helen Hong, Nanyang Technological University - National Institute of Education; Robyn Su, Nanyang Technological University - National Institute of Education*
57. The Role of Students' Motivation in the Teacher-Student Relationship. *Eija Pakarinen, University of Jyväskylä; Marja-Kristiina Lerkkanen, University of Jyväskylä; Anna-Maija Poikkeus; Jari-Erik Nurmi*
58. Women Principals of Jewish Secular High Schools in Israel: Access and Progress. *Dana Lebental, Loyola Marymount University*

Sunday, 1:00 pm

Professional Development Courses

- 60.010. Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSL:09).** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom D; 1:00-5:00pm
Instructor: *Elise Christopher, National Center for Education Statistics*
- 60.011. Cultural Historical Activity Theory Methodologies in the 21st Century: The Intersections of Theory, Research, Policy and Praxis.** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom F; 1:00-5:00pm
Instructors: *Carrie L. Lobman, Rutgers University; Emily Duvall, Boston College; Natalia Gajdamaschko, Simon Fraser University; Jaime E. Martinez, New York Institute of Technology; Ana C. Iddings, The University of Arizona; Lois Holzman, East Side Institute; Ana Marjanovic-Shane, Chestnut Hill College; Elina Lampert-Shepel, Touro College's Lander Center for Educational Research; Alvira Souza Lima, Brazilian Ministry of Education*
- 60.012. Using Multilevel Modeling to Meta-Analyze Single-Case Experimental Design Studies' Results.** Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 1:00-5:00pm
Instructors: *Susan Natasha Beretvas, The University of Texas - Austin; Wim Van den Noortgate, Katholieke Universiteit Leuven; John M. Ferron, University of South Florida*

59.087-4. Differing Perspectives on and Approaches to Preservice Field Experiences. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:

48. What Can Secondary Initial Teacher Education Students Learn From Observing in a Primary Classroom? *Karyn Fielding, University of Otago; Lisa F. Smith, University of Otago; Karen Marie Nairn, University of Otago*
49. The Role of Research in a Web-Based Innovation for Practicum Practice. *Diana Petrarca, UOIT*

Sunday, 2:15 pm

Governance Meetings and Events

61.001. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 2:15-3:45pm
Chairs: *Sandip Sinharay, CTB/McGraw-Hill; Matthew Scott Johnson, Teachers College, Columbia University*

AERA Related Activities

61.010. Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 3. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 2:15-3:45pm
Chair: *Rick Peacor, All Academic, Inc.*

Presidential Sessions

61.011. Conceptual and Statistical Considerations in Estimating College Value-Added to Learning. AERA Presidential Session

Convention Center, 200 Level, 201B; 2:15-3:45pm

Chair: *Richard J. Shavelson, SK Partners & Stanford University*

Participants:

Modeling College Value-Added in Colombia: Impact of Context Effects, Dropouts, and Nature of Outcome Measure on Empirical Estimates.

Benjamin W. Domingue, University of Colorado - Boulder

The Colombian National Setting for Higher Education Learning Outcomes and Value-Added Assessment. *Adriana Molina, Colombian Institute for Educational Assessment; Julian Patricio Mariño von Hildebrand, Colombian Institute for Educational Assessment*

Multidimensional Value-Added Models. *Ernesto San Martín, Pontificia Universidad Católica de Chile; Sébastien Van Belleghem, Université Catholique de Louvain*

Challenges and Best Practices in Estimating Value-Added Using Standardized Assessments of Postsecondary Learning. *Jeffrey T. Steedle, Pearson*

Conceptual and Statistical Considerations in Modeling College Value-Added. *Edward W. Wiley, SK Partners LLC.*

Discussants: *Stephen W. Raudenbush, University of Chicago; William H. Schmidt, Michigan State University*

61.012. Strengthening R&D's Role in Preparing an Education Workforce. AERA Presidential Session

Convention Center, 200 Level, 201C; 2:15-3:45pm

Chair: *Mary Brabeck, New York University*

Participants: *James G. Cibulka, Council for the Accreditation of Educator Preparation; Janet Best, Mid-continent Research for Education and Learning; Catherine E. Snow, Harvard University; David Monk, Pennsylvania State University; Paul LeMahieu, The Carnegie Foundation*

AERA Sessions

61.013. Developing Assessments for the Next Generation of Science Standards - An NRC Report. AERA Sessions; Invited Session
Convention Center, 100 Level, 118C; 2:15-3:45pm

Chair: *Eva L. Baker, University of California - Los Angeles*

NRC Committee Co-Chairs: *James W. Pellegrino, University of Illinois at Chicago; Mark R. Wilson, University of California - Berkeley*

Discussants: *Shirley Malcom, American Association for the Advancement of Science; Jack Buckley, College Board*

61.014. Federal Funding Opportunities for Education Research: Institute of Education Sciences, National Science Foundation, and National Institutes of Health. AERA Sessions; Invited Session
Convention Center, 200 Level, 202A; 2:15-3:45pm

Chair: *Paula R. Skedsvold, AERA & Federation of Associations in Behavioral & Brain Sciences*

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

61.015. Open Access Publishing and the Leadership Role of Education Research. AERA Sessions Cosponsored with AERA Journal Publications Committee; Invited Session
Convention Center, 200 Level, 201A; 2:15-3:45pm

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

Presenters: *Erno A. Lehtinen, University of Turku; Mark Warschauer, University of California - Irvine; William Cope, University of Illinois at Urbana-Champaign; John M. Willinsky, Stanford University*

61.016. Pro Bono Education Research Service - AERA's ERSF Initiative. AERA Sessions; Invited Poster Session
Convention Center, 100 Level, 121C; 2:15-3:45pm

Chair: *Nathan E. Bell, American Educational Research Association*

Presenters: *Arnetha F. Ball, Stanford University; LuAnn Wilkerson, University of California - Los Angeles; Cynthia A. Tyson, The Ohio State University - Columbus*

Participants:

1. Engaging Urban Youth to Catalyze Cultural Change in Their Communities: Evaluative Inquiry Into Creative Possibilities and Pathways to STEM in Boston's Learn 2 Teach, Teach 2 Learn. *Jae-Eun Joo, University of Connecticut*
2. Teachers and Parents Advocating for Diversity in Sexual Identity and Gender Expression in Schools: Scholars Supporting Research-Informed Action. *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University - Columbus; Jill Marie Smith, The Ohio State University - Columbus*
3. The Effect of Research Experience-Based Professional Development on Teacher Efficacy, Motivation, Knowledge Calibration, and Perception of Inquiry Teaching. *Erin E. Peters Burton, George Mason University*
4. The Role of Mentoring in the Broward County Public Schools Initiative to Foster Black Male Success. *Gerene K. Starratt, Barry University*
5. Strengthening Supplemental Literacy Supports for Culturally and Linguistically Diverse English Language Learners. *Michelle G. Knight, Teachers College, Columbia University; Ramatu T. Bangura, Teachers College, Columbia University*
6. A Qualitative Project Investigating Teaching, Learning and Teacher Development for an eLearning Education Program in Rural Zambia. *Heather Curl, Bryn Mawr College*
7. My Brother My Sister: College Access and Retention Through Peer Mentoring and Leadership Development. *Venice Thandi Sule, Oakland University*
8. Initiating and Sustaining Educational Change: Implementing the FAIR Education Act and Seth's Law. *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*

Committee Sessions

61.017. Gender, Sexuality, and Leadership in K-12 Schools. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Convention Center, 100 Level, 104A; 2:15-3:45pm

Chair: *Karen L. Graves, Denison University*

Participants:

Middle School Girls in Postfeminist Times. *Susan McCullough, Graduate Center - CUNY*

Talking (Fe)Male: Examining the Gendered Discourses of Preservice Teachers. *Kathryn E. Engebretson, Indiana University - Bloomington*

The Glass Maze and Predictors for Successful Navigation to the Top Seat. *Denise DiCanio, Dowling College; Gretchen Cotton Rodney, Dowling College; Laura Schilling, Dowling College; Antonio Ferrantino, Dowling College; Tanesha Hunter, Dowling College; Elsa-Sofia Morote, Dowling College; Stephanie L. Tatum, Dowling College*

We Teach Too: What Are the Lived Experiences and Pedagogical Practices of Gay Men Teachers of Color? *Cleveland Hayes, University of La Verne*

Discussant: *Karen L. Graves, Denison University*

61.018. Graduate Student In-Progress Research Session. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 2:15-3:45pm

Speaker: *Jennifer Elizabeth Carinci, Johns Hopkins University*

61.019. Heritage Language Education as a Civil Right: Policy and Practice in Indigenous, Latina/o, Asian American, and African American Communities. Social Justice Action Committee; Invited Session

Convention Center, 100 Level, 114; 2:15-3:45pm

Chair: *Django Paris, Michigan State University*

Participants:

Fifty (500) Years Out and Counting: Decolonizing Language Education in 21st-Century Native America. *Sheilah E. Nicholas, The University of Arizona; Teresa L. McCarty, University of California - Los Angeles; Leisy Thornton Wyman, The University of Arizona*

Civil Rights and Human Rights: The Contested Place of Spanish in American Education. *Guadalupe Valdés, Stanford University*

Reconceptualizing Asian Heritage Languages Education for a Plurilingual Reality: Policies, Practices, and Possibilities. *Guofang Li, Michigan State University*

Legal Milestones Regarding Language and Education for African American Students. *John Baugh, Washington University in St. Louis*

61.020. Toward Equality, Inclusive Practices, and Strategic Leadership in International Education Settings: Lessons Learned From Bangladesh, Nicaragua, and Thailand. International Relations Committee; Paper Session

Convention Center, 100 Level, 102A; 2:15-3:45pm

Chair: *Yin Cheong Cheng, Hong Kong Institute of Education*

Participants:

Achieving Gender Equality in Learning Outcomes: Evidence From a Nonformal Education Program in Bangladesh. *Kevin A. Gee, University of California - Davis*

Examining Inclusive Practices in Nicaragua. *Julie Delkammer, University of Nebraska - Omaha; Elizabeth M. Leader-Janssen, University of Nebraska - Omaha; Kristine D. Swain, University of Nebraska - Omaha; Mitzi J. Ritzman, University of Nebraska - Omaha*

Strategic Leadership for Quality Management: A Professional Development Program for Thai Primary School Principals. *Forrest W. Parkay, Washington State University; Kanokorn Somprach, Khon Kaen University*

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

International Organization Sessions

61.021. Curriculum Reform in the Nordic Policy Agenda: For Whom and By What? Nordic Educational Research Association; Invited Session

Convention Center, 100 Level, 112B; 2:15-3:45pm

Chair: *Kirsten Sivesind, University of Oslo*

Participants:

A Third Wave of European Education Policy: National and Transnational Conceptions of Knowledge in Swedish Curricula. *Ninni Wahlstrom, Linnaeus University*

The Transnational Policy Quest for Competences: Discursive Shifts in Recent Swedish Curriculum Reforms. *Andreas Nordin, The Linnaeus University; Daniel C.R. Sundberg, Linnaeus university*

Curricula in Norway and Finland: Governing by Learning Outcomes? *Christina Elde Molstad, University of Oslo; Berit Karseth, University of Oslo*

Reforming National Curricula in Norway and Finland: A 10-Year Perspective. *Kirsten Sivesind, University of Oslo; Azita Afsar, Department of Education; Kari Bachmann, Molde University College*

A Comparative Study of the Danish and the Norwegian Curricula in View of International Trends. *Jens Rasmussen, Aarhus University*

Discussant: *Christian Jan Lundahl, Karlstad University*

61.022. Preparing and Developing Educational Leaders in Diverse Contexts: Evidence-Based Perspectives. British Educational Leadership, Management, and Administration Society; Invited Session

Convention Center, 100 Level, 120A; 2:15-3:45pm

Participants:

Developing School Leaders of Diverse School Types. *Steven John Courtney, University of Manchester*

Women's Leadership Preparation Within the Senior Leadership Team in Six English Local Authorities. *Kay Fuller, University of Birmingham; Ponto Moorosi, University of Warwick; Joanne Cliffe, University of Birmingham*

Early-Career Teachers' Contextualized Experiences and Perceptions of

Leadership and Leadership Development Opportunities. *Joan Smith, University of Leicester; David G. Pedder, University of Leicester*

Learning From a National Program for School Leadership Development: Leadership for Learning—Ghana. *Sue Swaffield, University of Cambridge*

“Observation/Osmosis” Trumps “Dumb Platitudes”: Leadership Preparation of U.K. (Full) Professors. *Justine Mercer, University of Warwick*

Division Sessions

61.023. Developing Principals as Leaders. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115A; 2:15-3:45pm

Chair: *Stelios Orphanos, Frederick University*

Participants:

Analyzing Program Evaluation Proposals in a Federally Funded Grant. *Karen L. Sanzo, Old Dominion University; Jay P. Scribner, Old Dominion University; Ed Fuller, The Pennsylvania State University*

Developing the Leadership Pipeline: An Evaluation of the Emerging Leaders Program. *Gina S. Ikemoto, New Leaders; Marianna Valdez, New Leaders*

Examining the Placement of Principal Preparation Program Candidates Into Education Positions: A 20-Year Analysis. *Ed Fuller, The Pennsylvania State University; Liz Hollingworth, University of Iowa*

Exploring Principals' Perceptions About Potential and Readiness for the Principalship: A Case Study. *Richard Gonzales, University of Connecticut*

Who Lead Our Charter Schools? A National Study Using Schools and Staffing Survey (SASS) 2007-2008 Data. *Jiangang Xia, Western Michigan University; Jared Vickers, Western School District; Jianping Shen, Western Michigan University*

Discussant: *Elizabeth C. Reilly, Loyola Marymount University*

61.024. Partnerships, Policies, and Parental Involvement. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115B; 2:15-3:45pm

Chair: *Mehmet Dali Ozturk, College of the Sequoias*

Participants:

Community Development Corporations and the Cultivation of Education Opportunity. *Alexis K. Bourgeois, University of Wisconsin - Madison; Peter Michael Miller, University of Wisconsin - Madison*

Depth of Use: Characterizing the Role of Evidence Across Decisions in One Central Office. *Elizabeth N. Farley-Ripple, University of Delaware; Vincent Cho, Boston College*

School District Diversity and Equity Leadership: A Statewide Case Study of Integration Policy Enactment. *Allison Mattheis, California State University - Los Angeles*

School Districts and Their External Partners: A Conceptual Framework for Productive Partnering. *Caitlin Farrell, University of California - Berkeley; Cynthia E. Coburn, Northwestern University*

An Innovative Model for University-Assisted Urban School Reform. *Nancy W. Streim, Teachers College, Columbia University; Kecia Hayes, Teachers College, Columbia University*

Discussant: *Kathryn Bell McKenzie, California State University - Stanislaus*

61.025. Role of Motivational Factors in Shaping Students' Academic Behaviors and Achievement. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113C; 2:15-3:45pm

Chair: *Melissa C. Gilbert, Santa Clara University*

Participants:

The Relation Between Need for Cognition and Academic Achievement: A Meta-Analysis. *Qing Liu, Simon Fraser University; John Cale Nesbit, Simon Fraser University*

Extra Motivation: Estimating the Impact of Motivational Qualities on College Graduation. *Shomon Shamsuddin, Massachusetts Institute of Technology*

Transition From Middle School to High School: Rural Adolescents' Reading Motivation and Its Prediction of Achievement and Behavior. *Susan Chambers Cantrell, University of Kentucky; Margaret Rintamaa, University of Kentucky; Eric M. Anderman, The Ohio State University; Lynley H. Anderman, The Ohio State University*

The Relationship Between Student Motivation and Parental Involvement

in Mathematics and Science. *Judith A. Monsaas, University System of Georgia; Beryl Ann Otumfuor, University of Georgia; Rosalind Barnes Fowler, University System of Georgia*

Discussant: *David A. Bergin, University of Missouri*

61.026. Sylvia Scribner Award Address: Michelene Chi. Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 113A; 2:15-3:45pm

Chairs: *Patricia A. Alexander, University of Maryland - College Park; Richard E. Mayer, University of California - Santa Barbara*

Participant:

Differentiating Four Levels of Cognitive Engagement for Learning: The ICAP Hypothesis. *Michelene T.H. Chi, Arizona State University*

61.027. Methodological Affects: Considering Researcher Emotion in Qualitative Research. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 117; 2:15-3:45pm

Chair: *Kathleen Anne Quinlivan, University of Canterbury*

Participants:

The Analytical Affordances of Engaging With Researcher Affect: What's at Stake? *Kathleen Anne Quinlivan, University of Canterbury; Mary Louise Rasmussen, Monash University*

Affecting Affiliations: Queer Relationality and the Boy in the Dress. *Mary Louise Rasmussen, Monash University*

Unflattering Affect: The Ordinary and Illuminating Experience of Boredom in Qualitative Research. *Jessica Fields, San Francisco State University*

Discussant: *Wanda Pillow, University of Utah*

61.028. The Impact of Test-Taking Motivation and Test Consequences on the Validity of Test Score Inferences. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 111B; 2:15-3:45pm

Chair: *Donna L. Sundre, James Madison University*

Participants:

Different Stakes, Different Motivation? Swedish Studies of Test-Taking Motivation in Different Assessment Contexts. *Hanna Eklof, Umea University; Eva Knekta, Umeå University*

Does Motivational Instruction Affect College Students' Performance on Low-Stakes Assessment? An Experimental Study. *Ou Lydia Liu, ETS; Joseph A. Rios, University of Massachusetts - Amherst; Victor Borden*

Are Value-Added Estimates Influenced by Test Consequences in Large-Scale, Low-Stakes Testing Contexts? *Sara J. Finney, James Madison University; Donna L. Sundre, James Madison University; Matthew Swain, James Madison University; Laura M. Williams, James Madison University; Devon Hopkins, James Madison University*

Investigating the Multiple Components of Test-Taking Motivation in a Large-Scale Assessment Context: The Importance of Expectancy for Success. *Christiane Penk, Institute for Educational Quality Improvement; Stefan Schipolowski, Humboldt University; Claudia Poehlmann, Institute for Educational Quality Improvement*

Discussant: *Jeffrey K. Smith, University of Otago*

61.029. Minority-Serving Institutions: Connected Pasts, Connected Futures. Division F - History and Historiography; Invited Session
Convention Center, 200 Level, 202B; 2:15-3:45pm

Chairs: *Marybeth Gasman, University of Pennsylvania; Michael T. Nettles, ETS*

Participants: *Amy J. Fann, University of North Texas; Robert T. Teranishi, New York University; Stella M. Flores, Vanderbilt University; Joy Ann Williamson-Lott, University of Washington*

61.030. Philanthropy as Innovation, 1880-1950. Division F - History and Historiography; Paper Session
Marriott, Fourth Level, 410; 2:15-3:45pm

Chair: *Carter Julian Savage, Morehouse College*

Participants:

Alternative Education Programs in the Kansas City, Missouri, School District, 1908-1930. *Curtis Mason, Columbia College*

The Education of Andrew Carnegie: Strategic Philanthropy and American Higher Education, 1880-1919. *Ethan W Ris, Stanford University*

The Educational Philanthropy of Charles Upham Shepard: Pinehurst Tea School and St. Barnabas Mission School in South Carolina. *Mindy*

Spearman, Clemson University

The Fund for the Republic and Academic Freedom. *Andrea Walton, Indiana University*

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

61.031. Flores v. Arizona: Legal, Political, and Pedagogical Implications for English Language Learners. Division G - Social Context of Education; Symposium

Marriott, Fourth Level, Franklin 3; 2:15-3:45pm

Chair: *David L. Carlson, Arizona State University*

Participants:

Segregation and English Language Learners: From *Mendez to Flores*. *Jeanne M. Powers, Arizona State University*

After *Flores*: The Evolution of State Legislation and Perspectives on English Language Learner Education. *Oscar Jimenez-Castellanos, Arizona State University; David Martinez, Arizona State University - Tempe*

Governing More Than Language: Rationalities of Rule in *Flores* Discourses. *Melinda A. Hollis Thomas, Arizona State University*
The American Legislative Exchange Council's Agenda and Commodity Theory in *Flores v. Arizona*. *Dinny Risri Aletheiani, Arizona State University; David L. Carlson, Arizona State University*

Examining Arizona's Policy Response Post-*Flores v. Arizona* in Educating K-12 English Language Learners. *Margarita Jimenez-Silva, Arizona State University; Laura M Gomez, ASU*

An Analysis of Language-Minority Student Identification and Classification Practices in Arizona and California. *Irina S. Okhremtchouk, Arizona State University*

Discussant: *Gloria M. Rodriguez, University of California - Davis*

61.032. Identity, Agency, and Voice: Immigrant Resilient Practices Across Diverse Contexts. Division G - Social Context of Education; Symposium

Marriott, Fifth Level, Grand Ballroom L; 2:15-3:45pm

Chair: *Wan Shun Eva Lam, Northwestern University*

Participants:

Mi teléfono es mi mejor maestro: Latina Immigrant Mothers' Use of Smartphones as Literacy Tools. *Karisa Jessica Peer, University of California - Los Angeles*

Migrant Youths' Authoring of Self(ves) Through New Media. *Sujin Kim, University of Missouri*

Critical Conversations: Privileging Middle School Students' Perspectives on Social Justice. *Mary Ellen Miller, Vanderbilt University - Peabody College*

Multimodal Voicing in Youths' Video Documentaries on Immigration. *Natalia Smirnov, Northwestern University; Wan Shun Eva Lam, Northwestern University*

Discussant: *Lisa M. Dorner, University of Missouri - Columbia*

61.033. Pathways to STEM for Low-Income Underrepresented Minorities: High School Opportunity Structures, "Figured Worlds" of STEM, Postsecondary Matriculations, and Choice of Major in Two Cities Differentially Positioned in the Global Economy.

Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 120B; 2:15-3:45pm

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

Participants:

Math and Science Opportunity Structures in Buffalo and Denver High Schools. *Kristin Cipollone, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Andrea Nikischer, Buffalo State College - SUNY; Lois Weis, University at Buffalo - SUNY*
Figured Worlds of Schooling and STEM in Denver and Buffalo. *Margaret A. Eisenhart, University of Colorado - Boulder; Carrie D. Allen Bemis, University of Colorado - Boulder*

Postsecondary Matriculation Patterns in Denver High Schools. *Margaret A. Eisenhart, University of Colorado - Boulder; Sarah Ohle, University of Colorado - Boulder*

Postsecondary Matriculation Patterns in High Schools in Buffalo. *Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Andrea Nikischer, Buffalo State College - SUNY*

Discussants: *Angela Calabrese Barton, Michigan State University; Patricia M. McDonough, University of California - Los Angeles*

61.034. Researching Power-Marginalized Young People's Aspirations and Strategies Toward Social-Educational Futures in Difficult Times.

Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 120C; 2:15-3:45pm

Chair: *Low Zipin, Victoria University - Melbourne*

Participants:

Educating for Futures in Power-Marginalized Regions: A Sociological Framework for Rethinking and Researching Aspirations. *Low Zipin, Victoria University - Melbourne; Sam Sellar, The University of Queensland; Marie T. Brennan, Victoria University, Melbourne; Trevor Gale, Deakin University*

Immigrant Student and Parent Strategies Toward Social-Educational Futures: Analyzing the Complexities Behind "Simple" Expressions of Aspiration. *Trevor Gale, Deakin University; Low Zipin, Victoria University - Melbourne; Jessica Susan Bok, Deakin University*

A Refugee Student in Mainstream Schooling: The Soft Bigotry of Low Expectations. *Iris Dumenden, Victoria University*

Supporting Aspirations Through Archiving Multimedia Curriculum Materials That Tap Into Local Community Funds of Knowledge About Past, Present, and Emergent Futures. *Jessica Susan Bok, Deakin University; Marie T. Brennan, Victoria University, Melbourne; Kristy Davidson, University of Western Sydney*

The Benefits of Including Preservice Teachers in Collaborative Curriculum Innovation Built Around Community Funds of Knowledge and Aspiration. *Peter Burridge, Victoria University; Marie T. Brennan, Victoria University, Melbourne; Julie Arnold, Victoria University*

61.035. Shades of Brown Masculinity: Positioning and Complicating Latino Machismo to Inform Educational Policy. Division G - Social Context of Education; Symposium
Marriott, Fourth Level, 404; 2:15-3:45pm

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

Participants:

Boys Should Act Like Boys, Not Girls: Chicano/Latino Middle School Males Constructing Masculinity. *Eligio Martinez Jr, University of Washington*

Don't Ask, Don't Tell 'Em About College: Brown Masculinity Portraits of Latino Military Veterans. *Eduardo Lara, University of California - Los Angeles*

Beyond the Binary of Surveillance and Neglect: Chicano Males Resisting and Persisting Beyond Remedial Schooling. *Maria C. Malagon, University of California - Los Angeles*

Invisible Minorities: Sexuality, Masculinity, and the Education of Second-Generation Latino and Asian American Gay Men. *Anthony C. Ocampo, Cal Poly Pomona; Daniel Soodjinda, California State University - Stanislaus*

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

61.036. The Culture of Poverty: Pity and Self-Critique in Confrontations With Poverty and School Failure, 1959-2013. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 121A; 2:15-3:45pm

Chair: *Ray Mcdermott, Stanford University*

Participants:

Interdisciplinary Critiques of the "Culture of Poverty" by Cole, Labov, and Valentine: 1965-1975. *Ray Mcdermott, Stanford University*

Rewriting Class, Culture, Colonialism, and the "Culture of Poverty":

Ethnographic Work by Eleanor Leacock, 1959-1980. *Shirin Vossoughi, Stanford University; Katherine Rodela, Stanford University*

Toward "Surviving Whole": Toni Morrison's Revisions of the "Culture of Poverty," 1970-1993. *AnnMarie Darrow Baines, San Francisco State University; Bronwyn Clare LaMay, Stanford University*

Reclaiming "Culture": Critiquing the "Culture of Poverty" and "Culture and Poverty" Research Agendas. *Michael Scroggins, Herve Varenne, Columbia University*

Discussants: *Manuel Espinoza, University of Colorado - Denver; Jill P. Koyama, College of Education, University of Arizona*

61.037. Uncovering the Science Genius of the Hip-Hop Generation.

Division G - Social Context of Education; Demonstration/Performance
Marriott, Fourth Level, Franklin 2; 2:15-3:45pm

Chair: *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

Presenter: *Christopher Emdin, Teachers College, Columbia University*

Participant:

Uncovering the Science Genius of the Hip-Hop Generation. *Christopher Emdin, Teachers College, Columbia University*

Discussant: *Joycelyn Wilson, Virginia Polytechnic Institute and State University*

61.038. Genres of Formative Assessment. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 116; 2:15-3:45pm

Chair: *Edward D. Britton, WestEd STEM Program*

Participants:

Teacher-Student Interaction as a Source of Evidence in Formative Assessment. *Margaret Heritage, University of California - Los Angeles*
Developing and Implementing Classroom Performance Assessments for Learning. *Susan E. Schultz, Stanford University*

SimScientists Assessments. *Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mark Loveland, WestEd*

Formative Assessment Practices: Construct Definition and Measurement Challenges. *Joan L. Herman, University of California - Los Angeles; Christine Ong, University of California - Los Angeles*

Discussant: *Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.*

61.039. Practical Issues in Testing and Assessment. Division I - Education in the Professions; Symposium
Convention Center, 100 Level, 103B; 2:15-3:45pm

Chair: *John J. Norcini, Foundation for Advancement of International Medical Education and Research*

Participants:

Prevalence of Cheating and Its Trajectory. *Jasna Vuk, University of Arkansas for Medical Sciences*

How and Why Do Examinees Cheat, and Can We Remediate Them? *Trudie Elizabeth Roberts, University of Leeds*

Cheating on Tests: A Threat to Response Validity. *Mark A. Albanese, National Conference of Bar Examiners; James A. Wollack, University of Wisconsin - Madison*

What Do You Do When the Unexpected Happens? Perspectives From the Licensing of Physicians. *Carol A. Morrison, National Board of Medical Examiners*

What Do You Do When the Unexpected Happens? Perspectives From the Licensing of Lawyers. *Douglas R. Ripkey, National Conference of Bar Examiners*

61.040. Gendered Relationships in College Contexts. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 409; 2:15-3:45pm

Participants:

Partners in Achievement: How Female Undergraduates Conceptualize Intimate Relationships. *Elizabeth E. Blair, University of Wisconsin - Madison*

College STEM Majors' Interest in People: Sex and Discipline Differences. *Yang Lydia Yang, The University of Alabama; Joan Barth, The University of Alabama; Alabama STEM Education Research Team, The University of Alabama*

Examining Gender-Role Barriers for Women in Biomedical Research and Medical Programs. *Devasmita Chakraverty, University of Virginia; Dorothy Andriole, Washington University in St. Louis; Donna B. Jeffe, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia*

Discussant: *Jeni Hart, University of Missouri - Columbia*

61.041. In Pursuit of Achievement: Enhancing Postsecondary Access, Academic Performance, and Persistence. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108A; 2:15-3:45pm

Chair: *Milagros Castillo-Montoya, University of Connecticut*

Participants:

Life After Urban High: Student and Family Postsecondary Planning and Decision Making. *Kim Callahan Lijana, University of Michigan*

Refusing to Settle for Less: Narratives of Self-Authorship Among Foster Care Youth in College. *Mauriell H. Amechi, University of Wisconsin - Madison*

The First-Year Academic Performance of Undergraduate Latino Men.
Araceli Espinoza, California Lutheran University
Discussant: *Terrell Lamont Strayhorn, The Ohio State University*

61.042. The Changing Face of STEM: Intersections of Race, Gender, and Sexual Orientation. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108B; 2:15-3:45pm

Participants:

Examining the Academic Microsystems of Successful LGBT STEM Majors. *Jodi L Linley, Michigan State University; Kristen A. Renn, Michigan State University; Michael R Woodford, University of Michigan*

How Early-Career Advisers' Perspectives on Undergraduate STEM Research Advising Affect the Next Generation of Scientists. *Charles N. Hayward, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Sandra L. Laursen, University of Colorado Boulder*

Reversing Underrepresentation: The Impact of Undergraduate Research Programs on Enrollment in STEM Graduate Programs. *Sylvia Hurtado, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles; Bryce Edward Hughes, University of California - Los Angeles*

Would You Call Yourself a Scientist? Exploring STEM Identity Development Among Undergraduate Students Attending Public Research Universities. *Lorenzo DuBois Baber, University of Illinois; Montrisha Money Williams, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign*

Discussant: *Laura I. Rendon, The University of Texas - San Antonio*

61.043. The Many Perspectives and Understandings of STEM. Division J - Postsecondary Education; Paper Session

Marriott, Fifth Level, Grand Ballroom J; 2:15-3:45pm

Chair: *Awilda Rodriguez, University of Pennsylvania*

Participants:

Determinants of STEM Major Choice: A Comparison Between Community Colleges and Four-Year Institutions. *Colleen Evans, Dominican College; Rong Chen, Seton Hall University*

Increasing College Access and STEM Career Interest for Latino Students Through a University-School-Community Partnership Program. *Cher C. Hendricks, The University of West Georgia; Diley Hernandez, Georgia Institute of Technology; Analia Rao, Georgia Institute of Technology; Curtis Vandye Goings, Emory University*

Intersectional Race/Gender Identities in College Mathematics: A Critical Analysis of Student Narratives on Mathematical Learning and STEM Retention. *Luis Antonio Leyva, Rutgers University; Aitiya Strothers*

Readying the Engineering Pipeline: Community College Student Transition Into Engineering Programs Among Underrepresented Minorities. *Bruk Berhane, University of Maryland - College Park*

Discussant: *Lorelle Espinosa, American Council on Education*

61.044. The Postsecondary Education of Homeless and Highly Mobile Youth. Division J - Postsecondary Education; Symposium

Marriott, Fourth Level, 408; 2:15-3:45pm

Chair: *Jarrett Gupton, University of Minnesota*

Participants:

Postsecondary Outcomes for Homeless and Highly Mobile Students. *Amy Lein, University of Minnesota; Gena Nelson, University of Minnesota - Twin Cities*

Under Construction: Homeless and Highly Mobile Students and Institutional Support Services in Higher Education. *Jennifer Trost, University of Minnesota - Twin Cities; Jarrett Gupton, University of Minnesota*

Invisible but Present: The Experiences of Homeless Students at Community Colleges. *Jarrett Gupton, University of Minnesota*

Discussant: *Cecile Huynh Sam, The University of Pennsylvania*

61.045. From Measurement to Improvement: Leveraging Observation Protocols to Improve Teaching in Middle School English Language Arts. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 115C; 2:15-3:45pm

Chair: *Pamela L. Grossman, Stanford University*

Participants:

How Does an Observation Protocol Inform an English Language Arts Professional Development on Core Practices? *Lorien Chambers*

Schuldt, Stanford University; Michael Metz, Stanford University; Taralynn Kantor, Stanford University

Giving Teachers a Language and Vision of Practice Through Professional Development Based on an Observation Protocol. *Erika Moore Johnson, Stanford University; Jamie O'Keeffe, Stanford University; Pamela L. Grossman, Stanford University*

Changes in Instructional Practice. *Lindsay Brown, Stanford University; Julie Jackson Cohen, Stanford University; Pamela L. Grossman, Stanford University*

Discussants: *Sarah W. Freedman, University of California - Berkeley; Megan L. Franke, University of California - Los Angeles*

61.046. International School Boards in the Governance Process. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 118A; 2:15-3:45pm

Chair: *Leif Moos, Department of Education, Aarhus University*

Participants:

School Board Governance in Denmark. *Leif Moos, Department of Education, Aarhus University; Klaus Kasper Kofod, Aarhus University - School of Education*

School Board Governance in Norway. *Jan Merok Paulsen, Hedmark University College; Guri Skedsmo, University of Oslo*

School Board Governance in Finland. *Mika Risku, University of Jyväskylä; Pekka Kanervio, University of Jyväskylä; Seppo Pulkkinen, University of Jyväskylä*

School Board Governance in Sweden. *Elisabet Nihlfors, Uppsala University; Olof Johansson, Umeå universitet*

61.047. Math Learning Among At-Risk Students From Preschool Through Fourth Grade: Implications for Educational Policy and Practice. Division L - Educational Policy and Politics; Symposium

Convention Center, 100 Level, 118B; 2:15-3:45pm

Chair: *Mimi Engel, Vanderbilt University*

Participants:

Math Talk in Families of Preschool-Aged Children and Its Relations to Children's Early Math Skills Across Time: Implications for Instructional Practice. *Maria Ines Susperreguy, University of Michigan; Pamela E. Davis-Kean, University of Michigan*

Policies Supporting Scale-Up of Interventions for Children at Risk in Early Mathematics. *Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitzer, State University of New York*

Optimizing Content: Evidence on the Importance of Kindergarten and First-Grade Content Coverage for Improving Student Outcomes. *Mimi Engel, Vanderbilt University; Amy Claessens, University of Chicago; Chris Curran, Vanderbilt University - Peabody College*

Do Individual Differences in Students' Working Memory Moderate the Effects of Fraction Intervention? *Lynn Fuchs, Vanderbilt University; Robin Schumacher, Vanderbilt Peabody College; Jessica Min Namkung, Vanderbilt University - Peabody College; Amelia Schneider Malone, Vanderbilt University - Peabody College; Douglas Fuchs, Vanderbilt University*

Discussants: *Robert Siegler, Carnegie Mellon University; Greg Duncan, University of California - Irvine*

SIG Sessions

61.048. Imagine a School: How Researchers Can Support Community-Based Groups' Visions for Philadelphia Public Schools. SIG-Action Research; Symposium

Convention Center, 100 Level, 124; 2:15-3:45pm

Chair: *Jerusha Osberg Conner, Villanova University*

Participants:

Reforming Philadelphia's Schools From the Outside In: Lessons From a Research Practicum on Civic Capacity. *Rand Quinn, University of Pennsylvania*

Using Research to Create Champions and Drive Action. *Candace E. Bell, Pathway Strategies, LLC*

The Challenges of Prioritizing Philadelphia's Children in a Contentious Landscape. *Donna Cooper, Public Citizens for Children and Youth*

Partnering to Strengthen Community: A University-Community Research Collaboration. *Michael C. Johaneck, University of Pennsylvania; Pat De Carlo, Norris Square Civic Association*

Teachers at the Front Lines: Fighting for Justice. *Sam Reed, Teacher Action Group; Kira J. Baker-Doyle, Arcadia University*

Discussant: *Pauline Lipman, University of Illinois at Chicago*

61.049. Of Bodies and Minds: Immersive Physical Sensor Technologies and STEM Learning. SIG-Applied Research in Immersive Environments for Learning; Symposium

Marriott, Fourth Level, Franklin 11; 2:15-3:45pm

Chair: *Cynthia Carter Ching, University of California - Davis*

Participants:

How to Create Sticky, Embodied Content: Designing and Assessing With Immersive Visual Technologies. *Mina Catherine Johnson-Glenberg, Arizona State University*

Engage, Explore, Enact: Teachers' Designs for Immersive Media. *Vanessa Svihla, University of New Mexico*

Using Physical Activity Data Technologies to Capture Pockets of Immersive Experience at School. *Victor R. Lee, Utah State University*

"People Who Walk to School Have a Big Advantage": Physical Sensor Immersion in Life-Wide and Life-Deep Contexts. *Cynthia Carter Ching, University of California - Davis*

Discussant: *Douglas Clark, Vanderbilt University*

61.050. Arts-Based Research: At-Risk Youth and Special Populations.

SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session

Marriott, Fourth Level, Franklin 12; 2:15-3:45pm

Chair: *Peter J. Gouzouasis, The University of British Columbia*

Participants:

A Qualitative Meta-Analysis of Student Outcomes for Special Populations in Settings With Drama-Based Instruction. *Gina Cristiano, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin*

In and out of the Light: Locked Doors Transformed. *Sean Gregory Turner, University at Buffalo - SUNY; John Michael Scott, University of California - Berkeley*

Assessing Change in Adolescents' Art-Making Over Time: A Methodology. *Donna Jeanne DiBartolomeo, Harvard University; Zachary Clark; Katie Davis, University of Washington*

The Teachers: Theater and Knowledge Mobilization. *Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, University of Toronto - OISE*

Discussant: *Laura Fattal, William Paterson University*

61.051. From the Ground Up: Possibilities and Challenges in Participatory Visual Research for Education Policy Making. SIG-Arts-Based Educational Research; Symposium

Marriott, Fifth Level, Grand Ballroom K; 2:15-3:45pm

Chair: *Wendy L. Luttrell, The Graduate Center - CUNY*

Participants:

Exploring Documentary Filmmaking in the Context of Gender and Higher Education Policy Reform in Ethiopia. *Jennifer Thompson, McGill University; Katie MacEntee, McGill University; Sirawdink Fikreyesus*

Youth Cellphilmmaking: Potential for Youth Creating Policy on Their Own Behavior. *K. Yang, Nelson Mandela Metropolitan University*

Discomfort to Collaboration: Teachers Screening Cellphilms in a Rural South African School. *Katie MacEntee, McGill University*

Seeing Is Believing, but Who's Looking? "From the Ground Up" Policy Dialogue on Sexual Violence. *Claudia Mitchell, McGill University; Relebohile Moletsane, University of KwaZulu-Natal*

Discussant: *Wendy L. Luttrell, The Graduate Center - CUNY*

61.052. Designing Game-Based Assessment Around Learning Progressions. SIG-Cognition and Assessment; Symposium

Marriott, Fourth Level, Franklin 6; 2:15-3:45pm

Chair: *Diego Zapata-Rivera, Educational Testing Service*

Participants:

Equations Squared: Combining Educational Game Design Theory With an Equations Learning Progression to Design a Mathematics Assessment Game. *Paul Gestwicki, Ball State University*

Designing a Cryptography Game to Assess Student Understanding With Respect to a Learning Progression for Mathematical Functions. *Edith Aurora Graf, ETS; Paul Gestwicki, Ball State University; Meirav Arieli-Attali, ETS*

Designing Game Activities to Assess Students' Argumentation Skills. *Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service*

Search for the Optimal Balance Among Learning, Psychometric Qualities, and Enjoyment in Game-Based Assessment. *Yoon Jeon Kim, Florida State University; Valerie J. Shute, Florida State University*

Discussant: *Christopher J. Dede, Harvard University*

61.053. Edu4: Social Imagination, Innovation, and Political Activism in Education. SIG-Critical Educators for Social Justice; Symposium

Convention Center, 100 Level, 111A; 2:15-3:45pm

Chairs: *Daiyu Suzuki, Teachers College, Columbia University; Arlo Kempf, University of California - Los Angeles*

Participants:

Writing Op-Eds: Taking Up the Crucial Task of Educating the Public. *William C. Ayers, University of Illinois at Chicago; Arnold Edward Dodge, Long Island University - C.W. Post Campus*

Teacher Evaluation and Ranking: A Critical Look. *Ruth P. Silverberg, College of Staten Island - CUNY*

Parent-Scholar Collaboration for Educational Justice: Reconstructing Education as a Public Good. *Isabel Nunez, Concordia University - Chicago*

Discussants: *Janet L. Miller, Teachers College, Columbia University; Julie Gorlewski, SUNY - College at New Paltz*

61.054. Students and Schools: Race, Class, and Gender Issues. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Marriott, Fourth Level, 405; 2:15-3:45pm

Chair: *Tyrone Tanner, Prairie View A&M University*

Participants:

Ideological Erasure: Black Girls and the School-to-Prison Pipeline. *Deana Lewis, University of Illinois at Chicago*

Combating Childhood Obesity in the African American Community. *Nafissatou Cisse, Texas A&M University - College Station*

Race Matters: An Intergeneration Look at Race, Place, Space, and the Black Educational Experience. *Denise Gray Yull, State University of New York*

A Longitudinal Geographic Information System Analysis of Growing Hispanic Racial Disparities in School Discipline, Academic Achievement, and Incarceration. *Bettie Ray Butler, University of North Carolina - Charlotte; Laurie A. Garo, University of North Carolina - Charlotte*

Black Student Performance on Advanced Placement Exams: Differences by State. *Carolyn Davis, Houston Community College-Southwest; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University; Wally Barnes, Sam Houston State University*

Limiting Mind-Sets: Conceptualizing the Impact of Structure on Individual Attitudes About Learning. *Daniella Ann Cook, University of South Carolina - Columbia; Katherine Marie Caves, University of Zurich*

Discussant: *Wendy L. Luttrell, The Graduate Center - CUNY*

61.055. Dewey, Democracy, and School Reform. SIG-Dewey Studies; Paper Session

Convention Center, 100 Level, 105A; 2:15-3:45pm

Chair: *Donna A. Breault, Missouri State University*

Participants:

A Secondary Practitioner's Plea: Deweyan Scholars Arise! We Need You. *Mark Raymond Reibstein, San Francisco State University*

Dewey in Germany: Known or Unknown? *Sales Rödel, Humboldt University - Berlin*

Dewey, Democracy in Education, and the Spatial Nature of Educative Practice. *Patrick M. Jenlink, Stephen F. Austin State University*

Dewey's Trip to China: A Rejuvenation of His Democratic Spirit. *Guopeng Fu, The University of British Columbia*

Preservice Teacher Perceptions of Democracy and Education and the Connection to Social Justice. *Paul R. Carr, Lakehead University; Daniel Henry Becker, Lakehead University; Gina Thesee, University of Quebec - Montreal*

"If We Teach Today as We Taught Yesterday, We Rob Our Children of Tomorrow": The Strange History and Modern Significance of a Deweyan Quote. *Terri S. Wilson, Southern Illinois University - Carbondale; Darryl DeMarzio, University of Scranton*

Discussant: *James G. Henderson, Kent State University*

61.056. Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty. SIG-Early Education and Child Development; Symposium

Marriott, Fourth Level, Franklin 6; 2:15-3:45pm

Chair: *Diego Zapata-Rivera, Educational Testing Service*

Participants:

Equations Squared: Combining Educational Game Design Theory With an Equations Learning Progression to Design a Mathematics Assessment Game. *Paul Gestwicki, Ball State University*

Designing a Cryptography Game to Assess Student Understanding With Respect to a Learning Progression for Mathematical Functions. *Edith Aurora Graf, ETS; Paul Gestwicki, Ball State University; Meirav Arieli-Attali, ETS*

Designing Game Activities to Assess Students' Argumentation Skills. *Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service*

Convention Center, 200 Level, 203A; 2:15-3:45pm
 Chair: *Katie Barghaus, University of Pennsylvania*
 Participants:
 Observing Preschool Children's Engagement With Teachers, Peers, and Tasks in a Large, Diverse Sample. *Jason Downer, University of Virginia; Amanda Paige Williford, University of Virginia; Leslie Booren, University of Virginia; Natalie L. Bohlmann, Montana State University - Billings; Michelle Maier*
 Advantages of Touch Screen Computer Adaptive Technology for Assessing Science for Low-Income Preschool Populations. *Daryl B. Greenfield, University of Miami*
 Family Engagement in Children's Early Learning Among Low-Income Latino Caregivers: Validation of a Culture-Contextualized Measure. *Christine M McWayne, Tufts University; Gigliana Melzi, New York University*
 Mixed-Methods Approach to Developing the Spanish Form of the Adjustment Scales for Preschool Intervention. *Rebecca Jane Shearer, University of Miami; Mileidis Gort, The Ohio State University; Paul A. McDermott, University of Pennsylvania; Michael L. Lopez, Nat. Center for Latino Child & Family Research*
 Discussant: *John Fantuzzo, University of Pennsylvania*

61.057. Early Childhood Assessment. SIG-Early Education and Child Development; Paper Session
 Convention Center, 200 Level, 203B; 2:15-3:45pm

Chair: *Lynn C Hartle, The Pennsylvania State University - Brandywine*
 Participants:

Assessing the Dimensionality of the Observation Survey of Early Literacy Achievement. *Susan Anderson Mauck, The Ohio State University - Columbus; Emily M. Rodgers, The Ohio State University; Jerome V. D'Agostino, The Ohio State University*

Assessing the Factor Structure of a Book-Reading Quality Measure for Preschool Children: The Reading Aloud Profile—Together. *Shanshan Wang, University of Cincinnati; Carrie Biales, University of Cincinnati; Ying Guo, University of Cincinnati; Allison Breit-Smith, University of Cincinnati; Christopher M. Swoboda, University of Cincinnati*

Measuring Community Involvement Among Head Start Families: A Closer Look at the Community Involvement Survey. *Annemarie H. Hindman, Temple University; Leigh McCormack, Temple University*

Options for Measuring Executive Function in Preschoolers. *Debra J. Ackerman, Educational Testing Service (ETS)*

The Role of Context in Teacher Ratings of Student Skills at the Start of Kindergarten. *Jessica A. Goldstein, University of Connecticut; D. Betsy Mccoach, University of Connecticut*

61.058. Statistics in the Field: Innovative Applications and Investigations. SIG-Educational Statisticians; Paper Session
 Convention Center, 100 Level, 113B; 2:15-3:45pm

Participants:

Exploring Eighth-Grade Minority and Female Students' Statistical Literacy Skills Using TIMSS (Trends in International Mathematics and Science Study): Do Differences Exist? *Jamie D. Mills, The University of Alabama; Marsha Emelene Simon, The University of Alabama*

Optimal Design for Regression Discontinuity Studies With Clustering. *Chris H Rhoads, University of Connecticut; Charles Dye, University of Connecticut*

Sampling Weights in the Estimation of Causal Effects in Multilevel Observational Studies: A Monte Carlo Study. *Tiago A. Caliço, University of Maryland; Laura M. Stapleton, University of Maryland*

The Performance of Genetic Matching to Reduce Selection Bias in Observational Studies. *Seyfullah Tingir, University of Florida; Walter L. Leite, University of Florida*

Discussant: *Michael P. Cohen, American Institutes for Research*

61.059. Inclusive Education in Global Environments. SIG-International Studies; Paper Session
 Convention Center, 100 Level, 121B; 2:15-3:45pm

Chair: *Qiang (Andy) Cheng, The University of Mississippi*

Participants:

A Comparative Study of Teachers' Use of Inclusive Practices in Spain. *Esther Chiner-Sanz, University of Alicante; Cristina M. Cardona, University of Alicante*

A Study of Inclusive Education in Cambodia. *Jacob Hackett, University*

of Washington - Seattle; Grace Inae Blum, University of Washington - Seattle

Beyond Accommodations: The Intersections of a Study Abroad Program, Teacher Preparation, and Global Consciousness. *Lauren Shallish, Syracuse University; Fernanda Orsati*

Promises and Pitfalls of Inclusive Education: The Case of Eastern European Roma. *Maja Miskovic, Concordia University*

Discussant: *Betsy Brenner, University of California - Santa Barbara*

61.060. Representations of/for Learning. SIG-Learning Sciences; Paper Session
 Marriott, Fourth Level, Franklin 7; 2:15-3:45pm

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

Participants:

Conceptual Change in Elementary Kinematics and Ecology Through the Development of Representational Practices. *Amanda Catherine Dickes, Vanderbilt University; Gokul Krishnan, Vanderbilt University; Amy Voss Farris, Vanderbilt University, Peabody College, Department of Teaching and Learning; Pratim Sengupta, Vanderbilt University*

Considering the Implications of Assessment Design for Learning in Digital Badge Systems. *Rebecca Itow, Indiana University; Daniel T. Hickey, Indiana University*

Long-Term Development of Agent-Based Computational Modeling in Fifth Grade. *Amy Voss Farris, Vanderbilt University, Peabody College, Department of Teaching and Learning; Amanda Catherine Dickes, Vanderbilt University; Gokul Krishnan, Vanderbilt University; Cherifa Ghassoul; Pratim Sengupta, Vanderbilt University*

Making Thinking Visible Across Settings: Bridging Walking Scale Geometry With Classroom Learning. *Jasmine Y. Ma, New York University*

Placing the Body in Science and Science in the Body: Girls Making Science Documentary Films. *Rachel Chaffee, University of Rochester; April L. Luehmann, University of Rochester*

61.061. The Past, Present, and Future of Character Education. SIG-Moral Development and Education; Symposium
 Marriott, Fourth Level, 411; 2:15-3:45pm

Chair: *Scott Clifford Seider, Boston University*

Participants:

From Piety to Grit: A Brief History of Character Education From Common Schools to Charter Schools. *Jeffrey Snyder, Carleton College Northfield*

Character Education: The Second-Oldest Profession. *Marvin W. Berkowitz, University of Missouri*

The Exemplar Method in Character Research and Education. *William Damon, Stanford University*

Critical Consciousness Merges Moral, Performance, and Civic Character Strengths to Support Positive Youth Development. *Scott Clifford Seider, Boston University; Daren Graves, Simmons College; Shelby Clark, Boston University; Madora Soutter, Boston University; Sherri Robyn Sklarwitz, Boston University*

A Tripartite Taxonomy of Character. *Angela L. Duckworth, University of Pennsylvania; Eli Tsukayama, University of Pennsylvania; Sarah Patrick, University of Pennsylvania*

Discussant: *Craig Joseph*

61.062. Experiencing Relevance: Clarifying the Definition of a Vital Motivational Concept. SIG-Motivation in Education; Symposium
 Convention Center, 200 Level, 204A; 2:15-3:45pm

Chairs: *Matthew Hartwell, Temple University; Avi Kaplan, Temple University*

Participants:

Measuring Perceived Utility Value and Personal Relevance in College Biology Courses. *Judith Harackiewicz, University of Wisconsin; Yoi Tibbetts, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison*

Fostering Perceptions of Relevance for Schoolwork: A Mixed-Methods Study. *Chris S. Hulleman, University of Virginia; Jeffery John Kosovich, University of Virginia*

A Multidimensional Analysis of Context-Specific Perceived Relevance Among Students With Differing Expectancy-Value Profiles. *Matthew Hartwell, Temple University; Avi Kaplan, Temple University*

Self-Generated Utility Among a Diverse Sample of Adolescent Students: An Analysis of Grade Level and Gender. *Amanda Marie Durik, Northern Illinois University; Jennifer A. Schmidt, Northern*

Illinois University; Lee Shumow, Northern Illinois University; Britta Rodenbeck, Northern Illinois University

Discussant: *Jacquelynne Eccles, University of California - Irvine*

61.063. Self-Efficacy, Self-Concept, and Their Relations to Academic Achievement in Minority and Migrant Groups: An International Perspective. SIG-Motivation in Education; Symposium
Convention Center, 200 Level, 204B; 2:15-3:45pm

Chair: *Olaf Koeller, Leibniz Institute for Science and Math Education*

Participants:

Testing the Reciprocal Effects Model in Migrant and Nonmigrant Student Samples. *Olaf Koeller, Leibniz Institute for Science and Math Education; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education*

Relations of African American Middle School Students' Reading Self-Efficacy and Reading Achievement Over Time. *Allan L. Wigfield, University of Maryland - College Park; Amy N. Ho, University of Maryland - College Park; Lauren Elizabeth Musu-Gillette, University of Maryland*

Can Teachers Judge Their Students' Self-Efficacy in Reading? *Christian Schoeber, IPN - Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education*

Does Self-Efficacy Bridge the Attainment-Aspiration Gap for Students With a Migration Background? *Hanna Dorothea Ferdinand, IFS - TU Dortmund; Nele McElvany, TU Dortmund University; Wilfried Bos, University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund; Thorben Huelmann, Technical University of Dortmund*

Discussant: *Kai S. Cortina, University of Michigan*

61.064. Multicultural/Multiethnic Education: Preservice Teachers and Teachers of Color. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
Marriott, Fourth Level, 406; 2:15-3:45pm

Chair: *Adam Michael Foley, Iowa State University*

Participants:

Recruiting Teachers of Color for 21st-Century Schools: Exploring Motivations of Culture, Community, and Leadership. *Nazneen Ali, University of Missouri; Antonio J. Castro, University of Missouri - Columbia*

Preparation for Culturally Responsive Teaching in the United States During a Study Abroad Practicum in New Zealand. *Erika Feinauer, Brigham Young University; Erin Feinauer Whiting, Brigham Young University*

Preservice Teachers' "Revelations and Connections": Fostering Deep Conversations While Reading Multicultural Literature. *Susan V. Bennett, The University of Mississippi; AnnMarie Alberton Gunn, University of South Florida - St. Petersburg; Cynthia B. Leung, University of South Florida St. Petersburg*

"They Gotta Hear Your Story": Testifying and Bearing Witness in Urban Literature and Teacher Education. *Erica H. Newhouse, Mercy College*

Discussant: *Yiting Chu, University of Washington*

61.065. The Lives of Beginning Teachers: Experiences in a Work Lifeworld. SIG-Narrative Research; Paper Session
Convention Center, 100 Level, 112A; 2:15-3:45pm

Chair: *Ramona Maile Cutri, Brigham Young University*

Participants:

Intellectual Work in a Beginning Teacher's Experience. *Lynnette M. Driedger-Enns, University of Saskatchewan*

Returning to the Fold: A Narrative Inquiry of Why Beginning Teachers Return to the Profession After Leaving It. *Gary James Harfitt, The University of Hong Kong*

Narrative Conceptions of Knowledge: Toward Understanding the Experiences of Early-Career Teacher Leavers. *Lee Mason Schaefer, University of Regina; C. Aiden Downey, Emory University; D. Jean Clandinin, University of Alberta*

Early-Career Teacher Retention: Stories of Staying. *Vicki Ross, Northern Arizona University; Jennifer L. Prior, Northern Arizona University*

Discussant: *Cheryl J. Craig, University of Houston*

61.066. Massive Open Online Courses: Research, Innovation, and Challenges. SIG-Online Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom H; 2:15-3:45pm

Chair: *Ligia E. Toutant, University of California - Los Angeles*

Participants:

Assessing Massive Open Online Course Pedagogy. *Leonard Ray Bogle, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Karen P. Swan, University of Illinois at Springfield; Daniel B. Matthews, University of Illinois at Springfield*

Examining Student Language to Understand Learning in a Massive Open Online Course. *Brian P. Perone, Stanford University*

Massive Open Online Courses: Expectations and Reality. *Fiona M. Hollands, Columbia University; Devayani Tirthali, Teachers College, Columbia University*

What Can Instructor Versus Student Feedback and Assessment Tell in a Digital Age? *Hongxia Fu, Arizona State University; Mark Hawkes, Dakota State University*

61.067. Critical Imagination: Creativity, Curiosity, and Critical Pedagogy in Diverse Teaching-Learning Contexts. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Marriott, Fifth Level, Grand Ballroom I; 2:15-3:45pm

Chair: *Tricia M. Kress, University of Massachusetts - Boston*

Participants:

Epistemological, Ontological, and Axiological Dimensions of "Critical Imagination" Vis-à-Vis Currere. *Tricia M. Kress, University of Massachusetts - Boston; Robert Lewis Lake, Georgia Southern University*

"Every Mistake Would Turn Out to Be a Treasure": Connecting Art and Science Through Creative Inquiry. *Jennifer Dawn Adams, Brooklyn College - CUNY; Noel Hefele, Independent Researcher; Sophia Perdikaris, Brooklyn College - CUNY*

Reimagining Environmental Education: Urban Youths' Perceptions and Investigations of Their Communities. *Marissa Bellino, The Graduate Center - CUNY; Christopher Caraballo, High School for Environmental Studies; Kaitlyn Figueroa, High School for Environmental Studies*

Unlocking Silent Histories: Critical Media Productions by Maya Youth. *Donna DeGennaro, Unlocking Silent Histories; Carmen Tzoc Portillo, Unlocking Silent Histories; Carlos Vasquez, Unlocking Silent Histories*

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

61.068. Educational Responses to Epistemological Issues. SIG-Philosophical Studies in Education; Paper Session
Marriott, Fourth Level, 412; 2:15-3:45pm

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

Participants:

A Methodological Event: The Story of a Badiouian Subject's Research of Mathematics Education Policy. *Nataly Z. Chesky, SUNY - College at New Paltz*

How Does the Constraining Power of Education Researchers Influence the Emergence of Educational Theory? *Jack Whitehead, University of Cumbria*

Plato's *Theaetetus*: Projected Inquiry and Epistemology. *Deron R. Boyles, Georgia State University*

Epistemologies of Uncertainty in Research, Reading, and Writing. *Ricky Gutierrez-Maldonado, University of Utah*

61.069. Engaging Culture, Race, and Spirituality: New Visions. SIG-Qualitative Research; Invited Session
Convention Center, 100 Level, 119A; 2:15-3:45pm

Chair: *Kate McCoy, SUNY - College at New Paltz*

Participants: *Cynthia B. Dillard, University of Georgia; Bettina L. Love, University of Georgia; Angela Cartwright Lynskey, Midwestern State University; Carmen L. Medina, Indiana University - Bloomington; Chinwe Linda Okpalaoka, The Ohio State University; Ashley Patterson, The Ohio State University - Columbus*

Discussant: *Angela Valenzuela, The University of Texas - Austin*

61.070. Further Exploration of the Classroom Video Analysis Approach for Measuring Usable Teaching Knowledge in Mathematics. SIG-Research in Mathematics Education; Symposium
Convention Center, 100 Level, 109A; 2:15-3:45pm

Chair: *Nicole B. Kersting, The University of Arizona*

Participants:

Exploring the Construct Validity of the Classroom Video Analysis

- Instrument as a Measure of Usable Teaching Knowledge in Mathematics. *Nicole B. Kersting, The University of Arizona*
- Comparing Classroom Video Analysis and Other Measures of Teacher Knowledge in the Evaluating Developing Mathematical Ideas Impact Study. *James K.L. Hammerman, TERC*
- The Effects of Teacher Preparation on Teaching Knowledge and Practice. *James Hiebert, University of Delaware; Dawn M. Berk, University of Delaware; Anne K. Morris, University of Delaware*
- Exploring the Reliability and Validity of Computer-Generated Scores to Improve the Scoring Process of the Classroom Video Analysis Assessments. *Nicole B. Kersting, The University of Arizona; Bruce Sherin, Northwestern University; James W. Stigler, University of California - Los Angeles*
- Discussant: *Kevin F. Miller, University of Michigan - Ann Arbor*
- 61.071. The Role and Impact of Professional Development in Educators' Effective Literacy Instruction.** SIG-Research in Reading and Literacy; Paper Session
Convention Center, 100 Level, 125; 2:15-3:45pm
Chair: *Christine Wiggins, Salt Lake City School District*
Participants:
A Longitudinal Literacy Professional Development Initiative in an Urban Elementary School. *Seth A. Parsons, George Mason University; Allison Ward Parsons, George Mason University; Stephanie L. Dodman, George Mason University; Leila Nicole Richey, George Mason University; Melissa Pierczynski, George Mason University; Rebecca Cauffman, George Mason University; Erin Marie Ramirez, George Mason University*
From Reading Research to Reading Policy: Construction of the Ideal Student. *David Costello, University of South Australia*
The Development of Expertise in Reading. *Christine Wiggins, Salt Lake City School District; Douglas J. Hacker, University of Utah*
The Impact of Professional Development on Middle School Science Teachers' New Literacy Practices in the Classroom. *Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology*
"We Just Rock and Roll": English-for-Speakers-of-Other-Languages and Mainstream Teachers Building Shared Understanding About How to Teach Challenging Texts to English Learners. *Rebecca Deffes Silverman, University of Maryland - College Park; Megan Madigan Peercy, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park; Stephanie Guthrie, University of Maryland - College Park*
- 61.072. Creating Pedagogical Spaces for Social Justice Issues in Physical Education.** SIG-Research on Learning and Instruction in Physical Education; Paper Session
Marriott, Fourth Level, 413; 2:15-3:45pm
Chair: *Michael J. Gard, Charles Sturt University*
Participants:
Beyond Whiteness: Constructing Identities Through an Interactive Multimedia Body Curriculum in Secondary Urban Physical Education. *Laura Azzarito, Columbia University; Risto Martinen, Teachers College, Columbia University; Mara Simon, Trevor Day School; Rebecca Markiewicz*
Creating Shifting and Narrowing Masculinity Hierarchies in Physical Education. *Amy Tischler, University of Wisconsin - LaCrosse*
Development of Social Justice Beliefs of Teacher Candidates in Physical Education. *Sara Barnard Flory, University of South Florida; Haichun Sun, University of South Florida*
Gender Differences in Student-Designed Games. *Mauro H. Andre, Illinois State University; Peter A. Hastie, Auburn University*
Discussant: *Kimberly L. Oliver, New Mexico State University*
- 61.073. Accountability Policy and Local Action.** SIG-School Indicators, Profiles, and Accountability; Paper Session
Marriott, Fourth Level, Franklin 13; 2:15-3:45pm
Chair: *Michelle LaPointe, LEAD, LLC*
Participants:
The Impact of School Progress Report Grades on School Practices in New York City. *Emilyn Ruble Whitesell, New York University*
School Climate: Investigating Latent Profiles and Relationships With School Report Card Data. *Diana Luminita Mindrila, The University of West Georgia; Christine DiStefano, University of South Carolina; Diane M. Monrad, University of South Carolina; Mihaela Ene, University of South Carolina*
- When Goals Conflict: Accountability Policies and the Common Core Standards. *Audrey Figueroa Murphy, Saint John's University; Bruce Torff, Hofstra University*
- Discussant: *Arie J. van der Ploeg, American Institutes for Research*
- 61.074. English Learners in Science and Math Classrooms: Curriculum, Language Practices, and Learner Perceptions.** SIG-Second Language Research; Paper Session
Convention Center, 100 Level, 104B; 2:15-3:45pm
Chair: *Felice Atesoglu Russell, Kennesaw State University*
Participants:
Examining Math and Science Self-Efficacy and Anxiety in Fifth-Grade English Learners. *Alison Elizabeth Baroody, San Francisco State University; Eileen G. Merritt, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia*
Appropriating the Language of Science: Latina/o Middle School Students, Their Teachers, and Their Parents. *Martha A. Allexsaht-Snider, University of Georgia; Cory A. Buxton, University of Georgia - Athens; Shahnazova Kayumova, University of Georgia; Elif Karsli, University of Georgia; Susan Harper, University of Georgia - Athens*
Investigating Different Methods of Vocabulary Instruction in a Science Summer School Program for English Learners in Elementary School. *Christopher Daniel Barr, University of Houston; Lauren Artzi, University of Maryland - College Park; Diane L. August, American Institutes for Research*
Science Inquiry-Centered Argumentation Model (SciCAM) for Young English Language Learners. *Lori Ann Norton-Meier, University of Louisville; Yuliya Ardashova, Washington State University - Tri-Cities; Thomas R. Tretter, University of Louisville; Sherri L. Brown, University of Louisville*
- Discussant: *Youngjoo Yi, The Ohio State University - Columbus*
- 61.075. Reaching Cultural Understanding Through Self-Study.** SIG-Self-Study of Teacher Education Practices; Paper Session
Convention Center, 100 Level, 107B; 2:15-3:45pm
Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*
Participants:
Culturally Responsive Teaching in Higher Education: A Collaborative Self-Study. *H. Sophia Han, University of South Florida; Eugenia Vomvori-Ivanovic, Jennifer Lynn Jacobs, University of South Florida; Zorka Karanxha, University of South Florida; Andrea Lypka, Cynthia Topdemir, Allan Feldman, University of South Florida*
Reflections From the First Year: Vulnerabilities, Microaggressions, and Racial Battle Fatigue. *Jennifer L. Martin, The University of Mount Union*
Journaling and Self-Study in an International Research Collective. *Amber Strong Makaiau, University of Hawaii - Manoa; Lu Leng, University of Hawaii - Manoa; Suguru Fukui, University of Hawaii*
Empowering Hispanic Female Teacher Candidates to Teach in the 21st Century: A *Testimonio* of a Mexican American Teacher Educator and Doctoral Student. *Diana Cortez-Castro, The University of Texas - Brownsville*
Inside Out: A Gay Teacher Educator's Self-Study. *Julian D. Kitchen, Brock University*
- Discussant: *Amanda K. Berry, Leiden University*
- 61.076. Education for Diversity, Citizenship, and Human Rights in the Middle East.** SIG-Social Studies Research; Symposium
Marriott, Fourth Level, 407; 2:15-3:45pm
Chair: *Carole L. Hahn, Emory University*
Participants:
Education for Human Rights and Citizenship in Kurdistan-Iraq. *Audrey Helen Osler, Buskerud and Vestfold University College, Norway*
Education for Citizenship and Human Rights in Turkey. *Kenan Çayır, Istanbul Bilgi University*
E.U./Lebanese Cooperation in Citizenship Education: Developing New Approaches to the Curriculum. *Hugh Starkey, Institute of Education - London*
Capturing Visions of a New Citizenship Education Curriculum: Consulting Stakeholders in Lebanon. *Maha Shuayb, Center for Lebanese Studies; Bassel Akar, Notre Dame University, Louaize*
- Discussant: *David T. Hansen, Teachers College, Columbia University*

61.077. Learning From Successful Practice: Social Emotional Learning in Three Diverse Urban High Schools. SIG-Social and Emotional Learning; Symposium

Marriott, Fourth Level, 414; 2:15-3:45pm

Chair: *MarYam Hamedani, Stanford University*

Participants:

Social Emotional Learning in High School: What We Can Learn and Why It Matters. *MarYam Hamedani, Stanford University; Linda Darling-Hammond, Stanford University*

What Is Social Emotional Learning in a Predominantly Latino School Committed to Social Justice? *Jacqueline Ancess, Teachers College, Columbia University; Bethany Lynn Rogers, College of Staten Island - CUNY*

Relationships, Reflection, and Perspective: Social Emotional Learning in the International School of the Americas. *Brandy Quinn, Texas Christian University*

Social Emotional and Social Justice Learning in Fenway High School: Interactions and Considerations. *Elisabeth Barnett, Teachers College, Columbia University; Jennifer E. Kim, Teachers College, Columbia University*

Discussants: *Paul Goren, CASEL; Linda Nathan, Boston Public Schools*

61.078. Issues in Early Childhood Education. SIG-Special Education Research; Paper Session

Convention Center, 100 Level, 103A; 2:15-3:45pm

Chair: *Kay Alicyn Ferrell, University of Northern Colorado*

Participants:

Becoming Reflective Early Intervention Professionals: Lessons From Training Undergraduate Educators. *Angela Stone-MacDonald, University of Massachusetts - Boston; Anne Douglass, University of Massachusetts - Boston*

Predicting the Timing of Early Intervention/Special Education Services: The Impact of Health-Related Risk Factors. *Chin-Chih Chen, Virginia Commonwealth University; Irina Cain, Virginia Commonwealth University; Yaoying Xu, Virginia Commonwealth University*

Racial/Ethnic Disparities in Attention Deficit Hyperactivity Disorder Diagnosis by Kindergarten Entry. *Paul L. Morgan, The Pennsylvania State University; Marianne Hillemeier, The Pennsylvania State University; George Farkas, University of California - Irvine; Steven Maczuga, The Pennsylvania State University*

Supporting Students With High Special Educational Needs in Transitions: Why Teams Matter. *Jacqueline Burgon, New Zealand Council for Educational Research*

The Transition Into Kindergarten for Children With Disabilities: Innovating How We Examine Relationship Building. *Jessica Kirchen, Towson University; Maxine B. Freund, The George Washington University; Susan Swayze, The George Washington University*

61.079. Self-Regulated Learning Assessment and Metacognition. SIG-Studying and Self-Regulated Learning; Paper Session

Convention Center, 100 Level, 103C; 2:15-3:45pm

Chair: *Taylor Wayne Acee, Texas State University-San Marcos*

Participants:

The Validity of a Self-Regulated Learning Microanalytic Protocol for Mathematical Problem Solving. *Gregory L. Callan, University of Wisconsin - Milwaukee; Timothy J. Cleary, Rutgers University*

Confidence and Calibration of Higher-Order Thinking. *Daniel Dinsmore, University of North Florida; Meghan Margaret Parkinson, University of North Florida; Mary Jo Monk, University of North Florida; Jade Yuen, University of North Florida*

Cross-Validating the Academic Self-Regulation Scale. *Parastou Mokri, Virginia Polytechnic Institute and State University*

Validation of the Student Perceptions of Classroom Knowledge-Building (SPOCK): An Instrument Measuring Student Strategic Self-Regulation and Classroom Perceptions. *Moon Yue Q. Yu, University of Nebraska - Lincoln; Duane F. Shell, University of Nebraska - Lincoln*

Discussant: *Linda Bol, Old Dominion University*

61.080. Transformative Teacher Research: Teacher and Student Empowerment. SIG-Teacher as Researcher; Paper Session

Convention Center, 200 Level, 204C; 2:15-3:45pm

Chair: *Stacia M. Stribling, George Mason University*

Participants:

Becoming Teachers, Researchers, and Advocates: Emerging Professionals' Cooperative Inquiry Into the "Other" Side of Us. *Laura Bower-Phipps, Southern Connecticut State University; Cristina Albaladejo, Newtown Public Schools; Arlette Mello Johnson, Bridgeport Public Schools; Thomas D. Homa, Southern Connecticut State University; Maria Cristina Cruz, Southern Connecticut State University*

Collaboration, Creation, Innovation: Students and Teachers Collaborating to Use New Literacies in the Classroom. *Sonja Renee Cherry-Paul, Columbia University; Dana Johansen, Greenwich Academy*

Peer Leadership and Youth Empowerment: Peer Leaders' Perceptions of Their Program's Impact. *Colby Raymond Young, Framingham High School*

Mentoring Native American Adolescents for School Success: A Teacher Inquiry. *Ashley McLendon, Swain County Schools; Carrie Ann Barnes Rogers, Western Carolina University*

Teaching Social Studies Through Writing: How a Writing Program Transformed Our School. *Dina Episcopia Zoleo, New Dorp High School, NYC Department of Education; Toni-Ann Vroom, New Dorp High School, NYC Department of Education; Victoria J. Maslow, New York City Department of Education*

Discussant: *April Simun Salerno, University of Virginia*

61.081. Media, Imagery, and History Education. SIG-Teaching History; Paper Session

Convention Center, 100 Level, 109B; 2:15-3:45pm

Chair: *Wayne Journell, University of North Carolina - Greensboro*

Participants:

Teaching History With Film: The Perspectives and Pedagogies of Historians. *Jeremy D. Stoddard, The College of William & Mary*

The Power of an Image: Emancipation, Black Agency, and the Susceptibility of Collective Memory. *Gabriel Aaron Reich, Virginia Commonwealth University; Amy Corning, University of Michigan - Ann Arbor*

Using Computer-Based Learning Environments to Study the Role of Self-Regulation While Performing Inquiries Into the Causes of Historical Events. *Eric G. Poitras, McGill University; Susanne P. Lajoie, McGill University*

Encouraging Modern Jewish History Investigation with Mobile Geolocate Augmented Reality Gaming. *Owen Gottlieb, New York University*

"Honestly, I Would Stick With the Books": Examining Young Adults' Ideas About a Commercial Video Game as a Source of Historical Knowledge. *Kevin O'Neill, Simon Fraser University; Bill Feenstra, Simon Fraser University*

61.082. Teacher and Faculty Pedagogical Strategies in 1:1 Initiatives. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom G; 2:15-3:45pm

Chair: *Neal Strudler, University of Nevada - Las Vegas*

Participants:

An Investigation of Teacher Pedagogical Strategies and Student Engagement in 1:1 Laptop Mathematics Classrooms. *Lindsay Patterson, North Carolina State University; Eric N. Wiebe, North Carolina State University; Samet Okumus, North Carolina State University; Charity Cayton, North Carolina State University; Karen Hollebrands*

The Year 2 Decline: Exploring the Incremental Experiences of a 1:1 Technology Initiative. *Meredith Swallow, The University of Vermont*

Teachers' Perceptions of Their Roles in the Adoption and Diffusion of Tablet PCs in 9-12 Settings in Turkey. *Remzi Kizilboga, Indiana University - Bloomington*

Faculty Response to a 1-to-1 iPad Initiative: A Snapshot of Technology Adoption. *Theresa A. Cullen, University of Oklahoma; Christi Lea Dawson, University of Oklahoma; Teresa K. DeBacker, University of Oklahoma*

Discussant: *Sousan Arafeh, Southern Connecticut State University*

61.083. Urban Learning and Teaching. SIG-Urban Learning, Teaching, and Research; Paper Session

Convention Center, 100 Level, 105B; 2:15-3:45pm

Chair: *Dominic F. Gullo, Drexel University*

Participants:

Accessibility Changes With School Closure Using Cartograms. *Jin Lee,*

University of Illinois at Urbana-Champaign

Effects of Culturally Relevant Materials on the Reading Performance of Second-Grade African Americans With Reading/Special Education Risk. *Gwendolyn Cartledge, The Ohio State University; Susan Keeseey, Western Kentucky University; Jessica Bennett*

Romancing Achievement: Novice Teachers and the Discourses of Learning and Testing. *Teresa R. Fisher, Georgia State University; Monica M. Alicea, Cobb County School District; Kolt Maya Bloxson, Georgia State University; Barbara Meyers, Georgia State University; Carly Liza Blustein, Georgia State University; Kara M. Kavanagh, Georgia State University*

My Swag Is Too Tough, It Almost Tried to Fight Me: Exploring Fashion as a Critical Literacy of Black Male Youth in a Mentoring Program for Middle School Boys. *Sherrae M. Hayes, Michigan State University*

Skills Mismatch in the St. Louis "BioBelt": Mathematics and Science Attainment and Access to Biotechnology Jobs. *Brittini D. Jones, Washington University in St. Louis*

61.084. Cosmopolitan Literacies: Examining the Transnational Turn in Research and Pedagogy. SIG-Writing and Literacies; Symposium

Convention Center, 100 Level, 119B; 2:15-3:45pm

Chair: *Brian V. Street, King's College London*

Participants:

Critical Cosmopolitanisms in a Multilingual Faith-Based Community. *Gerald Campano, University of Pennsylvania; Maria Paula Ghiso, Teachers College, Columbia University*

Teachers as Cosmopolitan Agents: Putting Diversity at the Pedagogical Center. *Amy Stornaiuolo, University of Pennsylvania*

Interplay of Social Factors in Literacy Practices in a Brazilian Metropolitan Neighborhood. *Maria L. Castanheira, Federal University of Minas Gerais*

Community Arts Zone: Where Community Meets Composition. *Jennifer Rowsell, Brock University*

Discussant: *Rob Simon, University of Toronto*

Division and SIG Roundtables

61.085. Roundtable Session 20; Roundtable Session

61.085-1. Deepening Conceptual Understandings in STEM Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Hengameh Kermani, University of North Carolina*

Participants:

Preservice Teachers' Professional Noticing Through Lesson Study. *Julie Amador, University of Idaho; Ingrid Weiland, University of Louisville; Rick Alan Hudson, University of Southern Indiana*

The Development of Prospective Elementary Teachers' Early Pedagogical Content Knowledge. *Sarah Hough, University of California - Santa Barbara; Monica Mendoza, University of California - Santa Barbara; Bill Jacob, University of California - Santa Barbara; Kyunghye Moon, The University of West Georgia*

The Effects of Socioscientific Inquiry on Nature of Science (NOS) Conceptions. *Kristin Leigh Cook, Bellarmine University; Gayle A. Buck, Indiana University*

The Role of Mathematics Teacher Education Curriculum in Turkish Preservice Mathematics Teachers' Content Knowledge for Teaching Mathematics. *Serife Sevis, Indiana University*

Develop Preservice Teachers' Conceptual Understanding of the Division of Fractions by Integrating Mathematical Habits of Mind. *Hsing-Wen Hu, The University of Alaska - Anchorage; Cathy A. Coulter, The University of Alaska - Anchorage; Wei-Ying Hsiao, University of Alaska Anchorage*

61.085-2. Designing Performance Assessment Tools in Teacher Education.

Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Ann E. Larson, University of Louisville*

Participants:

Assessing the Influence of Preparation on Preservice Teachers' Awareness of Diversity: How Valid Are the Measures We Use? *Susan F. Skawinski, Providence College; Zachary S Rossetti, Boston University*

Generalizability Theory and the Development of a Performance

Assessment for a Clinically Based Mathematics Methods Course. *Sarah Ann van Ingen, University of South Florida; Amanda Rose Mohn, University of South Florida; Elaine Cerrato Fisher, University of South Florida*

Learning From Practice: Investigating a Seminar Reflection Tool for Debriefing Student Teaching Experiences. *Amy E. Ryken, University of Puget Sound; Fred L. Hamel, University of Puget Sound*

Working Toward a Better Qualitative Measure of Nature of Science (NOS) Conceptions. *Huseyin Colak, Northeastern Illinois University; Christian Alexander Carstensen, University of Illinois at Chicago*

61.085-3. Developing Teacher Education Pedagogies. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Deneese L. Jones, Drake University*

Participants:

Developing Reflective Teachers Through a Phenomenological Middle Grades Teacher Education Pedagogy. *Katie Wester-Neal, University of Georgia*

Innovation in Practice: Designing, Implementing, and Evaluating a Course on Approximations of Practice. *Sean F. Delaney, Marino Institute of Education; Annie Ó Breacháin, Marino Institute of Education; Barbara O'Toole, Marino Institute of Education; Karin Bacon, Marino Institute of Education; Suzy Macken, Marino Institute of Education*

Involving Students of Teaching in Learning Research as a Pedagogy for Developing Professional Practice. *Fiona Jane Hughes-McDonnell, Emmanuel College*

Thinking Like Researchers: Action Research and Its Impact on Novice Teachers' Thinking. *Janine Schank Davis, University of Mary Washington; Courtney M. Clayton, University of Mary Washington; John P. Broome, University of Mary Washington*

61.085-4. Field Experiences for Preservice Urban Teachers' Learning and Development. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jenny Tuten, Hunter College - CUNY*

Participants:

Negotiating Fears: White Student Teachers Immersed in a Diverse Urban Setting. *Veronica Marie Fife-Demski, Ball State University*

Sustainable Teaching and Learning: Building a Cross-Campus Community of Collaborative Urban Teacher Educators. *Robert E. Lee, Illinois State University; Brent Showalter, Illinois State University; Jennifer O'Malley, Illinois State University*

"The Hardest Job in the Entire World": A Year in an Urban Teacher Residency Program. *Jori S. Beck, George Mason University*

61.085-5. Funds of Knowledge in Families' Contributions to Education.

Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

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

Participants:

Family Math for Non-English-Speaking Parents: Implications for Teacher Education. *Zulmaris Diaz, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American; Cherie A. McCollough, Texas A&M University - Corpus Christi*

Funds of Knowledge Within Six Roma Households. *Hsiao-Chin Kuo, Indiana University*

Teacher Educators in a Video Learning Community: Focus on English Language Learner Pedagogy. *Laura Baecher, Hunter College - CUNY; Sherryl B. Graves, Hunter College School of Education; Shiao-Chuan Kung, Hunter College - CUNY*

61.085-6. Impacts of Professional Development on English Language Learners. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Scott Bailey, Stephen F. Austin State University*

Participants:

Becoming Culturally Responsive: Teachers Making Sense of Cultural Responsiveness. *Roey Ahran, New York University; Chemay Morales-James, New York City Metropolitan Center on Urban Education; Adeyemi Stenbridge, New York University*

Impact of English Learner Teacher Agency on Professional Development in Light

of Common Core Standards. *Lisa Pray, Vanderbilt University; Shannon Mary Daniel, Vanderbilt University - Peabody College; Mark Barba Pacheco, Vanderbilt University; Robert T. Jimenez, Vanderbilt University*
 Professional Development Integrating Mathematics and Language Development: Boosting Achievement for Struggling Students. *Patricia E. Swanson, San José State University*

61.085-7. Innovations in Disciplinary Literacy Pedagogies for Preservice Teachers. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Delar K. Singh, Eastern Connecticut State University*

Participants:

Disciplinary Literacy Instruction With Preservice Teachers: Facilitating Practice Through a Virtual Clinical Experience. *Corrine M. Wickens, Northern Illinois University; Michael Manderino, Northern Illinois University*

Project-Based Learning as Innovation in Secondary Content-Area Classrooms: Preservice Teachers and Disciplinary Literacy. *J. David Gallagher, Mount Saint Mary College; Matt J. Hollibush, Mount Saint Mary College*

Thinker-Doer Dialogues: Preservice Mathematics Teachers' Analyses of Problem-Solving Discourse. *Kyle T. Schultz, James Madison University; Kristy L. Dunlap, James Madison University*

"A-Ha" Moments: Bridging Content-Area Literacy and Disciplinary Learning for Secondary Preservice Credential Candidates. *Betina Hsieh, California State University - Long Beach*

61.085-8. Mentoring, Resources, and Teacher Induction. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Ruben Garza, Texas State University*

Participants:

Internationally Educated Teachers' Experiences With Mentors in the Canadian Initial Teacher Education Programs. *Kangxian Zhao, University of Toronto*

Linking New Science Teachers' Use of Resources to Student Learning Opportunities Mediated by Instructional Tasks. *Hosun Kang, University of California - Irvine; Mark A. Windschitl, University of Washington; Jessica J. Thompson, University of Washington*

61.085-9. Mentoring in Urban Contexts. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Erika R. Williams, North Carolina Agricultural and Technical State University*

Participants:

Is Experience the Best Teacher? Extensive Clinical Practice and Mentor Teachers' Perspectives on Effective Teaching. *A. Lin Goodwin, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University; Emilie N. Reagan, University of New Hampshire*

New Teachers' Embodiment of a Critical Identity and Perceptions of Preparedness and Support for Urban Teaching. *Terry Kyle Flennaugh, Michigan State University; Dorinda Carter Andrews, Michigan State University*

Stress and Coping Among Beginner Teachers in Urban High Schools. *Kelly Feighan, Research for Better Schools; Diana Campbell, Philadelphia Education Fund; Megan Richardson, Research for Better Schools*

Preservice Teachers' Motivations, Career Expectations, and Goals. *Todd Reeves, Northern Illinois University; Rebecca Jane Lowenhaupt, Boston College*

61.085-10. Opportunities and Challenges in Teacher Induction. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jeanine M. Staples, The Pennsylvania State University*

Participants:

Supporting the Recontextualization of Mathematics Practice From Preparation to Early Practice. *Marcy Singer-Gabella, Vanderbilt University; Min-Joung Kim, Louisiana State University*

"Raising Teachers": A Sociocultural Approach to Teacher Induction. *Barbara Seidl, University of Colorado - Denver; Sally Nathenson-Mejia, University of Colorado - Denver; Maria Uribe, University of*

Colorado - Denver

"What If Those Two Things Come in Conflict?" The Effects of Threat Rigidity on a Beginning Teacher. *Sean Connors, University of Arkansas; Ed Bengtson, University of Arkansas*

61.085-11. Promising Practices for Professional Development in Early Childhood Education. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Terry Robertson, Merrimack College*

Participants:

Professional Development to Support Math Talk in Pre-K Classrooms. *Anita A. Wager, University of Wisconsin; Jiwon Kim, University of Wisconsin - Madison*

Recipient Perceptions of Early Childhood Professional Development. *Sandra Mammano Linder, Clemson University; Kellye Rembert, Clemson University; Amber Simpson, Clemson University; Deanna Ramey, Clemson University*

The Power of Improvisational Practice. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Kristin Lyn Whyte, University of Wisconsin - Madison*

61.085-12. Supporting Immigrant Learners Through Practice and Advocacy. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Rabia Hos, Zirve University*

Participants:

Advocacy for English Language Learners: The Role of the English-as-a-Second-Language Teacher. *Heather Linville, University of Maryland - Baltimore*

Change in Teacher Beliefs About English Language Learners in Mainstream Classes. *Laura J. Mahalingappa, Duquesne University; Nihat Polat, Duquesne University*

Left Out of the Culturally Responsive Conversation? Reimagining a More Inclusive Vision of Working With Immigrant and Refugee Students. *Ramona M. Fruja, Bucknell University; Kevin C. Roxas, University of Wyoming*

Understanding the Syntax of School Life for English Learners: A Study of Preservice Teacher Narratives Regarding Issues of Social Justice. *Amanda Sugimoto, The University of Arizona; Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona*

61.085-13. The Context of Teacher Work. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Shakhnoza Kayumova, University of Georgia - Athens*

Participants:

"Because My Time Is Limited": Accountability Reform and Teachers' Changing Roles. *Erin Elizabeth Rooney, Temple University*

A Framework for Talking to Discipline-Specific Teachers About Their Literacy Practices. *Kathleen Moxley, Central Michigan University*

Relevance and Rigor in the 21st Century: An Examination of the Impact of Historically Black Colleges and Universities on Teacher Preparation. *Tehia Starker Glass, University of North Carolina - Charlotte; Helena Mariella-Walrond, Bethune-Cookman University; Allyson Leggett Watson, Northeastern State University; Lakia M Scott, University of North Carolina - Charlotte*

61.085-14. Using Multimodal Methods to Unpack Teaching and Learning Perspectives. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Jeffery D. Nokes, Brigham Young University*

Participants:

(Im)Possibilities of Teaching Justice Through Literature: Exploring High School Students' Concepts of Social Inequity in the Transition to Common Core State Standards. *Seungho Moon, Oklahoma State University - Stillwater; Allisyn Mills, Stillwater High School*

Picturing Writing Pedagogies for Diverse Youth: Using Photovoice to Consider Youths' and Preservice Teachers' Perspectives. *Kristien Zenkov, George Mason University; Marriam Ewaida, George Mason University; Megan Lynch, Osbourn Park High School; Athene Cooper Bell, George Mason University; Meghan McCamis, George Mason*

University; *Samantha Biernesser, George Mason University*
 Visual Representations of Engagement in Learning: Insights From Grade 8
 Students. *Tara-Lynn Scheffel, Nipissing University*

61.085-15. Race, Ethnicity, Class, and Gender in Schools. SIG-Critical
 Examination of Race, Ethnicity, Class and Gender in Education;
 Roundtable Session
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Kamala Vychel Williams, Texas A&M University*

Participants:

Challenges, Dilemmas, Successes: A Comparative Analysis of Aspirations
 Among Latino Children Who Have Parents With Varied Formal
 Education. *Nichole Garcia, UCLA*
 Academic Resilience: Narratives of High-Achieving Black Female Middle
 School Adolescents. *Courtne Joell Thomas*
 The (De)institutionalization of Gender in American Schools. *Scott
 Richardson, Millersville University of Pennsylvania*
 Critical Examination of Race, Class, and Gender in U.S Islamic Schools:
 New Possibilities for Critical Multicultural Education. *Kadriye El-
 Atwani, Purdue University*
 Differential Participation in and Effects of Extracurricular Activities.
Phoebe Ho, University of Pennsylvania

**61.085-16. So Tell Me About It: Children's Lives Through Children's
 Eyes.** SIG-Critical Perspectives on Early Childhood Education;
 Roundtable Session
 Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: *Marek Tesar, The University of Auckland*

Participants:

Images of School Experiences Through a Child's Lens: A Reflexive,
 Microethnographic Inquiry. *Angela L. Eckhoff, Old Dominion
 University*
 Reconsidering Beginning-of-the-School-Year Transitions: Embracing a
 Narrative in Preschool as Aesthetic. *Heather J. Pinedo-Burns, Teachers
 College, Columbia University*
 Stories of Childhoods: Elusive Invisibility and Hidden Meanings. *Marek
 Tesar, The University of Auckland*

61.086. Roundtable Session 21; Roundtable Session

**61.086-1. Collaborative Partnerships That Build Professional Capacity
 for Schools and Universities.** SIG-School/University Collaborative
 Research; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Wendy L. Gardiner, National-Louis University*

Participants:

Leveraging the Relationship: Knowledge Processes in School-University
 Research Networks of Master's Programs. *Frank Cornelissen,
 University of California - San Diego; Yi-Hwa Liou, University of
 California - San Diego; Alan J. Daly, University of California - San
 Diego; Jacqueline Van Swet, Fontys University of Applied Science;
 Douwe Beijaard, Eindhoven University of Technology; Theo C.M.
 Bergen, Radboud University Nijmegen*
 Models of Transformative Collaboration: Effectiveness of University-
 Industry-School Partnerships in Graduate Versus Workshop Models of
 Professional Development. *Elizabeth J. Oyer, EvalSolutions Inc.; Tania
 Jarosewich, Censeo Group LLC; Debra Greaney, Area 5 LTC; Gilbert
 A. Downey, Illinois State Board of Education; Jimmy de la Torre,
 Rutgers University; Yuan Hong, American Institutes for Research*
 A Collaboration of School Administrators and a University Faculty to
 Advance School Administrator Practices Using Appreciative Inquiry.
*Raymond L. Calabrese, The Ohio State University; Leona Houston, The
 Ohio State University*

61.086-2. Theoretical Shifts in Place-Based Education. SIG-Environmental
 Education; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Richard V. Kahn, Antioch University Los Angeles*

Participants:

Place-Based Education in Support of Right Relation. *Alexa Scully,
 Lakehead University*
 Education for Sustainability: A Critical Theory of Place. *Julie H. Carter,
 St. John's University*
 Cultivating the Terragram: Innovating Educational Practices for the

Inner Dimensions of Sustainability Education and Place-Centered,
 Intergenerational Embodiment and Well-Being. *Marna Hauk, Institute
 for Earth Regenerative Studies and Prescott College*

**61.086-3. Moral Education, Behavior, and Reasoning: Academic
 Misconduct and Victimization.** SIG-Moral Development and
 Education; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Dipali Puri, Lincoln University*

Participants:

Achievement Motivation and Academic Misconduct of Collegiate Student-
 Athletes. *Mariya Yukhymenko, University of Illinois at Chicago*
 Happy Victimized Among Business Students: How and Why Happy
 Victimized Works at Work. *Gerhard Minnameier, University
 Frankfurt am Main; Eveline Gutzwiller-Helfenfinger, University
 of Teacher Education of Lucerne, Switzerland; Karin Heinrichs,
 University Frankfurt am Main; Brigitte Latzko, University of
 Leipzig*
 The Impact of Internship on Undergraduate Psychology Students' Moral
 Sensitivity and Reasoning. *Di You, Alvernia University*
 University Students' Perceptions of Academic Cheating: Triangulating
 Quantitative and Qualitative Findings. *Tianlan Wei, Texas Tech University;
 Steven Randall Chesnut, Texas Tech University; Lucy Barnard-Brak, Texas
 Tech University; Marcelo R. Schmidt, Texas Tech University*

**61.086-4. Integrating Analyses of Interaction, Texts, Ideologies, and
 Embodied Ways of Knowing.** SIG-Language and Social Processes;
 Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Kate T. Anderson, Arizona State University*

Participants:

The Discursive and Embodied Construction of Preservice Teacher
 Identities Across Timescales. *Lara J. Handsfield, Illinois State
 University; Thomas P. Crumpler, Illinois State University*
 Tracing Context in Student Performance. *Sarah Meredith Vander Zanden,
 University of Northern Iowa*
 Practices, Resources, Ideologies: The Emic Construction of What Counts
 Here and Tracing What Makes It Possible. *Kate T. Anderson, Arizona
 State University*

**61.086-5. Teachers and Educational Change: Readiness, Efficacy, and
 Instructional Practice.** SIG-Educational Change; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

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

Participants:

Efficacy of Implementing College and Career Readiness Standards in
 Elementary Math Methods Courses for Teacher Candidates. *Joohee Lee,
 The University of Texas - Arlington*
 Investigating a Five-Factor Definition of Readiness to Implement in K-12
 Teachers. *Cara Marcinek Bliss, University of Pittsburgh; Jennifer
 Kutner, University of Pittsburgh; Shannon Beth Wanless, University of
 Pittsburgh*
 Partnership Enhancement Model for P-16 Mathematics and Science
 Education. *Merryn Cole, University of Kentucky; Jennifer A. Wilhelm,
 University of Kentucky; Eugenia Toma, University of Kentucky*
 The Effects of Implementation of a Professional Learning Community
 Structure on the Perceived Efficacy of Middle School Teachers of
 Mathematics. *Mary E. Little, University of Central Florida; Debbie L.
 Hahs-Vaughn, University of Central Florida*

**61.086-6. Defining and Developing Leadership in Educational
 Administration Programs.** SIG-Learning and Teaching in Educational
 Leadership; Roundtable Session
 Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Karim Medico Letwinsky, Wilkes University*

Participants:

Comparing School Principals' Roles and Responsibilities in Five
 Countries. *Tak C. Chan, Kennesaw State University; Mary M. Chandler,
 Kennesaw State University; Selahattin Turan, Eskisehir Osmangazi
 University; Sena Kpeglo, University of Cape Coast; Rui Qing Du*
 How'd They Do? First-Year Leaders Reflect on Multiple Pathways to
 Preparation. *Suzanne Schwarz McCotter, Montclair State University;
 Katrina E. Bulkeley, Montclair State University*
 Preparing School Administrators Utilizing Case Study Application of

Emotion in Leadership: Research to Practice Innovation. *Mary E. Gardiner, University of Idaho; Penny Tenuto, University of Idaho; Julie Kay Yamamoto, Vallivue High School*

The Impact of an Exemplary Principal Preparation Program on Principals' Thinking. *Mark A. Gooden, The University of Texas - Austin; Leslie A. Coward, The University of Texas; Christian Bell, Austin Independent School District; Meghan Dwyer Lehr, The University of Texas - Austin*

Turnaround Policy and Practice: A Case Study of Turning Around a Failing School With High Enrollment of High-Poverty English Language Learners. *Augustina Reyes, University of Houston; Andres Garcia, Harris County Department of Education*

61.086-7. Context, Climate, and Connectedness: Considering Factors That Inform Student Performance. SIG-School Community, Climate, and Culture; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

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

Participants:

The Influence of Typology on School Connectedness as Measured Through a High School Advisory Program. *Richard J. Sanzo, Central Connecticut State University*

Why Are They Not Listening to Us? School Reform and Community Voice in Chicago. *Shaka Rawls, University of Illinois at Chicago*

When Collaboration Fails: Trust as Part of ESL and Content Teacher Relationships. *Jeremy Orloff, Hobart and William Smith Colleges*

61.086-8. Leadership in Rural Schools. SIG-Rural Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Kristine M. Reed, University of South Dakota*

Participants:

Baby It's Cold Outside: Perspectives on Staying at and Leaving Arctic Schools. *Ute Kaden, The University of Alaska - Fairbanks; Philip Patrick Patterson, The University of Alaska - Fairbanks; Barbara Leigh Adams, The University of Alaska; Beth Leonard, The University of Alaska - Fairbanks; Joanne Healy, University of Alaska*

How Rural Elementary Principals Conceptualize Programs and the Process of Connecting Students to Programs. *Holly D. Hatton, The George Washington University; Lionel Howard, The George Washington University; Abebayehu Aemero Tekleselassie, The George Washington University*

Practices Administrators Use in Rural South Texas for Hiring Highly Qualified Teachers. *Veronica Gutierrez, Mathis ISD; Gerri Marie Maxwell, Texas A&M University - Kingsville; Glenda Holland, Texas A&M University - Commerce*

The Nature of School Administrators' Work in Rural Settings. *David Cameron Hauseman, University of Toronto - OISE; Katina E. Pollock, University of Western Ontario; Asma Ahmed, University of Western Ontario; Patricia L. Briscoe, Brock University; Donna Hazel-Swapp, University of Western Ontario; Michael Mindzak, Western University*

61.086-9. Teacher Identity and the Transformation of Teacher's Work.

SIG-Teacher's Work/Teachers Unions; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Brandon L Fox, Stephen F. Austin State University*

Participants:

Neoliberalism, Unionism, and Teacher Identity in British Columbia (2001-2013). *Anne Catherine Hales, The University of British Columbia*

Race to the Top and the Transformation of Teacher's Work. *Johanna S Quinn, University of Wisconsin - Madison*

Striking Out on Their Own: Learning From Student Teaching During the Chicago Teachers Union Strike. *Brian R. Horn, Illinois State University*

61.086-10. Decolonizing Evaluation: Case Studies of a Critical Framework of Review on Culturally and Community-Responsive Curricula. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Patricia E. Halagao, University of Hawaii - Manoa*

Participants:

Taking Back Evaluation: Applying a Critical Framework of Review in California and Hawaii. *Patricia E. Halagao, University of Hawaii - Manoa; Allyson Tintiangco-Cubales, San Francisco State University; Maharaj Desai, University of Hawaii - Manoa*

Critical Mixed Consciousness Pedagogy: Teaching and Learning Through Mixed-Heritage Counternarratives. *Angelique Lobo, San Francisco State University*

A Critical Review of Culture-Based Education at Ka Papa Lo'i 'O Kānewai. *Summer Maunakea, Ho'oukula'iwi - University of Hawaii Manoa*

Creating Educational Space Through Heritage-Language Learning and Teaching: The Case of Ilokano in a Secondary Classroom in Hawaii. *Julius B Soria, University of Hawaii - Manoa*

61.086-11. Deconstructing Power: Expanding the Role of Young People as Researchers. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Kimetta Reynolds Hairston, Bowie State University*

Participants:

Developing a Critical Eye (1): Complicating and Extending Critical Participatory Action Research With Black Youth. *Brian Lozenski, University of Minnesota - Twin Cities*

Finding Their Voice: An Exploration of Musical Learning Among Young Musicians. *Tavis N. Linsin, University of Washington*

Youth Participatory Action Research in a School-Based Setting: Expanding the Curriculum and Literacies With Students in an Era of Standards, Testing, and Accountability. *Jennifer M. King, SUNY - College at Geneseo*

Perceptions of Students With Learning Disabilities on Learning Using Photovoice. *Aimee Frier, University of South Florida; Michael DiCicco, University of South Florida*

61.086-12. Effects of Curriculum Design in an International Context. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Renita Ferreira, Miami Dade College*

Participants:

Convergence and Divergence: Student Teachers' Representations of the "Othered" Intended Curriculum and the Localized Implemented Curriculum. *Zheng Zhang, The Chinese University of Hong Kong*

Curriculum Design Practices of a Vocational Community College in a Developing Context: Challenges and Needs. *Nabeel Mohsin Albashiry, University of Twente; Joke M. Voogt, University of Amsterdam; Jules M. Pieters, Universiteit Twente*

English Curriculum Design in Public Schools in Medellín, Colombia: Teachers' Perspectives, Experiences, and Challenges. *Paula Andrea Echeverri-Sucerquia, Universidad de Antioquia; Elida Giraldo, Universidad de Antioquia; Ana Maria Sierra-Piedrahíta, Universidad de Antioquia*

Globalization and K-12 Language Teacher Education Practices in the United States: Insiders' Perspectives. *Navin Kumar Singh, Independent Scholar*

61.086-13. Ink on Paper: Figurations of the Subject English. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Brian Casemore, The George Washington University*

Participants:

English and the Educationalization of Social Problems, 1898-1917. *Jory J. Brass, Arizona State University*

Considering the Place(s) of/in Technologies in English. *Karen A. LaBonte, Teachers College, Columbia University*

Moving Toward an Intensive Way of Reading. *Bessie Dernikos, Teachers College, Columbia University*

Unguesed Gestures in Effective Institutions: Threats of Poetry to Urban Schooling. *Maya R. Pindyck, Teachers College, Columbia University*

Backward English: Dangerous Books, Unruly Teens, and Ugly Feelings. *Alyssa D. Niccolini, Teachers College, Columbia University*

61.086-14. News Approaches to Digital Teaching and Learning. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Danielle Christine Herro, Clemson University*

Participants:

Benefits and Challenges of Technology in High Schools: The Voice of Educational Leaders in Prince Edward Island (Canada). *Jane P. Preston, University of Prince Edward Island; Sean P. Wiebe, University of Prince Edward Island; Martha A. Gabriel, University of Prince Edward Island; Ronald Joseph MacDonald, University of Prince*

Edward Island; Alexander G. Mcauley, University of Prince Edward Island; Barbara Campbell, University of Prince Edward Island; Lyndsay Moffatt, University of Prince Edward Island

Inequitable Whiteness in Online Learning. *Murat Oztok, University of Pennsylvania*

Mediating Preservice Teachers' Place-Mathematics Connections: Design-Based Approaches to Mathematics Teacher Education. *Jeremiah Isaac Holden, University of Wisconsin - Madison*

Designing Digital Resources to Effectively Scaffold Teachers' Professional Development. *Cory Callahan, University of North Carolina Wilmington; John W. Saye, Auburn University*

61.086-15. Occupation and Empowerment: Lessons From Difference and Conflict. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Ricardo D. Rosa, University of Massachusetts - Dartmouth*

Participants:

Addressing the Engineer in the Science Standards: Critique and Occupation of the *E* in STEM. *Matthew Weinstein, University of Washington - Tacoma; Karen L. Tonso, Wayne State University*

Curriculum Is Everything That Happens: The Lesson of the Lockdown Drill. *Margaret Ann Shane, Alberta Teachers' Association*

Empowered Girls: The Effect of Heterogeneous Discourses. *Shenila Khoja-Moolji, Teachers College, Columbia University*

"This Book Speaks Back ...": Rhetorical Reader Response and Navigating Difference in the Humanities Teacher Education Classroom. *Jon Michael Wargo, Michigan State University*

61.086-16. The Micro and Macro Politics and Practices of Neoliberalism and Schooling. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

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

Participants:

"The School of Your Dreams": Web Subjectivation and Partition in the Swedish School Market. *Martin Harling, University of Gothenburg*

Building a Bridge: The Problematization of Urban Youth in Kenya and the Limits of Fee-Based Education Reform. *Christopher Mark Kirchgasser, University of Wisconsin-Madison*

The Notion of Competences in Brazilian Educational Policy and Curricular Reform. *Valeria Andrade Silva, Universidade Nove de Julho/FAPESP*

What Can Become of You? Negotiations and Subjectivations in Educational Policy Work in a Swedish Context. *Maria Elisabeth Terning, Stockholm University*

61.086-17. Transnational Children's Identities in Literature and Research. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *G. Sue Kasun, Utah State University*

Participants:

Demonstrations of Agency in Contemporary International Children's Literature: A Critical Content Analysis Within a Comparative Research Frame. *Janelle B. Mathis, University of North Texas*

Through the Eyes of the Other: A Critical Analysis of the United States in Global Children's Literature. *Danielle Eileen Forest, Old Dominion University; Sue C. Kimmel, Old Dominion University; Kasey Lynn Garrison, Charles Sturt University; Yonghee Suh, Old Dominion University*

"I'm on the Bridge!" Understanding Transnational Children's Identities Through a Multimethod Model for Teaching and Research. *Keon-Ryeong Park, University of Georgia - Athens*

61.086-18. Traveling the Globe and Relating to the Other: International Curriculum in Time and Space. Division B - Curriculum Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Fran Martin, University of Exeter*

Participants:

"How Come All the Teachers Are White?" Exploring Globalization and Teacher Identity at International Schools. *Marcea Ingersoll, Queen's University*

Asia in the U.S. Curriculum, the United States in the South Korean Curriculum: How They Teach One Another. *Won Pyo Hong, Yonsei University*

Teaching About the Alienated Global "Other": Learning as "Responding to" and "Relating With". *Xiuying Sophy Cai, University of Illinois at*

Urbana-Champaign

Traveling Intellectuals: Encountering History Through Time and Space.

Ana Luisa Munoz-Garcia, Universidad de La Frontera

61.086-19. What Gets Talked About? Examining Curricular Inclusion and Exclusion. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Denise Egéa, Louisiana State University*

Participants:

Inheriting (Im)Possibility: Naturing Culture/Culturing Nature and the Vagaries of Being Human. *Ezekiel J. Dixon-Roman, The University of Pennsylvania*

Reconceptualizing Re/lection: Curriculum, Subjectivities, and Re/search. *Cristyne Hebert, York University*

"I'm Just Jeff, Your Friend Who Cares": The Pedagogical Representation and Construction of School Counselors. *Hannah Sasser, Purdue University; Jake Burdick, Purdue University*

A Lack of Discipline? Toward a Theory of Pedagogical Content Knowledge in Social Studies. *Dave Powell, Gettysburg College*

61.086-20. International Initiatives in Bilingual Education: Comparative Studies and the International Baccalaureate. SIG-Bilingual Education Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Susana E Franco-Fuenmayor, Texas A&M University*

Participants:

Bilingual Diploma: Global Trends and Predictors of Attainment. *Olivia Laura Halic, International Baccalaureate; Liz Bergeron, International Baccalaureate; Alison Smith, International Baccalaureate; Alexandra Kuvaeva, University of Maryland*

International Baccalaureate Programs in Schools Serving Latino Students: Transforming Language Capital Into College Capital. *Anysia P. Mayer, University of Connecticut; Ursula S. Aldana, Loyola Marymount University; Patricia C. Gandara, University of California - Los Angeles*

Deaf Bilingual Pedagogy in the United States, France, and Japan: Views From American Early Childhood Teachers of the Deaf. *Christi Batamula, Gallaudet University; Thomas P. Horejcs, Gallaudet University; Jennifer Scarboro Hensley, University of Georgia*

School and Community Bilingual Clubs: Reclaiming Education as a Public Good in the United States and South Africa. *Alicia Adame, Manor Independent School District; Nadeema Jogee, Nelson Mandela Metropolitan University; Ntombizanele Mahobe, University of Cape Town; Xolisa Guzula*

61.086-21. Teaching for Transformation and Conscientization. SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *C. Gregg Jorgensen, Western Illinois University*

Participants:

Will You Stand for Me? Transformative Rites of Passage in an Urban High School. *Marnie Curry, University of California - Santa Cruz*

Yo tengo algo que decir: Emergent Bilinguals' Use of Personal Narratives to Reach Conscientization. *Sandra Lucia Osorio, Illinois State University*

(Un)Caring Words: How Discourses of Publicly Funded Health Care Reproduce Deficit Thinking. *Janet K. Isbell, Tennessee Technological University; Lisa L. Zagummy, Tennessee Technological University; Julie C. Baker, Tennessee Technological University; Alice Camuti, Tennessee Technological University; Amber Spears, Tennessee Technological University*

61.086-22. Enhancing the Learning of African American Students in STEM Subjects. SIG-Research Focus on Black Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Victoria Showunmi, Institute of Education - London*

Participants:

Lab Daze: Increasing Interest in STEM Through Living Examples. *Juan E. Gilbert, Clemson University*

Crossing the Finish Line: Black Collegians Achieving Success in STEM With Support From a STEM Enrichment Program. *Tonisha Brandy Lane, Michigan State University*

Mathematics IS for Black Students: Examining the Role of Institutional Care on Black Students' Math Course-Taking Patterns. *Michelle Renee Smith, University of California - Los Angeles; Robert Cooper,*

University of California - Los Angeles

Reexamining Factors That Influence the Persistence of African American High School Enrollment in Math and Science College Preparation Courses. *Emiel W. Owens, Texas Southern University; Andrea Shelton, Texas Southern University; Collette Madeleine Bloom, Texas Southern University*

Self-Efficacy in STEM Graduate Education: Reestablishing Outcome and Efficacy Expectations for African American Students in the Pursuit of Advanced STEM Degrees. *LaVar Jovan Charleston, University of Wisconsin - Madison; Raul Leon, Eastern Michigan University; Jerlando F.L. Jackson, University of Wisconsin - Madison*

61.086-23. Hispanic Science and Other Issues. SIG-Hispanic Research Issues; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Sarah Leah Santillanes, University of New Mexico*

Participants:

Accumulating Aspirational Capital for Latinas to Pursue and Persist in Engineering Studies. *Elsa Quiroz Villa, The University of Texas - El Paso; Guillermina Gina Nunez, The University of Texas - El Paso; Alberto Esquinca, The University of Texas - El Paso; Elaine M. Hampton, The University of Texas - El Paso; Luciene Soares Wandermurem, The University of Texas - El Paso*

Latina Resiliency: In Pursuit of STEM Careers. *Gillian Ursula Bayne, Lehman College - CUNY; Katie Brkich, Georgia Southern University; Lorena Claeys, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Georgia Southern University; Ashley Kaepplinger; Wesley B Pitts, Lehman College - CUNY; Alma Stevenson, Georgia Southern University; Beth A. Wassell, Rowan University*

Latinos Engaged in and Reimagining Public Education Through Community Cultural Wealth. *Patricia D. Lopez, The University of Texas - Austin*

Considerations on the Recruitment, Retention, and Graduation of Latina STEM Students in Texas: Why Not? *Elsa M. Gonzalez Y Gonzalez, Texas A&M University; Yvonna S. Lincoln, Texas A&M University - College Station; Marie Valentin, Texas A&M University; Detra DeVerne Johnson; John LeCounte, Texas A&M University; Celestino Valentin, Texas A&M University; Christine A. Stanley, Texas A&M University - College Station*

The Role of Cultural Values in the Construction of Mexican Immigrant Mothers' Views on "Spanglish". *Jaycee Layne Bigham, University of California - Santa Barbara; Meghan Corella Morales*

61.086-24. Preservice Science Teaching. SIG-Science Teaching and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm

Chair: *Sybil Kelley, Portland State University*

Participants:

Interhemispheric Science Preservice Teacher Collaborations: Struggles Toward Political Conceptions of, and Actions on, Socioscientific Issues. *Lyn Catherine Carter, The Australian Catholic University; John Lawrence Bencze, OISE/University of Toronto*

Predicting Preservice Elementary Teachers' Epistemological Beliefs About Science With Their Conceptions of Teaching Science. *Elif Adibelli; Hasan Deniz, University of Nevada - Las Vegas; Mustafa Sami Topcu, Mugla University*

Preservice Teachers' Identity Discourse Involved in Their Science Learning Narratives and Science Teaching Philosophy Statements. *Pei-Ling Hsu, University of Texas - El Paso; Giuliano Reis, University of Ottawa; Angelica Monarrez, University of Texas at El Paso*

William Alexander Mira, University of Georgia - Athens; Pedro R. Portes, University of Georgia; Christina Simmons

3. Critical Thinking and Para-Phrasing as Strategies for Bridging Literacy, Language, Cultural Knowledge, and Parental Involvement. *Maria Guadalupe Leija Lara, The University of Texas - Austin*

4. Cross-Cultural Bullying Research: Deepening Our Understandings. *Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; Mara Sapon-Shevin, Syracuse University; Alvaro Patricio Ayala Del Castillo, Pontificia Universidad Catolica de Valparaiso*

5. Culturally Responsive Behavioral Support: Implementation of a Learning Lab Intervention for Systemic Expansion in an Elementary School. *Aydin Bal, University of Wisconsin - Madison; Elizabeth B. Kozleski, The University of Kansas; Kathleen King Thorius, Indiana University - IUPUI; Alfredo J. Artilles, Ph.D., Arizona State University; Esmeralda Meza Rodriguez, University of Wisconsin - Madison; Hyejung Kim, University of Wisconsin-Madison; Scott Pelton, University of Wisconsin - Madison*

6. Examining After-School Activities: Do Breadth and Intensity Matter? *Jose R. Palma Zamora, University of Minnesota; Martin Van Boekel, University of Minnesota - Twin Cities; Luke Stanke, University of Minnesota; Yi (Kory) Fung Vue, University of Minnesota - Twin Cities; Julio C. Cabrera, University of Minnesota; Yu-Feng Chang, University of Minnesota; Nicholas Latterell, University of Minnesota; Stacy R. Karl, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Okan Bulut, American Institutes for Research*

7. In Their Own Words: High-Achieving, Low-Income Community College Students Who Beat the Odds. *Carmen Carrasquillo, San Diego Miramar College*

8. Mathematics Disparities in Urban School Contexts: Examining Race, English Proficiency, and Course-Taking. *Eduardo Mosqueda, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Saul Isaac Maldonado, University of California - Santa Cruz; Pedro E. Nava, University of California - Los Angeles*

9. Self-Control and Lifestyles: Associations to Juvenile Offending, Violent Victimization, and Witnessing Violence. *Saira S Rab, University of Houston; Margit Wiesner, University of Houston*

10. Who Gets In? A Geospatial Case Study of Rochester's Interdistrict Choice Program. *Nadine D. Hylton, University of Rochester; Kara S. Finnigan, University of Rochester*

61.087-2. After the Defense of Marriage Act: Daddy-Daughter Dances, Sex, and Sexuality. Division L - Educational Policy and Politics; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Poster:

11. After the Defense of Marriage Act: Daddy-Daughter Dances, Sex, and Sexuality. *Amy B. Shuffelton, Loyola University Chicago*

61.087-3. Division L Poster Session. Division L - Educational Policy and Politics; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Poster:

12. The Evolution of a Controversy. *Robert William Danielson, University of Southern California*

61.087-4. Division L Section 7 Poster Session. Division L - Educational Policy and Politics; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

13. Black-White Summer Math Gap Trends: The Sensitivity of Estimates to Various Reasonable Representations. *David Quinn, Harvard University*

14. Charting the Impact of Federal Spending for Education Research: The Case of the National Science Foundation's Research and Evaluation on Education in Science and Engineering Program. *Carolina Milesi, NORC at the University of Chicago; Eric Hedberg, University of Chicago; Kevin L. Brown, NORC at the University of Chicago; Barbara Schneider, Michigan State University*

15. Does Formal Education Promote Voting in Grassroots Democratic Elections? Evidence From China. *Lei Zheng, Beijing Normal University; Zhiyong Zhu, Beijing Normal University*

16. Is Summer Learning Loss (SLL) a Social Problem? How SLL Lacks "Typification" and Inability to Overcome Powerful Social Constructions. *Marcy Milhomme, The Pennsylvania State University*

Division and SIG Posters

61.087. Poster Session 14; Poster Session

61.087-1. Poster Session on the Social Context of Research on Schools and Communities. Division G - Social Context of Education; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

1. A Reading Workshop in a Transitional Home: Power Influences on Parents' Self-Efficacy. *Maria Elliker Crassas, Iowa State University*
2. Beyond Drill and Kill: New Directions for After-School Programs.

17. Schooling and Formal Versus Informal Labor Market Segmentation in Urban Tanzania: What Value Does Education Have Outside Formal Employment? *Frederick Wanjera, Cardinal Stritch University*
18. Social Inequality and Academic Achievement Gaps in Developed Countries. *Kristie J.R. Phillips, Brigham Young University; Lance Erickson, Brigham Young University; Mikaela J. Dufur, Brigham Young University; Chrissie Edmunds, Brigham Young University*
19. The Religious Right and American Public Schools: The Influence of Fundamentalist Culture on School Policy in the United States. *Benjamin J. Bindewald, Clemson University*
20. The Role of the Family in School-Community Partnerships. *Amanda Stefanski, University of Maryland; Linda R. Valli, University of Maryland; Reuben Jacobson, University of Maryland*
21. Relationship Between Persistent Poverty, School Readiness, Grade Readiness, and Children's Academic Trajectories K-8. *Yi Xe Thng, Harvard University*
22. Is There a Trade-Off Between Equality and Efficiency? An International Comparison Among PISA (Programme for International Student Assessment) Participants. *Liang Zhang, The Pennsylvania State University*
- 61.087-5. Conceptual and Technical Studies on Assessment Design and Development Topics in K-12 Education.** Division H - Research, Evaluation and Assessment in Schools; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
- Posters:
23. Building Common Assessments Within Professional Learning Communities: A Comparison of Item Development Methods, Student Performance, and Test Characteristics. *Karoline Jarr, Project Lead the Way; Deborah Calvin, PLTW*
24. Cultural Capital and Student Mathematics and Science Achievement Across Nations. *Haigen Huang, University of Missouri - Columbia; Guodong Liang, University of Missouri; Hao Zhu, University of Missouri - Columbia*
25. Enhance Classification Accuracy in Computerized Adaptive Testing From the Test Development Perspective. *Che-Ming Allen Lau, Pearson; Jie Lin, Pearson*
26. Statistical Techniques Utilized in Analyzing PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) Data in Science Education From 1996 to 2012: A Methodological Review. *Pey-Yan Liou, National Central University - Graduate Institute of Learning and Instruction; Yi-Chen Hung*
27. The Comprehension of Written Grammar Test: Results of a Reliability and Validity Study With Deaf and Hard-of-Hearing Students. *Joanna Erin Cannon, The University of British Columbia; Anita M. Huble, The University of British Columbia*
28. The Impact of Curricular and Pedagogical Factors on Achievement in High School Mathematics. *Anne Hafner, California State University - Los Angeles; Zara Agvian, PUSD*
29. The Reliability Between Standardized Reading Measures and Curriculum-Based Reading Assessments for Students With Special Needs. *Mark Lauterbach, Brooklyn College - CUNY; Katharine Pace Miles, The Graduate Center - CUNY*
30. The Validity and Reliability of Information From a Formative Walk-Through Observation Instrument. *Susan M. Brookhart, Duquesne University; Connie M. Moss, Duquesne University*
31. Triangulation of Learner Latent Profiles: Cognitively Diagnostic Reading Skills, Goal Orientations, and Self-Perceived Reading Skills. *Maggie Dunlop, University of Toronto - OISE; Eunice Eunhee Jang, University of Toronto; Gina Park, University of Toronto - OISE; Edith van der Boom, University of Toronto - OISE*
- 61.087-6. Topics in Survey Research.** SIG-Survey Research in Education; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
- Posters:
32. Surveying Novice Teachers' Core Competencies: A Survey Development Narrative. *Ian H Burke, University of Denver; Kathy E. Green, University of Denver; Kimberly Mackai Hartnett-Edwards, University of Denver; Kent Seidel, University of Denver*
33. From Initial Interest to Persistence in STEM. *Christina Melki, Indiana University; Adam V. Maltese, Indiana University; Heidi Wiebke, Indiana University*
34. Rasch Analysis of Conference Proposal Ratings. *Kelly D. Bradley, University of Kentucky; Richard Kweku Mensah, University of Kentucky*
35. Factor Structure of the Revised Attitudes Toward Research Scale. *Elena C. Papanastasiou, University of Nicosia*
- 61.087-7. Familial and Cultural Contexts in Human Development.** Division E - Counseling and Human Development; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
- Posters:
36. Controlling Parenting, Perfectionism, and Academic and Social Achievement Goals Among Elite Chinese High School Students. *Cen Wang, Charles Sturt University; Sungok Serena Shim, Ball State University; Qian Wang, Chinese University of Hong Kong*
37. Positive Marital Interactions Support Positive Parenting Behaviors Over the First Five Years After Childbirth. *Yi-Ju Chen, University of Wisconsin - Madison*
38. The Relationship Among Parenting Styles, Home Literacy Environment, and Children's Literacy Skills. *Chaehyun Lim, Georgia State University; Kyong-Ah Kwon, Georgia State University; Gary E. Bingham, Georgia State University; Hyun Joo Jeon, University of Nevada - Reno*
39. What Individual, Familial, and Contextual Factors Predict the Postsecondary Completion Status of Rural Men and Women? *Charlotte Agger, University of North Carolina - Chapel Hill; Judith L. Meece, University of North Carolina - Chapel Hill; Bryan C. Hutchins, Center for Developmental Science; Soo-yong Byun, The Pennsylvania State University*
- 61.087-8. Risks, Student Supports, and Resiliency.** Division E - Counseling and Human Development; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
- Posters:
40. Restorative Circles Program at an At-Risk High School: Student Perspectives. *Lily Ortega, University of Illinois at Urbana-Champaign; Elaine Shpunig, Mikhail Lyubansky*
41. Effects of Preadoption Maltreatment and Early Interventions on Chinese Girls' Academic and Internalizing Problems. *Tony Xing Tan, University of South Florida; Eunkyung Na, University of South Florida; Travis Marn, University of South Florida*
42. A Longitudinal Analysis of the Relation of Teacher and Peer Relatedness With Engagement Across the Transition to Middle School. *Rhonda Sue Jamison, University of Illinois at Urbana-Champaign; Allison M. Ryan, University of Michigan - Ann Arbor*
43. Effects of Conscientiousness and Perfectionism on Academic Engagement and Self-Handicapping: Mediating Effects of Goal Orientation. *Hyungshim Jang, Hanyang University; Ji-Yeon Lee, Hanyang University*
- 61.087-9. Division I Poster Session.** Division I - Education in the Professions; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
- Posters:
44. A Longitudinal Evaluation Model for Monitoring the Quality and Equality of Nursing Practice Placements: The Student View. *Ann Ooms, Kingston University and St. George's University of London; Kath Sharples; Diane Joy Marks-Maran, Marks-Maran Associates Ltd*
45. Access to All? Medical School Admissions and Learners With Disabilities. *Jane Rosenthal, University of Southern California*
46. Design Is Design Is Design: What We've Learned From Designers About Preparing Instructional Designers. *Joanna C. Dunlap, University of Colorado - Denver; Patrick R. Lowenthal, Boise State University*
47. Evaluating and Adjusting for Rater Effects in a Standard Setting Using the Angoff Method. *Yoon Soo Park, University of Illinois at Chicago; Kuan Xing, University of Illinois at Chicago*
48. Implementation of a Work-Oriented Training on Values in Organizations. *Sandra Niedermeier, University of Munich; Heinz Mandl, University of Munich; Jan Hense, Ludwig-Maximilians-Universität München*
49. Informal Learning in a Social Context: Development and Validation of a Scale. *Dominik Emanuel Froehlich, Maastricht University; Simon Beusaert, Maastricht University; Mien Segers, Maastricht University*
50. Innovations in Experiential Learning for Adult Students. *Amanda Sisselman, Empire State College; Gina Torino, Empire State College*

51. Producing Naturopathic Doctors: The Impact of Early Clinical Experience on Student Clinical Competencies. *Su L. Swarat, California State University - Fullerton; Becky Clark, SCNM; Deborah Turner, SCNM*
52. Refiguring the Professional Identities of Transnational Foreign Language Teachers in the United States. *HyeKyoung Lee, Utah State University; Stephen I. Tucker, Utah State University*
53. The Effect of Graphics and Color on Evaluations in a Legal Setting. *Neil Jacobson, California State University - Chico; Neil H. Schwartz, California State University - Chico; Marie Lippmann, Dresden University of Technology*
54. The Effect of a Holistic Wellness Program on Workplace Productivity in a Government Environment. *Amanda Pare-Court, Notre Dame of Maryland; Mark J. Fenster, College of Notre Dame of Maryland*
55. Workplace Communications and Language Development for Immigrant and/or Ethnic Workers. *Veronika Zimmer, German Institute for Adult Education; Matilde Grünhage-Monetti, German Institute for Adult Education*

61.087-10. Problem-Based Education SIG Poster Session: Problem-Based Learning in Teacher Education and Other University Contexts. SIG-Problem-Based Education; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

56. Assessing the Needs of Teacher Professional Development in Project-Based Learning. *Peter Hogaboam, Indiana University; Yonjoo Cho, Indiana University - Bloomington; Yuhan Li*
57. Effects of Cooperative Problem-Based Learning on Student Logic Problem-Solving Performance. *Chun-Ping Wu, TamKang University; Li-chun Huang*
58. Examining the Impact of a Professional Development Course on STEM Teachers' Acceptance of Problem-Based Learning. *Christopher J. Mong, Purdue University; Peggy A. Ernter, Purdue University*
59. Teacher Preparation Program Redesign: Problem-Based Learning and Teacher Candidate Self-Efficacy. *Terry L Goodin, Middle Tennessee State University; Stephen A. Bartos, Middle Tennessee State University; Nancy G. Caukin, Middle Tennessee State University; Heather Dillard, Middle Tennessee State University*

61.087-11. Instructional Technology SIG Poster Session: Online and E-Learning. SIG-Instructional Technology; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

60. Social, Emotional, and Technical Competencies in E-Learning: A Literature Review. *Taeho Yu, Purdue University; Jennifer C. Richardson, Purdue University*
61. Synchronous and Asynchronous Learning in the Online Environment: Perceived Benefits and Implications for Program Evaluation. *Kimberly M. Wheeler, University of South Florida; Kris Y. Hogarty, University of South Florida; Ann E. Barron, University of South Florida*
62. Motivation and Emotion in a Transitional Stage During the Switch to Online. *Min Kyu Kim, University of Southern California; So Mi Kim, University of Georgia - Athens; Otto Khera, University of Southern California; Joan Getman, University of Southern California*
63. Orchestrating Synchronous and Asynchronous Modes in Blended Online Learning. *Peter Fadde, Southern Illinois University - Carbondale*

61.087-12. Fostering Research in Multiple Communities. SIG-Caribbean and African Studies in Education; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

64. An Examination Into the Predictive Validity of the Barbados Secondary School Entrance Examination Scores in Relation to the Caribbean Secondary Examination Certificate. *Martin Timothy Hall, Charles Sturt University*
65. Contributions of Nonlocal Women Principals in Former British Colonies. *Joyanne Beverly De Four-Babb, No university affiliation*
66. Decolonizing Architecture of Participation for the Uganda National Museum: Web 2.0 Expressions of Heritage Sites. *Mary Leigh Morbey, York University; Dennis N. York, University of Guelph*
67. Navigating Relational Pedagogy in Cross-Cultural Contexts. *Chimwe H. Ikpeze, Saint John Fisher College*
68. Language, Power, and Education in Haiti: Analyzing a Complex Crossroads. *Fabienne Doucet, New York University*

Sunday, 4:05 pm

Governance Meetings and Events

- 62.001. AERA Committee on Scholars of Color in Education: Closed Meeting.** AERA Governance; Governance Session
Marriott, Third Level, 306; 4:05-6:05pm
Chair: *Kimberley Gomez, University of California - Los Angeles*
- 62.002. AERA SIG Open Meeting and Reception for SIG Officers.** AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 1; 4:05-6:05pm
Chair: *Geni Cowan, California State University - Sacramento*
- 62.003. American Educational Research Journal (Teaching, Learning, and Human Development) Closed Editorial Board Meeting.** AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 4:05-5:35pm
Chair: *Harold F. O'Neil, University of Southern California*

Presidential Sessions

62.010. Analysis of Social Networks of Educators: Empirical Findings, Practical Applications, New Directions, and Theoretical Issues. AERA Presidential Session

Convention Center, 200 Level, 201A; 4:05-5:35pm

Chair: *Min Sun, Virginia Polytechnic Institute and State University*

Participants:

What We Know About Teacher and Administrator Networks: Replicated Findings and Recent Extensions. *Kenneth A. Frank, Michigan State University; Min Sun, Virginia Polytechnic Institute and State University*

Challenges, Changes, and Churn: A Longitudinal Social Network Perspective of Urban District Leadership. *Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester*

Knowledge Production in Education Systems and Organizations: Intra- and Interschool Interactions About Instruction. *James P. Spillane, Northwestern University; Megan Hopkins, The Pennsylvania State University*

Using Network Ideas to Plan for the Adoption and Implementation of New Standards. *William R. Penuel, University of Colorado - Boulder*

Discussant: *Cynthia E. Coburn, Northwestern University*

62.011. Noncognitive Factors Affecting Student Success: State of the Science and Opportunities for School Improvement. AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 4:05-5:35pm

Chair: *David Scott Yeager, Stanford University*

Participants:

Grit and Self-Control. *Angela L. Duckworth, University of Pennsylvania*

Self-Regulation in Childhood. *Cybele Raver, New York University*

A Purpose for Learning. *David Scott Yeager, Stanford University*

"Wise" Critical Feedback. *Geoffrey L. Cohen, Stanford University*

Social Belonging. *Gregory Mariotti Walton, Stanford University*

Discussants: *Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Carol Dweck, Stanford University*

62.012. Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education. AERA Presidential Session

Convention Center, 100 Level, 122; 4:05-6:05pm

Chair: *Diana E. Hess, Spencer Foundation*

Participants: *Greg Duncan, University of California - Irvine; Marina Boni, Boston Public Schools; Richard J. Murnane, Harvard University; Merilee Valentino, Urban Assembly School for Law and Justice*

62.013. Scaling Up Effective Reforms: Findings From the i3 Scale-Up Grants. AERA Presidential Session

Convention Center, 200 Level, 201B; 4:05-5:35pm

Chair: *Mark Berends, University of Notre Dame*

Participants:

- Examining Variation in Achievement Impacts of KIPP Charter Schools. *Philip Gleason, Mathematica Policy Research, Inc.*
- Evaluating the Teach for America i3 Scale-Up. *Melissa Clark, Mathematica Policy Research, Inc.; Marykate Zukiewicz, Mathematica Policy Research, Inc*
- Reading Recovery Treatment Effect Variation. *Jerome V. D'Agostino, The Ohio State University; Henry May, University of Delaware*
- Examining Success for All: Still Effective After All These Years? *Robert Slavin, Johns Hopkins University; Janet C. Quint, MDRC; Rekha Balu, MDRC*

Discussant: *Mark Berends, University of Notre Dame*

AERA Sessions

62.014. Designing a Comprehensive Data System on Teacher Preparation in the U.S. - An NRC Workshop Project Report. AERA Sessions

Cosponsored with Organization of Institutional Affiliates; Invited Session

Convention Center, 200 Level, 202B; 4:05-5:35pm

Chairs: *Judith A. Koenig, National Research Council; Natalie R. Nielsen, National Research Council*

NRC Workshop Presenters: *Emerson J. Elliott, Council for the Accreditation of Educator Preparation; Pamela L. Grossman, Stanford University; Suzanne M. Wilson, University of Connecticut; Brian P. Rowan, University of Michigan; Robert E. Floden, Michigan State University*

Discussant: *David H. Monk, The Pennsylvania State University*

62.015. Interest in K-16 Mathematics and Science Learning and Related Activity: A New Forthcoming AERA Publication. AERA Sessions; Invited Session

Convention Center, 200 Level, 203A; 4:05-5:35pm

Chair: *Gilberto Q. Conchas, University of California - Irvine*

Participants: *K. Ann Renninger, Swarthmore College; Martina Nieswandt, University of Massachusetts - Amherst; Suzanne E. Hidi, University of Toronto*

Discussants: *Patricia A. Alexander, University of Maryland - College Park; Alan H. Schoenfeld, University of California - Berkeley*

62.016. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session

Convention Center, Terrace Level, Terrace II; 4:05-6:05pm

Chairs: *George L. Wimberly, American Educational Research Association; Jacquelynne Eccles, University of California - Irvine*

Participants:

1. Opportunity to Learn to Teach Mathematics: A Comparative Study. *Rachel Angela Ayieko, Michigan State University*
2. Creating College Opportunity: The Influence of School-Based Counseling on Postsecondary Enrollment and Choice. *Andrew Steven Belasco, University of Georgia*
3. The Lonely Social World of Racial- and Ethnic-Minority and Immigrant Youth: Examining Social Isolation of Adolescents From Their Peers, Teachers, and Parents. *Hua-Yu Sebastian Cherng, University of Pennsylvania*
4. Who Benefits Most From Shadow Education? The Heterogeneous Effects of SAT Preparation Activities on SAT Scores. *Yool Choi, University of California - Los Angeles*
5. Faces of the GED: Understanding General Education Development Recipients' Experiences Over the Life Course. *Lacey Ann Hartigan, University of Washington*
6. Inequality, Nonlinearity, and the College Experience: An Investigation of Reverse Transfer in the American Higher Education System. *Eleonora Hicks, University of Wisconsin - Madison*
7. The Effects of the Timing, Duration, and Quality of Teaching Practice on K-6 Mathematics Teachers' Content Knowledge for Teaching. *Erik D. Jacobson, Indiana University - Bloomington*
8. Early Maternal Employment and Children's Academic and Behavioral Skills: A Comparative Analysis. *Caitlin Lombardi, Boston College*
9. Predicting High School Graduation and College Enrollment: Comparing

Early-Warning Indicator Data and Teacher Intuition. *James Soland, Stanford University*

10. Mobilized Maestros: Teachers Performing Resistance in Oaxaca, Mexico. *Christian Alejandro Bracho, New York University*
11. The College-Going Beliefs of Students in a Precollege Program: An Application of the Theory of Planned Behavior. *James Ellis, University of Michigan - Ann Arbor*
12. The Effect of Negative Feedback on Motivation: A Meta-Analytic Investigation. *Carlton Jing Fong, The University of Texas - Austin*
13. Deaf-LatCrit Theory in Education: Identity and Experiences of Deaf Latino Students in a Residential School for the Deaf. *Carla Marie Garcia-Fernandez, The University of Texas - Austin*
14. Examining the Role of Parent Involvement in College Access for Low-Income Students: A Qualitative Study of the Families United in Educational Leadership Program. *Jodut Hashmi, Harvard University*
15. An Investigation of the Impact of Working Memory Training on Third-Grade Students' Memory Functioning, Reading Fluency, and Reading Comprehension. *Sylvia Lee, Southern Illinois University - Carbondale*
16. Still in Pursuit: An Ethnography of Race, Schooling, and Equality, 60 Years After *Brown v. Board of Education*. *Roseann Liu, University of Pennsylvania*
17. Shifting Deficit Thinking: Understanding Purposeful Organization and Movement in a Social Design Experiment. *Elizabeth Mendoza, University of Colorado - Boulder*
18. The Urban Brain Drain: Examining Academic and Nonacademic Factors That Influence Teacher Perceptions of Assessments and Accountability Policy. *Carol A. Moyer, Howard University*
19. Influencing Transfer and Baccalaureate Attainment for Community College Students Through State Grant Incentives: Quasi-Experimental Evidence From Texas. *Loni Bordoloi Pazich, New York University*
20. History of Education in Liberia, 1820-1860. *Sammer Saleh-Jones, University of Illinois at Urbana-Champaign*
21. Getting Used to Home: Social and Educational Experiences of Puerto Rican Transnational Youth. *Sandra Linnette Soto-Santiago, The University of Arizona*
22. Complicating Action Verbs of a "Common Core" Curriculum: Tracing Echoes Across a Social-Participatory Youth Coresearcher Methodology. *Vaughn W.M. Watson, Teachers College, Columbia University*
23. The Use of Multilevel Random Coefficient Models for the Analysis of Mediation Change Over Time. *Erin Hilary Arruda, University of California, Los Angeles*
24. Measuring and Understanding Student Engagement in Science Classrooms: An Investigation of the Contextual Factors and Longitudinal Outcomes. *Justina L. Judy, Michigan State University*
25. Socioeconomically Disadvantaged Students and Their Relationships With Teachers Over Time. *Phyllis Lee, The Pennsylvania State University*
26. Teacher-Child Relationships, Gender, and Academic Achievement: A Between- and Within-Child Analysis. *Meghan P. McCormick, New York University*
27. Cross-National Analysis of Women Faculty in Higher Education Institutions. *Mana Nakagawa, Stanford University*
28. Three-Level Models for Partially Nested Data Structures. *Jessica Tessler, California State University - Fullerton*
29. Social Capital, Academic Achievement, Employment Skills, and Psychosocial Well-Being Among Low-Resourced Community College Students. *Stacey Alicea, New York University*
30. Men of the Classroom: An Exploration of How the Organizational Conditions, Characteristics, and Dynamics in Schools Affect the Recruitment, Experiences, and Retention of Black Male Teachers. *Travis Bristol, Teachers College, Columbia University*
31. The Worldwide Rise of Private Higher Education. *Elizabeth Summer Buckner, Stanford University*
32. The Effect of Tuition Subsidies on Student College Choices. *Brianna Cardiff-Hicks, Stanford University*
33. Talking About Writing: Teachers' Oral Feedback to Elementary Writers. *Lorien Chambers Schuldt, Stanford University*
34. The Paradox of Teaching Behavioral Norms at a "No Excuses" School. *Joanne Wang Gollann, Princeton University*
35. Teacher Decisions Under Uncertainty: How Teachers Move Discussions Toward Student Learning and Participation. *Ling Hsiao, Harvard University*
36. The Rising Tide: Choice and Competition in Post-Katrina New Orleans Schools. *Huriya Jabbar, University of California - Berkeley*

37. "College Pride, Native Pride" and Education for Native Nation Building: Portraits of Native Students Navigating Freshman Year. *Adrienne Keene, Harvard Graduate School of Education*
38. "As Soon as I See Is the Letter K, I Get a Headache": Debates About Writing in Indigenous Languages in Intercultural Bilingual Education in Ecuador. *Nicholas Limerick, University of Pennsylvania*
39. Applying Probabilistic Models for Knowledge Diagnosis and Educational Game Design. *Anna Rafferty, University of California - Berkeley*
40. New Principals, School Working Conditions, and School Staffing. *Matthew A. Shirrell, Northwestern University*
41. About What and From Whom? The Effects of Providing School Performance Information to School Choosers and Citizens. *Jon Valant, Stanford University*
42. Culture, Power, and Pedagogy(s) in Market-Driven Times: Embedded Case Studies of Culture and Teaching in Three Urban Charter Schools in Harlem, New York. *Terrenda Corisa White, Teachers College, Columbia University*

Discussants: *David Myers, American Institutes for Research; Barbara Schneider, Michigan State University;*

Committee Sessions

- 62.017. Graduate Student Council Chair-Elect Fireside Chat. Writing Work That Works for You: Publishing in Academia.** Graduate Student Council Cosponsored with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 4:05-5:35pm

Chair: *Ashley Patterson, The Ohio State University - Columbus*

Participants: *Erica K. Dotson, Clayton State University; Nadia Behizadeh, Georgia State University; Stephanie Behm Cross, Georgia State University; Alyssa Hadley Dunn, Georgia State University; Jillian Carter Ford, Kennesaw State University*

- 62.018. Power and Innovation in International Education Policies, Practices, and Pedagogies.** International Relations Committee; Paper Session

Convention Center, 100 Level, 102A; 4:05-5:35pm

Chair: *Teresa Bracho, Instituto Nacional para la Evaluación de la Educación.*

Participants:

- Does International Education Policy Benchmarking Work? *Jaekyung Lee, University at Buffalo - SUNY; Keqiao Liu, University at Buffalo - SUNY*
- Evaluating Alternative Civic Education Pedagogies in Secondary School in Mexico. *Fernando M. Reimers, Harvard University*
- Inequalities at the Starting Gate in the United States and in Germany. *Tobias Linberg, University of Bamberg; Thomas Baeumer; Hans-Guenther Rossbach, Otto Friedrich University Bamberg*
- Returns to Investment in Information and Communication Technology in Education: Developing Arabian Gulf Youth for the Knowledge Economy. *Fatih Aktas, Lehigh University; Alexander W. Wiseman, Lehigh University; Fawziah Al-bakr, King Saud University*

Discussant: *William H. Schmidt, Michigan State University*

International Organization Sessions

- 62.019. The Lives of Leaders: Emerging Evidence Exploring School Leaders' Workload and Work-Life Balance in Sydney, Toronto, London, and New York City.** Commonwealth gaCouncil for Educational Administration and Management; Invited Session

Convention Center, 100 Level, 112B; 4:05-5:35pm

Chairs: *Karen E. Edge, Institute of Education - London; Katina E. Pollock, University of Western Ontario*

Participants:

- The Changing Nature of School Principals' Work. *Katina E. Pollock, University of Western Ontario*
- Generation X School Leaders' Pursuit of Work-Life Balance in London, New York City, and Toronto: The Good, the Bad, and the Ugly. *Karen E. Edge, Institute of Education - London; Paul Armstrong, Institute of Education-London; Jacob Mishook, Brown University*
- The Work Required of Principals and Vice-Principals to Improve Elementary Schools. *Kenneth A. Leithwood, OISE/University of Toronto; Vera Azah, OISE/University of Toronto*
- Issues, Tensions, and Dilemmas Facing Young Women Leaders in Toronto

and New York City: Considerations and Implications for Policy and Practice. *Juliet Horton; Karen E. Edge, Institute of Education - London; Angelina Faraone*

Generation Collide: Gen Y, Gen X, and Baby Boomers ... All Ready and Wanting to Lead. *Phil Lambert, Australian Curriculum, Assessment and Reporting Authority; Virginia Elliott, NSW Department of Education and Communities; Natalie Johnstone-Anderson, NSWDEC/University of Sydney; Warren Marks, University of Melbourne*

Discussants: *Jenny Lewis, CCEAM; Joanne Margaret Robinson, Ontario Principals' Council*

Division Sessions

- 62.020. Culturally Responsive School Leadership: Empirical Research and Theoretical Advances.** Division A - Administration, Organization and Leadership; Symposium

Convention Center, 100 Level, 120A; 4:05-6:05pm

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

Participants:

- Culturally Responsive Instructional and Transformational Leaders. *Judy A. Alston, Ashland University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*
- Preparing Principals as Culturally Responsive Leaders. *Mark A. Gooden, The University of Texas - Austin; Michael E. Dantley, Loyola University Chicago*
- Culturally Responsive School Leadership and Community Activism. *Camille M. Wilson, Wayne State University; Lauri Johnson, Boston College*
- The Role of Student Responsiveness and Voice in Educational Leadership: Exploring Racial Opportunity Cost and Recognition for Students of Color. *Lorri Michelle Johnson Santamaria, The University of Auckland; Terah Talei Venzant Chambers, Michigan State University*
- (Re)Evaluating the Triangle: Culturally Relevant Leadership in Bermuda. *Ty-Ron M.O. Douglas, University of Missouri - Columbia*
- Culturally Responsive Leadership: A Review of the Literature. *Muhammad Khalifa, Michigan State University; Mark A. Gooden, The University of Texas - Austin; James Earl Davis, Temple University*

Discussants: *Sonya Douglass Horsford, George Mason University; Muhammad Khalifa, Michigan State University*

- 62.021. Leadership, Administration, and Leaders in Urban Schools.**

Division A - Administration, Organization and Leadership; Symposium

Convention Center, 100 Level, 115A; 4:05-5:35pm

Chair: *Kofi Lomotey, Western Carolina University*

Participants:

- Professional Identities of Urban School Principals. *Gary M. Crow, Indiana University; Samantha Paredes Scribner, Indiana University - Indianapolis; Samara Wolf Fetner, American Educational Research Association*
- Urban School Leadership and Fit. *Ira E. Bogotch, Florida Atlantic University; Leo Nesmith, Florida Atlantic University; Scott V. Smith, Florida Atlantic University; Frank Gaines, Broward Schools*
- Black Students, Urban Schools, and Black Principals: Leadership Practices That Reduce Disenfranchisement. *Kofi Lomotey, Western Carolina University; Kendra Parks Lowery, University of Wisconsin - Madison*

- 62.022. Social Justice Leadership.** Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102B; 4:05-6:05pm

Chair: *Theodore Stefan Kaniuka, Fayetteville State University*

Participants:

- Clandestine Activism in Education: Leadership and Social Justice. *James Ryan, University of Toronto - OISE; Stephanie Diane Tuters, OISE/University of Toronto*
- Educational Leadership and Advocacy for Social Justice. *Emily R. Crawford, University of Missouri - Columbia; Noelle Witherspoon Arnold, University of Missouri - Columbia*
- Principals' Social Justice Leadership in Demographically Shifting Suburban Public Elementary Schools in Arizona. *Cindy T. Ruich, Marana Unified School District, Marana, Arizona; John L. Taylor, The University of Arizona*
- Social Justice Leadership Model: Awareness, Reflection, and Action. *Esperanza De La Vega, Portland State University; Tyler H. Matta,*

University of Oregon; Moti Hara, Portland State University
 Social Justice Leadership on the U.S.-Mexico Border. *David Edward DeMatthews, The University of Texas - El Paso*
 The Folly of Social Justice Leadership Without Critical Consciousness: A Critical Discourse Analysis of the Minnesota Desegregation Rule. *Sharon I. Radd, St Catherine University; Tanetha J. Grosland, Morgan State University*
 Discussant: *Anthony H. Normore, California State University - Dominguez Hills*

62.023. Urban School Leadership. Division A - Administration, Organization and Leadership; Paper Session
 Convention Center, 100 Level, 115B; 4:05-5:35pm

Chair: *Galit Eizman, Harvard University*

Participants:

Demographic and Professional Characteristics of Urban School Principals in the United States: A 20-Year Trend Study. *Xingyuan Gao, Western Michigan University; Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University*

Enacting a Learning Imperative: Strategies of Urban, Public K-12 Principals. *Aimee LaPointe Terosky, Saint Joseph's University*
 Relational Leadership, Social Capital, and the Administration of Full-Service Community Schools. *Mavis G. Sanders, University of Maryland - Baltimore County*

The Elusive Description of Leadership in Effective Urban Schools. *Lynne G. Perez, National Center for Urban School Transformation; Joseph F. Johnson, San Diego State University; Cynthia L. Uline, San Diego State University*

Understanding Instructional Leadership by Understanding Instructional Systems. *Christine M. Neumerski, Vanderbilt University - Peabody College*

Discussant: *Jacob Easley, University of Pittsburgh - Johnstown*

62.024. Aesthetics of Multimodal Play: Exploring the Expressive Creativity of Court-Involved Youth. Division B - Curriculum Studies; Symposium

Convention Center, 100 Level, 111A; 4:05-5:35pm

Chair: *Lalitha M. Vasudevan, Teachers College, Columbia University*

Participants:

Documenting Self: "Behind the Scenes" of a Digital Storytelling Project. *Kristine Rodriguez Kerr, Teachers College, Columbia University*

Examining Modal Resources in Youth Video Production. *Melanie Hibbert, Teachers College, Columbia University*

The Power of Imagery as Aesthetic Response. *Lydia Peace Browne, Teachers College, Columbia University*

Cultivating Selves Through Multimodal Engagement. *Ahram Park, Teachers College, Columbia University*

62.025. Educational Activism at AERA? Sites of Struggle and Possibility.

Division B - Curriculum Studies; Symposium

Convention Center, 200 Level, 202A; 4:05-5:35pm

Chair: *Kevin Kumashiro, University of San Francisco*

Participants:

National Council for Accreditation of Teacher Education, Social Justice, Diversity, and AERA: Who Sets the Standards? *Therese M. Quinn, University of Illinois at Chicago*

Proposition 8, Hyatt Hotels, and AERA: Whom and What Do We Support? *Mara Sapon-Shevin, Syracuse University; Erica R. Meiners, Northeastern Illinois University*

Arne Duncan Comes to the AERA: What's an "Appropriate" Response to Power and Authority? *Barbara Madeloni, University of Massachusetts - Amherst; Daiyu Suzuki, Teachers College, Columbia University*

Discussant: *Kevin Kumashiro, University of San Francisco*

62.026. Pushing Boundaries Through Digital and Visual Methodologies.

Division B - Curriculum Studies; Paper Session

Marriott, Fourth Level, Franklin 12; 4:05-5:35pm

Chair: *Mei W. Hoyt, University of North Texas*

Participants:

Critical Literacies Investigated Through Art Education and Digital Visual Culture in the Third-Grade Classroom. *Patty Bode, The Ohio State University - Columbus*

Drama With Street Youth: Visual Methodology Dialogues Across Distance. *Amanda Wager, The University of British Columbia; Anne Wessels,*

University of Toronto - OISE

Innovative Curriculum Reform in Environmental Science: Creating Digital Stories Through a Pedagogy of Consumption. *Austine Luce, University of Colorado - Denver*

Political Remix Videos in Teacher Education. *James Trier, University of North Carolina - Chapel Hill*

Discussant: *Gregory James Dimitriadis, University at Buffalo - SUNY*

62.027. Visceral Literacies, Embodied Inquiries: The "Affective Turn" in Critical Research for Social Justice. Division B - Curriculum Studies; Structured Poster Session

Convention Center, 100 Level, 121C; 4:05-5:35pm

Chair: *Elizabeth M. Dutro, University of Colorado*

Participants:

1. "This Whole Thing of Seeing": Coming to Know the "Other" Through Bodily, Narrative Encounter. *Julia Churchill Kantor, University of Colorado - Boulder*

2. □ Ya me vio llorar ... Ya me dio vergüenza □: Complicating Researcher Positionality Through Critical Witness. *Meg Burns, University of Colorado - Boulder*

3. The Intersection of Privilege, Power, and Fear: A Juxtaposition of Two (Dis)Similar Lives. *Daniela Kruei DiGiacomo, University of Colorado - Boulder*

4. Students and Teachers Queering the Common Core in a Large Public High School. *Michael J. Wenk, University of Colorado - Boulder*

5. Using Critical Literacy to Queer Knowledge Structures. *Ashley Cartun, University of Colorado - Boulder*

6. Social Bodies in Digital Times: The Affective Positionalities of Composers in Online Learning Environments. *Alaina C. Feltenberger, University of Colorado*

7. Embodiment of Children's Literature: Toward Visceral Readings of Books and Children's Lives. *Kimberly McDavid Schmidt, University of Colorado - Boulder*

Discussants: *Cindy Cruz, University of California - Santa Cruz; Stephanie R. Jones, University of Georgia*

62.028. Professional Practice, Teachers, and Teacher Preparation. Division C - Learning and Instruction; Paper Session

Marriott, Fifth Level, Grand Ballroom I; 4:05-5:35pm

Chair: *Helen Crompton, Old Dominion University*

Participants:

A "Use Diffusion" Perspective on Teachers' Adoption and Use of a Social Teaching Platform. *Heather Leary, University of Colorado - Boulder; Victor R. Lee, Utah State University; Mimi M. Recker, Utah State University*

Instructional Practice in the Digital Age: Changes, Challenges, and Choices. *Andrea J. Bingham, University of Southern California*

Preparing Teachers for Technology-Based Learning Environments: Transformative Reflections From Preservice Teachers. *Jennifer K. LeBlanc, Texas A&M; Amanda S Otten, Texas A&M University - College Station; Abiola A. Farinde, University of North Carolina at Charlotte*

Technological Pedagogical Content Knowledge in Teacher Preparation: Impact of a Coaching Professional Development With Mobile Devices. *Guy Trainin, University of Nebraska - Lincoln; Laurie Ann Friedrich, University of Nebraska - Lincoln*

Technology Use in Teacher Training Programs: Lessons Learned From a Systematic Review. *Rana Tamim, Zayed University; Evgueni Borokhovski, Concordia University; Robert M. Bernard, Concordia University; Richard F. Schmid, Concordia University; Philip C. Abrami, Concordia University; Anna Sokolovskaya, Concordia University*

Weaving New Perspectives in the Cloud: UAE and U.S. Preservice Teachers Use VoiceThread to Discuss Children's Literature. *Patience A. Sowa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City*

62.029. Researching the Promise and the Challenges of Teaching and Learning Argumentation Across the Disciplines. Division C - Learning and Instruction; Symposium

Marriott, Fourth Level, 414; 4:05-5:35pm

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

Participants:

How Instructional Patterns for Teaching Argumentative Writing Predict Students' Writing Achievement. *Jennifer Lynn VanDerHeide, The*

Ohio State University; George E. Newell, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Amy Bradley, The Ohio State University

Opportunity to Learn Argumentation in English Language Arts, History, and Science Classrooms. *Cindy Litman, WestEd; Stacy A. Marple, WestEd; Cynthia L. Greenleaf, WestEd; Irisa Charney-Sirott, WestEd; Lisa Richardson, WestEd - K-12 Alliance; Michael J Bolz, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago*

Rationality in the Teaching and Learning of Argumentative Writing: A Microethnographic Study of the Hidden Curriculum. *David M. Bloome, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Allison S. Wynhoff Olsen, Montana State University*

Designing for Argumentation: Learning Outcomes From Teacher-Research Collaborations in Science, History, and Literature. *Stacy A. Marple, WestEd; Cindy Litman, WestEd; Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd; Gayle Cribb, WestEd*

Discussant: *Judith A. Langer, University at Albany - SUNY*

62.030. Space and Technologies for Learning in Schools, Museums, and Workplaces: Recent Approaches in Design-Based Research.

Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, Franklin 6; 4:05-5:35pm

Chair: *Ingeborg Krange, University of Oslo*

Participants:

Designing Academic Technology-Rich Spaces to Facilitate Cross-Departmental Interactions. *Christopher Hoadley, New York University; Matthew Lucas, New York University*

Location, Location: Using the Physical Space of the Classroom for Pedagogical Advantage. *James D. Slotta, University of Toronto; Mike Tissenbaum, University of Toronto; Michelle Lui, University of Toronto - OISE*

Active Learning Classroom Use in College-Level Physics: The Impact of Technology Design and Adaptive Orchestration. *Elizabeth S. Charles, Dawson College; Chris Whittaker, Dawson College; Nathaniel Lasry, Harvard University*

Designing Interactives in Art Museums: Situating Learning Technologies and Interactions in Gallery Space. *Rolf Steier, University of Oslo; Palmyre Pierroux, University of Oslo*

Scope of Action for Learning in Science Centers. *Ingeborg Krange, University of Oslo*

Discussant: *Charles David Cox, The Pennsylvania State University*

62.031. Teachers' Instructional Practices and Students' Mathematics Learning.

Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 4:05-5:35pm

Chair: *Yasemin Copur-Gencturk, University of Houston*

Participants:

Developmental Patterns in Associations Between Instructional Practice and Children's Math Trajectories in Elementary School. *Melissa Heatly Castle, University of Pittsburgh; Heather J. Bachman, University of Pittsburgh; Elizabeth Votruba-Drzal, University of Pittsburgh*

Predictors of Common Core Mathematics Instruction. *Jonathan A. Supovitz, University of Pennsylvania; Lisa Merrill, Research Alliance for New York City Schools*

Quality Mathematics Teaching Practices Across High-Achieving Countries: An Exploratory Analysis Using TIMSS (Trends in International Mathematics and Science Study) 2011 International Data. *Qiang (Andy) Cheng, The University of Mississippi; Jian Wang, Texas Tech University*

Relationships Among Teachers' Instructional Practices Within Mathematics and Science: An Investigation of Subject-Specific Differences. *Yasemin Copur-Gencturk, University of Houston; Tang Wee Teo, National Institute of Education - Nanyang Technological University; Sarah Theule Lubienski, University of Illinois at Urbana-Champaign; Barbara Hug, University of Illinois at Urbana-Champaign*

Discussant: *Theodore Chao, Harvard University*

62.032. Young Participants as Partners in Research.

Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 113B; 4:05-5:35pm

Chair: *Nancy E. Perry, The University of British Columbia*

Participants:

Inviting Young Children to Document Their Experiences of Success: A

Qualitative Investigation of Factors Triggering Engagement in Early

Education Classrooms. *Elina Maatta, University of Oulu*

Self-Authoring Artifacts as Medial Means: A Focus on Embodiment. *Jaakko Hilppö, University of Helsinki; Lasse Lipponen, University of Helsinki; Kristina P. Kumpulainen, University of Helsinki; Antti Juhani Rajala, University of Helsinki / Department of Teacher Education*

Using Photo-Elicited Interviews to Study Self-Determination in Youth Enrolled in Alternative Education Programs. *Gigi Michelle Hofer, The University of British Columbia; Nancy E. Perry, The University of British Columbia*

The YouthMADE Project: Media by Youth, for Youth, and About Youth. *Jenna D. Shapka, The University of British Columbia; Rebecca J. Collie, University of New South Wales; Hezron Onditi; Joanna Tan, The University of British Columbia; Rachel Baitz; Michaela Wooldridge*

Discussant: *Theresa Rogers, The University of British Columbia*

62.033. Methodological Considerations in Modeling Latent Growth.

Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 117; 4:05-5:35pm

Chair: *Yun Xiang, Northwest Evaluation Association*

Participants:

Capturing Nonlinearity in Growth Curve Models: A Monte Carlo Comparison of Generalized Additive and Generalized Linear Models. *Kristynn J. Sullivan, University of California - Merced; Sarah Depaoli, University of California - Merced*

Comparison of Methods for Handling Missing Data When Fitting a Latent Growth Model. *Nan Chen, Beijing Normal University; Hongyun Liu, Beijing Normal University; Yuan Liu, The Chinese University of Hong Kong; Huan Liu, Beijing Normal University*

Model Misspecification and Assumption Violations With the Linear Mixed Model: A Meta-Analysis. *Brandon LeBeau, University of Arkansas*

Nonlinear Latent Curve, Autoregressive Latent Trajectory, and Latent Curve Autoregressive Moving Average (LCARMA) Models as Rival Longitudinal Hypotheses: A Monte Carlo Discriminant Study. *Stephen A. Sivo, University of Central Florida; Parul Acharya, University of Central Florida*

Proportionality Assumption in Latent Basis Curve Models: A Cautionary Note. *Kyle Lang; Wei Wu, The University of Kansas*

Discussant: *Yeow Meng Thum, Northwest Evaluation Association*

62.034. Understanding and Measuring Academic Performance.

Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 111B; 4:05-5:35pm

Chair: *Arturo Olivarez, The University of Texas - El Paso*

Participants:

Effects of Reducing the Cognitive Load of Mathematics Items on Student Performance. *Susan Gillmor, The University of Kansas; John Poggio, The University of Kansas; Susan Embretson, Georgia Institute of Technology*

Explaining Complex Problem Solving With Noncurricular Cognitive Competence Tasks and Task Interest in Low-Stakes Assessment. *Sirkku Annamajja Kupiainen, University of Helsinki; Mari-Pauliina Väinikainen, University of Helsinki; Jarkko Hautamäki, University of Helsinki; Samuel Greiff, University of Luxembourg; Sascha Wüstenberg*

Measure Concept Mapping, Not Concept Maps: Procedural Analysis Elucidates Stages in Students' Understanding of Biology Concepts. *Anveshna Srivastava, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research; Nisheeth Srivastava, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research; Sanjay Chandrasekharan, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research*

The College Readiness of White and Latino Students: Measurement Invariance and Population Heterogeneity. *Hadar Baharav, University of California - Santa Barbara*

Using Hierarchical Linear Models and Longitudinal Study of American Youth Data to Explore Family, Friend, and Teacher Support of Adolescents' Academic Achievement. *Yin Yu, University of California - Santa Barbara*

Discussant: *Donna L. Sundre, James Madison University*

62.035. Speaking Up and Reaching Out: Personal and Social Factors Related to Student Outcomes.

Division E - Counseling and Human Development; Paper Session

Convention Center, 100 Level, 103B; 4:05-5:35pm

Chair: *Theresa J. Canada, Western Connecticut State University*

Participants:

Relationship Between Self-Efficacy, Motivation, and Choosing College Moderated by Income in a Diverse Sample. *Maria E. Hernandez Finch, Ball State University; William Holmes Finch, Ball State University; Melissa Singh, Ball State University*

Confidential School Climate Survey: Identify and Assist Counselors With Social-Emotional At-Risk Students. *Alvin Larson, Meriden Public Schools*

Recovery High Schools: Innovative Schools Supporting Recovery From Substance Abuse. *Andrew J. Finch, Vanderbilt University; D. Paul Moberg, University of Wisconsin - Madison; Emily Tanner-Smith, Vanderbilt University; Holly Wegman, Vanderbilt University*

Sexual Harassment and Sexual Violence Experiences Among Middle School Youth. *Sarah J Rinehart, University of Illinois at Urbana-Champaign; Namrata Doshi, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Family-School Involvement: Relational Processes Influencing Children's Social-Emotional and Academic Development. *Sondra Smith, University of Florida; Ellen Amatea, University of Florida; Walter L. Leite, University of Florida; Yasemin Kaya, University of Florida; Kacy Allison Mixon, University of Florida*

Discussant: *Kathleen H. Corriveau, Boston University*

62.036. Division F Vice Presidential Address: Dismantling and Dissecting Attacks on Historically Black Colleges and Universities. Division F - History and Historiography; Invited Session
Convention Center, 100 Level, 103C; 4:05-7:00pm

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

Presenter: *Marybeth Gasman, University of Pennsylvania*

62.037. Division H Vice-Presidential Invited Session: Taking Stock of America's Teacher Evaluation Tempest. Division H - Research, Evaluation and Assessment in Schools Cosponsored with Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 116; 4:05-6:05pm

Chair: *Virginia Edwards, Education Week*

Participants:

Taking Stock of America's Teacher-Evaluation Tempest. *David C. Berliner, Arizona State University*

Taking Stock of America's Teacher-Evaluation Tempest. *Linda Darling-Hammond, Stanford University*

Taking Stock of America's Teacher-Evaluation Tempest. *W. James Popham, University of California - Los Angeles*

Discussants: *Deb Sigman, California Department of Education; Alan Burke, Office of Superintendent of Public Instruction*

62.038. Working Collaboratively in Professions to Improve Training and Practice. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 105A; 4:05-5:35pm

Chair: *Hugh A. Stoddard, Emory University*

Participants:

Emotional-Social Intelligence and the Retention of Nursing Students. *Victoria Jane Wilson, University of Arkansas at Little Rock; Thomas G. Barrett, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock*

Managing From the Boundary in School Management Teams and School Effectiveness Improvement: An Investigation of the School Leader Role. *Pascale Benoliel, Bar Ilan University; Anit Somech, University of Haifa*

Supporting Collaboration in Engineering Education: Technology and Pedagogy at Work. *Rose M. Marra, University of Missouri; David H. Jonassen, University of Missouri - Columbia; Christopher Larsen, University of Missouri - Columbia; Naien Tang, University of Missouri - Columbia; Linsey Steege, University of Wisconsin - Madison*

The Role of Online Communities of Practice in Promoting Sociotechnical Capital Among Science Teachers. *Rita T. Karam, RAND Education; Susan Straus, RAND Corporation; Al Byers, National Science Teachers Association*

Discussant: *Andrea Gotzmann, Medical Council of Canada*

62.039. Career Trajectories for Academic Women and Women Administrators. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 4:05-5:35pm

Chair: *Jenna Sablan, University of Southern California*

Participants:

Leaning In or Backing Out: Questioning Career Pathways of Academic Women. *Pamela L. Eddy, College of William and Mary; Kelly A. Ward, Washington State University*

Profiles, Pedigrees, and Proficiencies: Factors and Forces Influencing the Trajectories of African American Women Postsecondary Presidents. *Janeula M. Burt, Bowie State University; Verna Orr, Howard University*

Discussant: *Christine A. Stanley, Texas A&M University - College Station*

62.040. College Access Policy on the Disadvantaged in China: Perspectives of Different Groups. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 108A; 4:05-5:35pm

Chair: *Heidi A. Ross, Indiana University*

Participants:

The End of Separate but Equal Policy? The Policy of a National College Entrance Examination for Migrant Students. *Baocun Liu, Beijing Normal University*

The Shrinking Opportunities: Participation of Rural Students in Leading Chinese Universities. *Mingquan Yang, Beijing Normal University*

Save the Boys: Research on Boys' Disadvantages in Access to Higher Education. *Jun Teng, Beijing Normal University*

Who Is It Easier for to Go to College? An Empirical Study on the Relationship Between Students' Socioeconomic Status and Their Access to Higher Education in China. *Qiang Liu, Beijing Normal University*

Affirmative Action in China: Research on Preferential Policies of Ethnic Minorities' Access to Higher Education. *Min Liu, Beijing Normal University*

62.041. Deep Learning and Academic Engagement. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 4:05-5:35pm

Chair: *Christopher C. Morpheu, University of Iowa*

Participants:

College Seniors' Plans for Graduate School: Do Deep Approaches to Learning and Holland Academic Environments Matter? *Louis Rocconi, Indiana University - Bloomington; Amy Ribera, Indiana University; Thomas F. Nelson Laird, Indiana University*

Integration of Learning: Examining Undergraduates' "Light Bulb Moments". *James Patrick Barber, College of William and Mary; Leslie Bohon, College of William and Mary; Nancy Everson, College of William and Mary; Laura Feltman, College of William and Mary; Sharon L. M. Stone, College of William and Mary*

Lukewarm: Testing the Water of In-Class Academic Rigor Across Two Research Institutions. *Corbin M. Campbell, Teachers College, Columbia University; Theresa Cruz Paul, John Jay College of Criminal Justice - CUNY; Deniece Dortch*

Student-Faculty Interaction, Institutional Characteristics, and Students' Academic Engagement: A Multilevel Approach. *Zebing Wu, University of Iowa; Weilin Chen, University of Iowa*

Discussant: *Karen K. Inkelas, University of Virginia*

62.042. The Role of High-Impact Practices in Student Learning Outcomes. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 109B; 4:05-5:35pm

Chair: *Demetri L. Morgan, University of Pennsylvania*

Participants:

"Whose A Is It Anyways?" Exploring the Influence of Student-Parent Communication and First-Year Academic Performance for High-Achieving Students. *Dayna Staci Weintraub, University of California - Los Angeles*

Do High-Impact Practices Actually Have High Impact on Learning for All Students? *Cindy A. Kilgo, University of Iowa; Jessica Kathryn Ezell Sheets, University of Iowa; Ernest T. Pascarella, University of Iowa*

Expanding the Research to Look at Academic Engagement as a Predictor of Adult Student Outcomes. *Jovita M. Ross-Gordon, Texas State University - San Marcos; M Cecil Smith, West Virginia University; Amy D. Rose, Northern Illinois University; J. Schwartz, Northern Illinois University*

Subject Specificity of Learning Emotions and Achievement Outcomes: How Feelings Impact Performance. *Alexandra Corina Niculescu, Maastricht University; Dirk Tempelaar, Maastricht University; Jimmie Leppink, Maastricht University; Amber Dailey-Hebert, Park*

University; Mien Segers, Maastricht University; Wim H. Gijsselaers, Maastricht University

Discussant: Jillian L. Kinzie, Indiana University

62.043. Tuition Pricing Policy and Underrepresented Students. Division J - Postsecondary Education; Paper Session
Marriott, Fifth Level, Grand Ballroom J; 4:05-5:35pm

Chair: Angela Boatman, Vanderbilt University - Peabody College

Participants:

The Effect of Tuition Increases on the College Access of Students of Low Parental Education: New Results From a Natural Experiment in Germany. Anna Julia Kroth, Humboldt University - Berlin

Differential Pricing in the Wake of Tuition Deregulation at Texas Public Universities. Jeongeun Kim, University of Michigan; Kevin Stange

Pricing Out the Disadvantaged? The Effect of Tuition Deregulation on Underrepresented Students in Texas. Stella M. Flores, Vanderbilt University; Justin Shepherd, Vanderbilt University

A Multiple Case Study of Research Use in Undocumented Student Tuition Policy Decisions. Mary Milan Deupree, University of Georgia

Discussant: Jennifer A. Delaney, University of Illinois at Urbana-Champaign

62.044. Culturally Responsive Teaching Across Contexts and Tools.

Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Franklin 2; 4:05-5:35pm

Participants:

Exploring How Teacher Candidates Become Teachers Without Becoming Culturally Responsive. Shannon Mary Daniel, Vanderbilt University - Peabody College

Fostering Awareness Through Transmediation: Preparing Preservice Teachers for Critical Engagement With Multicultural Literature. Mary C. Hutchinson, The Pennsylvania State University; Xenia Hadjioannou, The Pennsylvania State University

Long-Term Impact of a Critical Multicultural Curriculum: Awareness, Activism, Disillusionment, Segregation. Jill Ewing Flynn, University of Delaware

The Phenomenon of Culturally Responsive Pedagogy in Rural Western North Carolina. Pamela Kay Heidlebaugh-Buskey, Western Carolina University

Discussant: Venus E. Evans-Winters, Illinois State University

62.045. Effective or Wise? Teaching and Assessing Professional Dispositions in Education. Division K - Teaching and Teacher Education; Symposium

Convention Center, 100 Level, 120B; 4:05-6:05pm

Chairs: Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D'Youville College

Participants:

Practicing in the Panopticon: Teaching and Learning in the Surveillance Media Culture. Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D'Youville College; Catherine Lara Lalonde, D'Youville College

Revealing the Myth of the "Fully Qualified" Bright Young Teacher: Using the Haberman Star Teacher Pre-Screener. Nicholas Daniel Hartlep, Illinois State University; Sara McCubbins; Grant B. Morgan, Baylor University

It Was Never Pretty: Nested Investigations Around Inquiry Dispositions. Pamela J. Hickey, SUNY - College at New Paltz; Mary H. Sawyer, SUNY - College at New Paltz

The Big "O": Occupying Against Reductionism in Education Using Small and Sustained Actions. Barbara J. Rose, Roberts Wesleyan College

Teach For America, the Neoliberal Alternative to Teacher Professionalism. T. Jameson Brewer, University of Illinois at Urbana-Champaign; Anthony Cody, Education Week

Seeking Balance: Rethinking Who Decides the Role of Dispositions in Teacher Evaluation. Timothy Edward Mahoney, Millersville University of Pennsylvania; John Ward, Millersville University of Pennsylvania

Discussants: Bradley J. Porfilio, Lewis University; Jed Hopkins, Edgewood College

62.046. Supporting Preservice Teachers of Color. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fifth Level, Grand Ballroom L; 4:05-5:35pm

Chair: Tamra O. Jackson, University of South Carolina

Participants:

"Mess With Women—You Get a Smackdown": Toward a Chicana

Feminist Construct of Citizenship. Amanda Elizabeth Vickery, The University of Texas - Austin

Students' Satisfaction of Relatedness Need in a Graduate-Level Teacher Education Course. Jung-In Kim, University of Colorado - Denver; Barbara J. Dray, University of Colorado - Denver

Testimonios of Latino Male Preservice Teachers as Models for Caring, Bilingualism, and Biculturalism. Gilberto P. Lara, The University of Texas - Austin

The Impact of College-to-Career Teacher Preparation Pathways to Engage and Prepare California's Teacher Workforce. Barbara A. Henderson, San Francisco State University; Darla M. Cooper, The RP Group; Jazmyn Childress, n/a; Ana Maria Gutierrez, San Francisco State University; Carissa Ann Purnell, San Francisco State University

The Ethnoracial Experience Gap: The Challenge of Culturally Relevant Pedagogy in Teacher Education. Chelda Smith, University of Minnesota - Twin Cities

Discussant: Virginia M. Lea, University of Wisconsin - Stout

62.047. Teaching Professional Learning in Mathematics. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 204A; 4:05-5:35pm

Chair: Mary A. Avalos, University of Miami

Participants:

Data Use for Improved Mathematics Teaching: The Importance of Productive Dissonance and Recurring Feedback Cycles. Jolley B. Christman, Research for Action; Caroline Brayer Ebby, Consortium for Policy Research in Education; Kimberly Edmunds, Research for Action

Effects of Teacher Professional Learning Activities on Student Achievement Growth in Mathematics. Motoko Akiba, Florida State University; Guodong Liang, University of Missouri

Measuring District-Wide Growth in Learning and Teaching Mathematics. Jennifer M. Lewis, Wayne State University; Davida Fischman, California State University - San Bernardino; Iris M. Riggs, California State University - San Bernardino; Matt Riggs, California State University - San Bernardino

Teacher Learning Across Group and Individual Assignments: Attending and Responding to Student Mathematical Thinking. Alfredo Bautista, Nanyang Technological University - National Institute of Education; Barbara M. Brizuela, Tufts University; Corinne Glennie, Tufts University; Mary Caddle, Tufts University

Discussant: Sandy Pesavento, University of Scranton

62.048. The Implications of the Council for the Accreditation of Educator Preparation Policy Standards on Teacher Education Research, Policy, and Practices. Division K - Teaching and Teacher Education; Invited Session

Marriott, Fourth Level, Franklin 3; 4:05-5:35pm

Chair: Magaly Lavadenz, Loyola Marymount University

Presenters: Marilyn Cochran-Smith, Boston College; Mary Vixie Sandy, California Commission on Teacher Credentialing; Cynthia Freeman Grutzik, California State University - Long Beach; Andrea K. Whittaker, Stanford University; Jon D. Snyder, Stanford University; Marcy Singer-Gabella, Vanderbilt University; Barbara L. Bales, University of Wisconsin - Milwaukee

Discussant: James G. Cibulka, Council for the Accreditation of Educator Preparation

62.049. The Vital Interests: Preparing Globally Competitive and Culturally Responsive Educators for Our Shared Future. Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 203B; 4:05-5:35pm

Chair: Yi Huang, Bowie State University

Participants:

The Vital Interests: Preparing Globally Competitive and Culturally Responsive Educators for Our Shared Future. Yi Huang, Bowie State University; Marsha Millet, Stillman College; Karen Verbeke, University of Maryland - Eastern Shore

Developing Common Expectations Toward the Preparation of Globally Competent and Culturally Responsive Educators. Traki Taylor-Webb, Bowie State University; Rhonda F. Jeter, Bowie State University; Anthony Graham, North Carolina A&T State University

Building Capacity and Linkage for Internationalizing Educator Preparation Programs at Minority-Serving Institutions. Leontye Lewis, Fayetteville State University; James Takona, Coppin State University; Bret D

Cormier, Kentucky State University

Discussant: *Boyce Williams, National Association for Equal Opportunity in Higher Education*

62.050. Transforming the Problem-Based Notion of Academic Language and Literacy to a Resource-Based Perspective. Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 204B; 4:05-5:35pm

Chair: *Lilia I. Bartolome, University of Massachusetts - Boston*

Participants:

Linguistic-Minority Students' Meditational and Linguistic Capital: Connecting Their Academic Discourse With New Academic Language. *Lilia I. Bartolome, University of Massachusetts - Boston; Susana Ibarra Johnson, University of Wisconsin - Madison*

The Integration of Academic Language in Education Policy. *David Nieto, Massachusetts Department of Elementary and Secondary Education*

Guiding Teachers in Supporting the Participation of English Language Learners in Academic Literacy Practices. *Daniella Molle, University of Wisconsin*

Communication With Parents of Language Learners: A Look at How Parents Understand Language Development. *Lorena Mancilla, University of Wisconsin - Madison*

English Language Development Standards: Teachers' Conceptualization and Contestation of Standards-Based Notions of Academic Language. *Mariana Castro, University of Wisconsin - Madison*

Discussant: *James Paul Gee, Arizona State University*

62.051. Implementing the Common Core: Challenges and Opportunities.

Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 115C; 4:05-5:35pm

Chair: *Michael Q. McShane, The American Enterprise Institute*

Participants:

The Lay of the Land. *Michael Q. McShane, The American Enterprise Institute*

The Common Core Standards and Teacher Quality Reform. *Morgan S. Polikoff, University of Southern California*

Accountability and the Common Core: A Story of Opportunities and Challenges. *Deven Edward Carlson, University of Oklahoma*

Common Core: Will Charters Lead or Lag? *Robin Lake, Center on Reinventing Public Education - University of Washington; Tricia Maas, University of Washington*

A Reform at Risk? The Political Realities of the Common Core. *Ashley Jochim, Center on Reinventing Public Education - University of Washington*

62.052. Methodological Issues in Teacher Evaluation Policy. Division

L - Educational Policy and Politics Cosponsored with Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 118A; 4:05-5:35pm

Chair: *Kyo Yamashiro, Los Angeles Education Research Institute*

Participants:

Evaluations of Literacy Instruction: Observation Protocols and Implications for Accountability and Professional Growth. *Rachael Gabriel, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Sarah L. Woulfin, University of Connecticut*

How Teacher Evaluation Methods Matter for Accountability: A Comparative Analysis of Teachers Using Principal Interviews and Value-Added Measures. *Douglas H Harris, Tulane University; William Kyle Ingle, Bowling Green State University; Stacey A. Rutledge, Florida State University*

No Teacher Left Behind: Value-Added Evaluations Impact All Teachers. *Clarín Collins, Arizona State University; Jessica Holloway-Libell, Arizona State University - Tempe*

Understanding the Relationship Between Teacher Value-Added Scores, Instructional Quality, and Independent Measures of Student Learning. *Nicole B. Kersting, The University of Arizona; Taliesin Sutton, The University of Arizona; Crystal A. Kalinec Craig, The University of Texas at San Antonio; Mei-Kuang Chen, The University of Arizona; Saeideh Heshmati, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona; Matthew Thomas, The University of Arizona; Gunjan Goswami, University of Arkansas*

Discussant: *Brian Stecher, RAND Corporation*

62.053. Using Innovative Research to Design 21st-Century Student

Assignment Plans: Learning From Boston Public Schools. Division L - Educational Policy and Politics; Invited Session
Convention Center, 100 Level, 118B; 4:05-5:35pm

Chair: *Erica Frankenberg, The Pennsylvania State University*

Participants: *Carol Johnson, Boston Public Schools; Parag Pathak, Massachusetts Institute of Technology; Rahsaan Hall, Lawyer's Committee for Civil Rights and Economic Justice; Hardin L.K. Coleman, Boston University; Kathryn A. McDermott, University of Massachusetts - Amherst*

SIG Sessions

62.054. Is Emancipatory Action Research in Schools Possible?

Continuing the Conversation. SIG-Action Research; Symposium
Marriott, Fourth Level, 410; 4:05-5:35pm

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

Participants:

Taking Action Research to New Levels. *Gary L. Anderson, New York University*

Poststructural Perspectives on Teacher-Researchers' "Experiences" in Neoliberal Times. *Janet L. Miller, Teachers College, Columbia University*

Developing Critical Consciousness Toward Collective Action. *Kathryn G. Herr, Montclair State University*

Learning Cycles: A Community-Based Approach to Emancipatory Action Research. *Fernando Naiditch, Montclair State University*

62.055. Comics as Research: Toward an Imaginative Methodology. SIG-

Arts and Learning; Symposium
Marriott, Fourth Level, Franklin 13; 4:05-5:35pm

Chair: *Jarod Roselló, Pennsylvania State University*

Participants:

Cartooning in the Borderlands. *Jarod Roselló, Pennsylvania State University*

Comics: A Unique Thought-Space for Creative and Critical Inquiry. *Nick Sousanis, Teachers College, Columbia University*

Making Comics to Understand Science. *Jay Hosler, Juniata College*

Comics and the Narrative of Research. *Brooke Sheridan, The University of Alaska - Fairbanks*

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

62.056. Maximizing the Impact of Teachers With Learning Technologies.

SIG-Computer and Internet Applications in Education; Paper Session
Marriott, Fourth Level, Franklin 7; 4:05-6:05pm

Chair: *Cassandra Scharber, University of Minnesota*

Participants:

A Story About Thinking: Monitoring Teachers' Complex Thinking While Engaging in Philosophical Inquiry. *Agni Stylianou-Georgiou, University of Nicosia; Alexios Petrou, University of Nicosia; Andri Ioannou, Cyprus University of Technology*

Collaborative Instructional Design and STEM Teachers' Technological Pedagogical Content Knowledge and Technology Integration Self-Efficacy. *Pasha Antonenko, University of Florida*

Confidence: The Importance of Risk-Taking in Technology-Related Teacher Change. *Sarah Katherine Howard, University of Wollongong; Amanda Gigliotti, University of Wollongong*

Distributed Technology, Pedagogy, and Content Knowledge: The Integration of Emerging Technologies in Classroom Writing Spaces. *Justin Olmanson, University of Illinois at Urbana-Champaign; Sandra Schamroth Abrams, Saint John's University*

The Modes, Tools, and Activities Science Teachers Use for Their Professional Learning of Technology Integration. *Monty Jones, Virginia Commonwealth University; Sara L. Dexter, University of Virginia*

Technology in University-Level Language Instruction: Exploring Contextual and Teacher-Level Factors. *Aliye Karabulut, Iowa State University*

62.057. A Reach Beyond—Into the Reality of the Everyday Lives of People With Disabilities: Exploring Practice and Policy Innovation in the Lifework of Douglas Biklen. SIG-Disability Studies in Education; Symposium

Convention Center, 100 Level, 105B; 4:05-6:05pm

Chairs: *Elizabeth B. Kozleski, The University of Kansas; Linda P. Ware, SUNY - College at Geneseo*

Participants:

- No Time to Wait: Urgency and Advocacy in Biklen's Early Work. *Dianne L. Ferguson, Chapman University; Philip M. Ferguson, Chapman University*
- Waking the Sleeping Dragon: Facilitated Communication and Radical Reconceptualizations of Autism and Cognitive (dis)Ability. *Alicia A. Broderick, Teachers College, Columbia University*
- Biklen's Filmic Vision of Community and Competence. *Beth A. Ferri, Syracuse University*
- Inheritance and Antagonisms: Supporting Students in the Struggle to Do Research "That Matters". *Linda P. Ware, SUNY - College at Geneseo*

62.058. Creating Respectful Caring Cultures From Birth to Three:

Moving From Research to Policy. SIG-Early Education and Child Development; Symposium
Convention Center, 100 Level, 120C; 4:05-6:05pm

Chair: *Mary Benson McMullen, Indiana University*

Participants:

- Infants, Toddlers, and Their Caregivers: Current Research on Interactions and Implications for Professional Preparation. *Deborah J. Norris, University of Oklahoma; Diane M. Horm, University of Oklahoma*
- Assessing Interactions and Relationships in Infant Toddler Care. *James Elicker, Purdue University; Ji Young Choi, Purdue University; Treshawn Anderson, Purdue University*
- Assessing Primary Caregiving in Infant/Toddler Rooms. *Karen Ruprecht, Purdue University; Lisa Henley*
- Cultures of Well-Being Built on Respect in Birth to 3. *Mary Benson McMullen, Indiana University; Hyojin Kim, Yakima School District; Alina Mihai, Indiana University; Na Ra Yun, Indiana University - Bloomington*
- Using Research to Guide Efforts to Meet Babies' Developmental Needs. *Peter L. Mangione, WestEd*

Discussant: *Nancy K. File, University of Wisconsin - Milwaukee*

62.059. Kindergarten Readiness. SIG-Early Education and Child

Development; Paper Session
Convention Center, 200 Level, 204C; 4:05-6:05pm

Chair: *Muriel K. Rand, New Jersey City University*

Participants:

- Challenging the Construct of Readiness: "Habits of Mind" and the Navigation of Diverse Kindergarten Environments. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School; Susan L. Recchia, Teachers College, Columbia University*
- Family Routines as a Predictor of Kindergarten School Readiness. *Larissa Katlin Ferretti, Auburn University; Kristen L. Bub, Auburn University*
- Lessons From an Urban School Readiness Initiative: Including Family, Friend, and Neighbor Care Providers. *Anne Douglass, University of Massachusetts - Boston*
- Parents' Perspectives on and Preparation for Kindergarten School Readiness. *Sarai Coba Rodriguez, University of Illinois at Urbana-Champaign; Emily Gates, University of Illinois at Urbana-Champaign; Megan-Brette Hamilton, University of Illinois at Urbana-Champaign; Robin L. Jarrett, University of Illinois at Urbana-Champaign*
- Ready Child, Ready Family, and Ready School: Examining Family, School, and Child Factors Associated With School Readiness Skills. *Tracy Huang, SRI International*
- Teacher Expectations for Entering Kindergarteners: A Qualitative Study With Pre-Kindergarten and Kindergarten Teachers. *Reiko Sakuma, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach*
- The Transition to Formal Schooling: Examining Structural Differences Between Preschool and Kindergarten. *Adam Lloyd Holland, University of North Carolina - Chapel Hill*

62.060. Cases of Places: Place-Based Education and International

Environmental Ed Approaches. SIG-Environmental Education; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 4:05-6:05pm

Chair: *Arjen E. Wals, Wageningen University*

Participants:

- What's Your Story? An Ethnographic Study of Teacher Educators Implementing Environmental Education in India. *Sylvia Christine Almeida, Monash University*
- The Local as the Global: Study Abroad Through Place-Based Education

in Costa Rica. *Cora Ann Jakubiak, Paula Jean Mellom, University of Georgia*

Exploring Tensioned Sense of Place of North Korean Youth Defectors. *Miyoun Lim, Ewha Womans University*

Environmental Education in Nature Reserve Areas in Southwestern China: What Do We Learn From Caohai? *Yun Wen Chan, University of Wisconsin - Madison; Nancy Mathews, The Nelson Institute for Environmental Studies; Fengshan Li*

Rebuilding Hope and Sustainability: Constructing the Meaning of "Green" in a Postearthquake Rural School in China. *Yimin Wang, Indiana University*

Shared Understandings: Common Environmental Perspectives of Kenyan Community Members and Teachers. *Cassie Fay Quigley, Clemson University; James Dogbey, University of South Florida; S. Megan Che, Clemson University; Jeff Hallo, Clemson University*

Discussant: *Mark Fettes, Simon Fraser University*

62.061. Family Practices and Family Involvement Praxis. SIG-Family,

School, Community Partnerships; Paper Session
Convention Center, 100 Level, 104A; 4:05-5:35pm

Chair: *Dorothy Elizabeth Hines, Michigan State University*

Participants:

- Evidence of Differing Effects of Inaccurate Perceptions of a Child's Ability Between Mothers and Teachers. *Nicole S. Sorhagen, Temple University*
- Predictors of Parent Involvement in Their Adolescents' Education: The Role of School Outreach and Parents' Motivational Beliefs. *Sira Park, UC Berkeley; Susan D. Holloway, University of California - Berkeley*
- Quantity Versus Quality of Parental Involvement in Homework: The Need for Multidimensional Measures. *Sandra Moroni, Pädagogische Hochschule FHNW; Hanna Dumont, German Institute for International Educational Research; Ulrich Trautwein, University of Tuebingen*

Discussant: *Paul Kuttner, Harvard University*

62.062. Pedagogical Resurgence in Indigenous Education. SIG-Indigenous

Peoples of the Americas; Symposium
Marriott, Fourth Level, 405; 4:05-5:35pm

Chair: *Tracy L. Friedel, The University of British Columbia*

Participants:

- Oneness: Teaching, Learning, and Indigenous Voice. *Maxine Matilpi*
- Killing the Weendigo With Maple Syrup: Anishnaabe Pedagogy and Postsecondary Research. *Lana Ray, Trent University*
- Yupit Schools in Southwest Alaska: Asserting Native Identity and Control. *Jose Antonio (Tony) Torralba, University of Hawaii - Manoa*
- Centering the Discourse of Indigenous Ways of Knowing, Teaching, and Learning and Its Utility Within Public Education: Illuminating Anishnaabe Pedagogy. *Rebecca Lynn Chartrand, University of Manitoba*

Discussant: *Jo-ann Archibald, The University of British Columbia*

62.063. Nontraditional Leadership and Concepts for Social Justice. SIG-

Leadership for Social Justice; Paper Session
Convention Center, 100 Level, 109A; 4:05-5:35pm

Chair: *Jennifer Lynn Bailey, Kilgore ISD*

Participants:

- A Case Study on Preservice Teacher Leaders' Conceptualizations of Social Justice Teacher Leadership. *Nazneen Ali, University of Missouri*
- Identifying Organizational Containment and Its Impact on the Career Paths of Black Educational Leaders. *Risha R. Berry, Virginia Commonwealth University*
- Leading for Inclusion: A Riverina Initiative. *Laurette Maria Stacy Bristol, Charles Sturt University*
- Making Critical Connections: Innovative Approaches to Building Relationships and Dialogue to Create a More Equity-Centered School. *Tiffany Octavia Harris, University of Illinois; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign*
- "Doing" Social Justice in Early Childhood: The Potential of Leadership. *Megan Gibson, Queensland University of Technology; Louise M. Hard, Charles Sturt University; Frances Press, Charles Sturt University*

Discussant: *Jeffrey S. Brooks, University of Idaho*

62.064. Mentoring and Context. SIG-Mentorship and Mentoring Practices;

Paper Session

Convention Center, 100 Level, 118C; 4:05-6:05pm

Chair: *Annie Woo, Oregon Department of Human Services*

Participants:

Doctoral Student Mentoring and the Role of Cognitive Apprenticeship.

Michelle A. Maher, University of South Carolina; Joanna Angeline Gilmore, The University of Texas - Austin; David F. Feldon, Utah State University; Telesia E. Davis, University of South Carolina

Educational Culture and the Impact on National Mentoring Approaches.

Göran Fransson, University of Gävle

Leadership Development Through Mentoring in Higher Education:

A Collaborative Autoethnography of Leaders of Color. Karen A. Longman, Azusa Pacific University; Heewon Chang, Eastern University; Linda H. Chiang, Azusa Pacific University; Nilsa J. Thorsos; Marla Franco, The University of Arizona

Online Innovation in Education: A Case Study of Faculty-Graduate

*Assistant Mentoring in the Online Context. Annette J. Ford, University of Toronto - OISE*Researcher as Mentor: Bridging the Gap. *Lisa Andries D'Souza,**Assumption College*

Transformative Mentoring: Examining the Experience of Undergraduate

*Peer Mentors. Bryce Douglas Bunting, Brigham Young University; David Dwayne Williams, Brigham Young University*Discussant: *Katie Conway, Teachers College, Columbia University***62.065. The Diverse Lives of Others.** SIG-Narrative Research; Paper Session

Convention Center, 100 Level, 112A; 4:05-5:35pm

Chair: *C. Aiden Downey, Emory University*

Participants:

A Narrative Inquiry Into Familial and School Curriculum Making:

*Attending to the Voices of Aboriginal Youths and Parents. Sean Michael Lessard, University of Regina; D. Jean Clandinin, University of Alberta; Vera F. Caine, University of Alberta*Cumikluttin: Two Kass' aqs Learn to Pay Attention. *Cathy A. Coulter, The**University of Alaska - Anchorage; Irasema Ortega, The University of Alaska - Anchorage*

Venturing Into the Marketplace: Teacher Experiences of Developing

*a Curriculum for Students of Diverse Backgrounds. Elaine Chan, University of Nebraska - Lincoln; Candace M. Schlein, University of Missouri - Kansas City*Phantasmagorical Nature of *Cadavre exquis*: Surrealist Narrative Inquiry.*Jolanta Smolen Santana, Oregon State University; Laura M. Jewett, The University of Texas - Brownsville*Discussant: *Roland W. Mitchell, Louisiana State University***62.066. Salient Issues in Web-Based Learning.** SIG-Online Teaching and Learning; Paper Session

Marriott, Fifth Level, Grand Ballroom G; 4:05-5:35pm

Chair: *Dazhi Yang, Boise State University*

Participants:

North Carolina's Race to the Top Online Professional Development

Initiative: Year 2. Shaun B. Kellogg, North Carolina State University; Jenifer Corn, North Carolina State University; Sherry Booth, North Carolina State University

Practitioner Research: Exploring the Experiences of Teacher Educators

Who Teach Diversity Online. Vera J. Lee, Drexel University; Kristine Lewis Grant, Drexel University; Constance F. Lyttle, Drexel University

Relationship Between Instructor Behaviors and Student Satisfaction

in Community College Online Courses. Marlowe Mager, Haywood Community College

The Prevalence of Convenient Sampling in Online Learning Research: An

Investigation Into Sampling Trends and Implications in Research on Social Presence and Online Learning. Patrick R. Lowenthal, Boise State University; Ross A. Perkins, Boise State University

Accessibility-Checking on the Websites of Publicly Funded Universities

*in Ontario and Pennsylvania: A Comparative Study. Kenneth Howard Anderson, York University; Kari Lynne Kumar, York University; Ronald D. Owston, York University***62.067. Politics of Education Yearbook.** SIG-Politics of Education; Invited Session

Convention Center, 100 Level, 113A; 4:05-5:35pm

Speaker: *Bonnie Carol Fusarelli, North Carolina State University***62.068. Queering Educational Subjectivities.** SIG-Queer Studies; Paper Session

Convention Center, 100 Level, 104B; 4:05-5:35pm

Chair: *Alicia Anne Lapointe, The University of Western Ontario*

Participants:

Between an iPhone and a Safe Space: Exploring Research With LGBTQ

Youth as Me-Search. Jon Michael Wargo, Michigan State University

How Television Representations of LGBTQ Youth of Color Perpetuate

Constructions of Gayness as Whiteness. Adrienne Marie Mundy-Shepard, Harvard University

Teachers Entering Into Civil Partnership in Ireland: The Normalizing

Project. Aoife Neary, University of Limerick; Breda Gray; Mary O'Sullivan, University of Limerick

Troubling the Child as Individual: The Queer Performativity of Child-Pet-

*Dog Entanglements. Affrica Taylor, University of Canberra; Mindy Blaise, The Hong Kong Institute of Education***62.069. From Baccalaureate to Professoriate: Voices of Black Women****From Within the Academy.** SIG-Research Focus on Black Education; Symposium

Convention Center, 100 Level, 121B; 4:05-6:05pm

Chair: *Lori D. Patton, Indiana University*

Participants:

Black Undergraduate Women: The New Model Minority. *Lori D. Patton,**Indiana University; Chayla Haynes, University of Northern Colorado*Black Graduate Women With Faculty Aspirations. *Lori D. Patton, Indiana**University; Nicole Michelle Russell, University of Denver*

The Sistah Network: Black Women Graduate Students Supporting and

Retaining Each Other. Nicole Michelle Russell, University of Denver; Evette L. Allen, University of Denver

From Associate to Full: The Role of Micro- and Macroaggressions in the

*Process of Promotion for Black Women. Natasha N. Croom, Iowa State University*Discussant: *Shaun R. Harper, University of Pennsylvania***62.070. The Impact of Students' Characteristics and Motivation on****Literacy Competencies.** SIG-Research in Reading and Literacy; Paper Session

Convention Center, 100 Level, 124; 4:05-6:05pm

Chair: *Jenny Tuten, Hunter College - CUNY*

Participants:

The Effects of Extensive Reading on Korean English-as-a-Foreign-Language

*High School Students' Reading Ability. Jeelwan Yun, Korea Institute for Curriculum and Evaluation; Yonghyo Park, Korea Institute for**Curriculum and Evaluation; Hyang-jin Sohn, The University of Kansas*

Culturally Relevant Literature: What Matters Most to Primary-Aged Urban

*Learners. Gwendolyn Cartledge, The Ohio State University; Susan**Keeseey, Western Kentucky University; Jessica Bennett*

Do Self-Control and Gender Make a Difference in Reading Trajectories

*Among Children From Kindergarten to Fifth Grade? Xun Liu, Texas**Tech University*

On the Measurement of Reading Habits: An Adaption of the Self-Report

*Habit Index. Fabian T. C. Schmidt, Leibniz Institute; Jan Retelsdorf,**IPN - Leibniz Institute for Science and Mathematics Education*

Whose Image Is Still Missing? An Update on Diversity in Transitional

*Chapter Book Series. Jane Fleming, Erikson Institute*Discussant: *Rosalind Horowitz, The University of Texas - San Antonio***62.071. Gifted, Creative, and Talented Students From Multicultural/****International Populations.** SIG-Research on Giftedness, Creativity, and Talent; Paper Session

Convention Center, 100 Level, 107B; 4:05-5:35pm

Chair: *Tarek C. Grantham, University of Georgia*

Participants:

Beyond Representation: Young, Gifted, and Black Women's Experiences

in Predominantly White Gifted/Talented Education Classrooms. Brandy Wilson, Appalachian State University

Cultivando Logradores: Nurturing Latino Male Collegians' Dispositions

Toward Achievement. David Perez II, Miami University - Oxford

Harmony in the United States, Disharmony in Germany? Teachers' Implicit

*Personality Theories of Highly Able Students. Tanja Gabriele Baudson,**University of Trier; Franzis Preckel, University of Trier; Anastasiya A.**Lipnevich, Queens College and the Graduate Center - CUNY*

Retrospective Perceptions of Graduates of a Self-Contained Program in

Taiwan for High School Students Talented in STEM. *Enyi Jen, Purdue University; Sidney Moon, Purdue University*

Understanding the Experiences of High-Potential, Hispanic English Language Learners in Out-of-School Programs. *Nielsen Pereira, Western Kentucky University; Marcia L. Gentry, Purdue University*

Very Able, Highly Trained, Extremely Competitive? Two Parallel Systems of Education for Gifted Children in Kazakhstan. *Natallia Yakavets, University of Cambridge*

62.072. Researching Innovative Pedagogies in Physical Education. SIG-

Research on Learning and Instruction in Physical Education; Paper Session

Convention Center, 100 Level, 113C; 4:05-6:05pm

Chair: *Symeon Dagkas, University of Birmingham*

Participants:

Appreciative Inquiry in Physical Education Research: A Positive Movement Subculture Case Study. *Joanne L. Hill, University of Bedfordshire; Rachel Sandford, Loughborough University*

Listening Without Hearing? What Teachers Really Want From Physical Education Professional Development. *Kevin Patton, California State University - Chico; Melissa Parker, University of Limerick*

Should We Have a Pedagogy of Technology for Physical Education? *Ashley Casey, University of Bedfordshire*

Social Media: Interflexions That Explore Changing Practice Over Time. *Victoria Anne Goodyear, University of Bedfordshire; Ashley Casey, University of Bedfordshire; David Kirk, University of Bedfordshire*

Teaching a Wellness-Oriented Physical Education Curriculum. *Michelle L. Kilborn, Memorial University of Newfoundland*

Discussant: *Katie Fitzpatrick, University of Auckland*

62.073. Language and Literacy Learning of Deaf and Hard-of-Hearing Children. SIG-Research on the Education of Deaf Persons;

Symposium

Convention Center, 100 Level, 103A; 4:05-5:35pm

Chair: *Poorna Kushalnagar, Rochester Institute of Technology*

Participants:

Development of Language and Literacy in Deaf and Hard-of-Hearing Elementary School Children: Strengths and Weaknesses. *Amy R. Lederberg, Georgia State University; Shirin D. Antia, The University of Arizona; Susan Easterbrooks, Georgia State University; Brenda Schick, University of Colorado - Boulder; Lee Branum-Martin, Georgia State University; Carol M. Connor, Arizona State University; Poorna Kushalnagar, Rochester Institute of Technology; Mi-Young Lee Webb, Georgia State University*

Finger Spelling Development as Alternative Gateway to Phonological Representations and Literacy in Deaf and Hard-of-Hearing Children. *Brenda Schick, University of Colorado - Boulder; Mi-Young Lee Webb, Georgia State University; Amy R. Lederberg, Georgia State University*

The Contribution of Sign Language Comprehension to the Narrative Understanding and Print-Reading Abilities of Bilingual Deaf Children. *Peter Crume, Fresno State; Amy R. Lederberg, Georgia State University; Brenda Schick, University of Colorado - Boulder*

Narrative Assessment of Deaf and Hard-of-Hearing Preschoolers. *Hannah Goldberg, Georgia State University; Amy R. Lederberg, Georgia State University; Susan Easterbrooks, Georgia State University*

Instruction in Metacognitive Strategies to Increase Deaf and Hard-of-Hearing Students' Reading Comprehension. *Kendra M. Benedict, Grand Canyon University; Maria Christina Rivera, University of Arizona; Shirin D. Antia, The University of Arizona*

American Sign Language: Receptive and Expressive Relations. *Jennifer Beal-Alvarez, Valdosta State University*

62.074. Choosing Schools: Preferences, Restraints, and Results. SIG-School Choice Cosponsored with Division L - Educational Policy and Politics, SIG-Charter School Research and Evaluation; Paper Session

Marriott, Fourth Level, 404; 4:05-6:05pm

Chair: *Ahmet Uludag, Accord Institute for Education Research*

Participants:

Choosing Schools: Revealed Preferences, Structural Constraints, and School Segregation in Chile. *Carolina Flores, The Pontifical Catholic University of Chile*

The Geography of School Choice: A Multilevel Perspective on the Transition From Elementary to Secondary School. *Mariella Knapp, University of Vienna; Michaela Kilian, University of Vienna*

Charter School Marketing as a Sorting Mechanism. *Terri S. Wilson, Southern Illinois University - Carbondale*

Is That What You Paid For? Private School Tuition Predicting School Outcomes, Qualities, and Identities. *Nicholas James Graham, University of California - Irvine*

Who Chooses? Predictors of School Choice Participation: Evidence From the High School Longitudinal Study of 2009. *Sarah Gearhart, Temple University*

Discussant: *Nina K. Buchanan, University of Hawaii - Hilo*

62.075. Equity, Diversity, and Science Education. SIG-Science Teaching and Learning; Paper Session

Marriott, Fourth Level, Franklin 11; 4:05-6:05pm

Chair: *Jesse Bazzul, OISE/University of Toronto*

Participants:

"We Question and Believe at the Same Time": Reconciling Western Science and Other Cultural Knowledges. *Lydia E Carol-Ann Burke, University of Calgary*

Toward a Politicized Science Education. *Jesse Bazzul, OISE/University of Toronto*

K-8 Teachers' Perspectives on Integrating Science in the Learning Gardens at Low-Income Schools. *Dilafuz R. Williams, Portland State University; Sybil Kelley, Portland State University*

Pedagogy, Culture, Content, and Relationships: Investigating the Culturally Responsive Practices of Science Teachers With Indigenous Students. *Sara E. Tolbert, The University of Arizona*

Race, Gender, and School Racial Composition: Who Gets to Be a "Science Person"? *Briana L. Chang, Temple University; Joshua Theodore Klugman, Temple University; Will J. Jordan, Temple University*

The Effectiveness of Argumentation in Fostering Science for All: Examining the Effects of Challenging Instruction in Biology Laboratories. *Sherry A. Southerland, Florida State University; Anna Strimaitis, Florida State University; Patrick James Enderle, Florida State University; Jonathon Grooms, Florida State University; Victor Dale Sampson, Florida State University*

Discussant: *Tara O'Neill, University of Hawaii - Manoa*

62.076. Reflecting and Linking in Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session

Convention Center, 100 Level, 114; 4:05-6:05pm

Chair: *Deborah L. Tidwell, University of Northern Iowa*

Participants:

Facilitating Self-Study of Teacher Education Practices: Toward a Pedagogy of Professional Development With/by/for Teacher Educators. *Geert Kelchtermans, University of Leuven; Eline Vanassche, Catholic Universiteit Leuven*

Forming, Framing, and Linking in Developing Self-Study of Teacher Education Practices (S-STEP) Research Questions. *Stefinee E. Pinnegar, Brigham Young University; Mary Lynn Hamilton, The University of Kansas*

Development of a Postlesson Observation Conferencing Protocol: Situated in Theory, Research, and Practice. *Elizabeth Gayle Soslau, University of Delaware*

Do Re ME: Finding Our Reflection in the Collaborative Self-Study of a Music Education Course. *Ann Marie Stanley, University of Rochester; Lynn Grossman, Helendale Road Primary School, East Irondequoit, NY*

Meaning and Utility of Instructor Teaching Evaluations. *Katheryn East, University of Northern Iowa*

Discussants: *Valerie A. Allison-Roan, Susquehanna University; Tom Russell, Queen's University*

62.077. Semiotic Understandings of Education. SIG-Semiotics in Education; Paper Session

Convention Center, 100 Level, 125; 4:05-5:35pm

Chair: *Elvira K. Katic, Ramapo College*

Participants:

Cross-Cultural Communication: Practices of Translation on a University-Community Outreach Project. *Leah Anne Teeters, University of Colorado - Boulder*

Experiential Learning in Teaching: Using Peircean Semiotics to Inform Educational Research Design. *John E. Henning, Ohio University*

From Gesture/Object to Writing/Image: Semiotic Transformations in Adolescents' Engineering Designs. *Amy Alexandra Wilson, Utah State*

University

Social Semiotics and Preservice Teacher Trends: What Can Their Tracings Tell Us About Their Thoughts? *Elvira K. Katic, Ramapo College*
 Talking Multimodality in an Early Literacy Classroom: Exploring One Teacher's Semiotic Practices. *Ting Yuan, Teachers College, Columbia University; Marjorie Siegel, Teachers College, Columbia University; Carolyn P. Panofsky, Rhode Island College; Lauren Bakian, NYC Department of Education*

62.078. Exemplary Elementary Social Studies in an Age of Standardized Testing. SIG-Social Studies Research; Symposium
 Marriott, Fourth Level, 406; 4:05-5:35pm

Chair: *Andrea S. Libresco, Hofstra University*

Participants:

Teaching Social Studies Within a First-Grade Learning Community. *Janet E. Alleman, Michigan State University; Barbara Knighton, Teacher Service-Learning to Empower Second Graders as Change Agents.*

Stephanie C. Serriere, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University

Multiple Intelligences Theory to Practice in Third Grade: Call All Children to Learn. *Karon Nicol LeCompte, Baylor University*

Fostering Civic Efficacy and Action Through Fifth Graders' Civic Zines. *Roi Kawai, The Pennsylvania State University; Stephanie C. Serriere, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University*

Listening to and Nurturing Interested, Passionate, and Thoughtful Sixth Graders. *Andrea S. Libresco, Hofstra University*

Discussant: *Sherry L. Field, Arkansas Tech University*

62.079. Teacher Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools. SIG-Teacher as Researcher; Symposium
 Marriott, Fourth Level, 407; 4:05-5:35pm

Chair: *Jill Marie Smith, The Ohio State University - Columbus*

Participants:

Families Impacted by Homophobia, Heterosexism, and Transphobia in Schools. *Mollie V. Blackburn, The Ohio State University*

Support and Nonsupport by LGBTQ and Gender-Creative Students in Schools. *Kim Swenson, Westerville City Schools; Courtney Johnson, Columbus City Schools*

Possibilities for and Barriers to Support: The Role of Teachers. *Ryan Schey, Delaware City Schools; Dorothy Sutton, Metro Early College High School*

Possibilities for and Barriers to Support: The Role of Administrators and Other School Personnel. *Caroline T. Clark, The Ohio State University - Columbus*

Discussant: *Katherine Schultz, Mills College*

62.080. Technology Tools for Learning and Identity Development Among Teachers and Students. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
 Marriott, Fifth Level, Grand Ballroom H; 4:05-5:35pm

Chair: *Annette M. Zehler, Westat*

Participants:

Getting Uncomfortable: Identity Exploration in a Multiclass Blog. *Jennifer Jill Kidd, Old Dominion University; Rochelle Rodrigo, Old Dominion University; Jeffrey G. Toussaint, Old Dominion University*

The Possibilities of Quad Blogging in Middle School: Authentic Writing, Collaborative Inquiry, and Social Action. *Marjorie E. Madden, Rowan University; Valarie G. Lee, Rowan University*

Building Teacher Resilience Through the Use of Mobile Devices: A Case Study. *Irina Falls, University of North Carolina - Pembroke; Rita Anne Hagevik, The University of North Carolina at Pembroke*

Using Video and a Structured Observation Framework to Foster Preservice Teachers' Reflective Capacity. *Kim Lebak, Richard Stockton College of New Jersey*

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

62.081. Reading as Possibility: Constructing a New Theoretical and Empirical Foundation for Equity and Imagination in Reading Education. SIG-Writing and Literacies; Invited Session
 Convention Center, 100 Level, 119B; 4:05-5:35pm

Chair: *Patricia E. Enciso, The Ohio State University*

Participants:

Reconceptualizing Comprehension: Mapping Transformations in the Intellectual Qualities of Young Children's Reading. *Maren S. Aukerman, Stanford University*

Moving Words and Worlds: Beyond Reading as Acultural "Comprehension". *Marjorie Faulstich Orellana, University of California - Los Angeles*

Reading Like an Actor: Changing the Culture of Literary Reading Through "Rehearsal Room" Pedagogy. *Patricia E. Enciso, The Ohio State University*

Running to Text: Engaging Teachers in Dialogic Dramatic Inquiry to "See" Equality in Reading Education. *Brian W. Edmiston, The Ohio State University - Columbus; Meredith Whittaker*

Discussants: *Lisa Denise Delpit, Southern University and A&M College; Peter H. Johnston, University at Albany - SUNY*

Division and SIG Roundtables

62.082. Roundtable Session 22; Roundtable Session

62.082-1. Disparities, Criminalization, and Microaggressions: The Struggles of Minority Youth in U.S. Schools. Division G - Social Context of Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

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

Participants:

Fake It to Make It: Criminalization and Education in the School-to-Prison Pipeline. *Subini Ancy Annamma, Indiana University - Indianapolis*

The New Reality for Suburban Schools: How Suburban Schools Are Struggling With Low-Income Students and Students of Color in Their Schools. *Jessica Shiller, Towson University*

White Innocence and Microaggressions in the Curriculum. *Richard A. Orozco, The University of Arizona*

"All Teachers Profile": Racial Profiling in Schools and Racial Disparities in School Discipline Referrals. *Myosha Monique McAfee, Harvard University*

62.082-2. How Can We Improve? Thinking About Space, Place, and Voice in International Contexts. Division G - Social Context of Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

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

Participants:

Innovative Explorations of the Spatial Contexts of Education: Linking Space and Discourse for an Analysis of Teacher Discourse in Mauritius. *Elsa Wiehe, University of Massachusetts - Amherst*

Attitudes to Student Voices in Teaching and Learning in Singapore. *Lucy Fernandez, National Institute of Education - Nanyang Technological University; Mary Anne Heng, National Institute of Education - Nanyang Technological University; Christine K.E. Lee, Nanyang Technological University*

Examining the Impact of the 3Cs (Creativity, Collaboration, and Communication) Approach on the Overall Program Quality and on Teaching and Learning: A Case in Hong Kong. *Karen Chia Yu Liu, Indiana State University; Doris Pui-Wah Cheng, The Hong Kong Institute of Education*

62.082-3. How Do Perceptions, Attitudes, and Identities Affect the Learning Opportunities of Underrepresented Students? Division G - Social Context of Education; Roundtable Session
 Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Bernard Oliver, University of Florida*

Participants:

Conceptualizing Indian American Male Identity Formation Through Negotiating Between Home Culture and School Culture. *Venkat Ramaprasad, The University of Texas - Austin*

How Might Schools Better Serve Marginalized Youth? *Megan Adams, Kennesaw State University*

Languaculture and School Leaders' Attitudes in Schools for the Deaf. *Catherine Ann O'Brien, Gallaudet University; Thomas P. Horejes, Gallaudet University*

The Relationship Between Perceptions of Neighborhood Characteristics and Academic Performance Among Urban African American Adolescent Males. *DeMarcus Antonio Jenkins, University of California - Los Angeles*

62.082-4. How Teachers Teach in Response to Top-Down Mandates and Policies in Education. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Laura A. Roy, The Pennsylvania State University*

Participants:

The Interpretation and Implementation of Common Planning Time:

How Teachers Make Sense of a Top-Down Mandate. *Amy Orange, University of Houston - Clear Lake*

Reading, Reforms, and Resources: How Elementary Teachers Teach

Literacy in Contexts of Mandated Curriculum and Educational Policies. *Chad H. Waldron, Michigan State University*

Reading, Writing, and Ratings: Literacy Teachers' Notions of Effectiveness

Within a New Teacher Evaluation System. *Francine Del Vecchio, Caldwell College*

"We Also Can't Evaluate What We Don't Know": Cultural Competence

in Assessment and Evaluation for Teacher Quality. *Gail M. Perry-Ryder, Montclair State University; Douglas B. Larkin, Montclair State University*

62.082-5. Identities and Repertoires: The Social Constructions of Race, Multiculturalism, and Figured Worlds. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Jennifer Buehler, Saint Louis University*

Participants:

Beyond "Building Bridges": Repertoires as a Necessary Educational Metaphor in a Hybrid Society. *Michael Metz, Stanford University*

Constructions of Racism: Learning Racism in the New Media. *Angela E. Arzubia, Arizona State University; Kathy Nakagawa, Arizona State University*

Teacher Identity and Policy-as-Practice in the Figured World of an English Literacy and Civics Education Classroom. *Dina A. Lopez, City College of New York - CUNY*

62.082-6. Identity Construction Through Texts. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Michelle Talbert-Horsey, Duquesne University*

Participants:

From Picture to Chapter Books: Literary Portrayals, African American Girls, and the Textual Subtleties of "Growing Up". *Wanda M. Brooks, Temple University*

From "Si Se Puede" to "Échale Ganas": Transforming the Migrant Life Narrative Through Debate Tournaments. *Julie Antilla, Seattle Pacific University*

Transformation in the Literary Transaction: Relationships Between "Trauma" Texts and Traumatic Histories. *Tracey Pyscher, University of Minnesota; Anne Crampton, University of Minnesota*

62.082-7. Pedagogy of Disaster: Teaching About, Through, and Beyond Fukushima. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Neriko Doerr, Ramapo College*

Participants:

Deconstructing the Official Statements of the Government on the Future of Nuclear Plants After Fukushima: From Safety Myth to Economic Myth. *Yuri Kumagai, Smith College*

Teaching About Fukushima as Scale-Making Practice: Weapons, Energy, and Power Politics in the Atomic Age. *Neriko Doerr, Ramapo College*

Multimodal (Re)Designing as a Pedagogy About, Through, and Beyond Fukushima. *Keiko Konoeda, University of Massachusetts - Amherst*

Learning Japanese Language in a Community of Practice: A Case for Studying the 2011 Tohoku Earthquake. *Yuko Takahashi, University of Massachusetts - Amherst*

Theory and Practice in Pedagogy: Japan's March 11 and Its Aftermath in the United States. *Haeng-ja Chung, Hamilton College*

62.082-8. Peer Networks in the Context of Multiple Languages and Literacies. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Youngjoo Yi, The Ohio State University - Columbus*

Participants:

Speaking Spanglish *con los* Friends: The Promise and Challenge of Translingual Literacy Practices. *José Ramón Lizárraga, University of California - Berkeley; John Michael Scott, University of California - Berkeley; Glynda A. Hull, University of California - Berkeley*

Languages Across Borders: Social Network Development in an Adolescent

Two-Way Language Program. *Amanda Kibler, University of Virginia; Allison C. Atteberry, University of Virginia; Christine Hardigree, University of Virginia; April Simun Salerno, University of Virginia*

Competence as Linguistic Alignment: Linguistic Diversities, Affinity

Groups, and the Politics of Educational Success. *Mariana Souto-Manning, Teachers College, Columbia University*

The Role of Peer Relationships/Interactions in Preschool Bilingual

Children's Responses to Picture Books. *So Jung Kim, University of Texas at El Paso*

62.082-9. Postsecondary Experiences in the Context of Multiple Languages and Literacies. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Ana M. Hernandez, California State University - San Marcos*

Participants:

Success Stories: Latina/o High Schoolers Share About Their Bilingualism, Community Involvement, and Path to College. *Noah Borrero, University of San Francisco*

Crossing Communicative Boundaries: The Translingual Practices of

Engineering Students on the U.S.-Mexico Border. *Erika L. Mein, The University of Texas - El Paso; Alberto Esquinca, The University of Texas - El Paso; Mayra Lizeth Ortiz-Galarza, The University of Texas - El Paso; Rocio E Gallardo, The University of Texas - El Paso*

Young Men's Trajectories, Identities, and Networks in the Postschool Year

in Australia. *Garth Stahl, University of South Australia; Sue Mary Nichols, University of South Australia*

Church-Based Adult ESL Education as a Transformation Toward

Humanization: Language, Pedagogy, and Identity. *Xia Chao, Montana State University - Billings*

62.082-10. Toward a New Ethnic of Care, Love, and Collaboration in Schools. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Jeanine M. Staples, The Pennsylvania State University*

Participants:

Children's Collaborative Skills as a Mediator of the Relation Between Peer Victimization and Academic Achievement. *Khaerannisa Cortes, Arizona State University; Becky Kochenderfer-Ladd, Arizona State University - Tempe*

Mothers to Sons: African American Mothers Raising and Loving High-Achieving African American Males. *Brian L. Wright, The University of Memphis*

Holding Students to High Academic Expectations: Local Constructions of

Face-Work and Warm Demands. *Judith L. Pace, University of San Francisco*

62.082-11. What Does It Mean to "Care"? Experiences of Black Student Teachers, Black Students, and Black Teacher Mentors. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Emery Marc Petchauer, Oakland University*

Participants:

A Microethnographic Study of "Politicized Caring" in an All-Black, All-Male Alternative Classroom Setting. *Sepehr Vakil, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Jarvis Ray Givens, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Nailah Suad Nasir, University of California - Berkeley*

Teacher Mentoring in an Urban Environment: Black Mentors and White

Teachers. *Charol Shakeshaft, Virginia Commonwealth University; Wendi Moss*

Narratives of Two Black Student Teachers in Rural Appalachia. *Lisa Harrison, Ohio University; Jennifer Y. Chung, Drake University*

62.082-12. Supporting Adolescents in School: Issues and Challenges. SIG-Adolescence and Youth Development; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Cathy C. Leogrande, Le Moyne College*

Participants:

- An Investigation of a Multidimensional Concept of Social Support Predicting African American/Hispanic Students' Mathematics Achievement. *Arlene Harrison, Howard County Public School System; Mark J. Fenster, College of Notre Dame of Maryland*
- The Relationship Between Social Capital and School-Related Outcomes for Youth With Disabilities. *Yen Kim Pham, University of New Mexico*
- Cultivating "Grits" for STEM: Contrarian Perspectives of Parents on Failure and Expectations of Gendered Norms. *Rashmi Kumar, University of Pennsylvania*

62.082-13. Teachers' Identities and Perspectives on Teaching. SIG-Lives of Teachers; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Katherine Rene Evans, Eastern Mennonite University*

Participants:

- Changes in Professional Identity During the First Eight Years of Teaching: Findings of a Longitudinal Study. *Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Yiola Cleovoulou, OISE/University of Toronto; Judy A. Caulfield, Ontario Institute for Studies in Education/ University of Toronto; Shelley Murphy, OISE/University of Toronto; Kirsten Tenebaum, University of Toronto*
- Intersections of Teacher Visioning and Adaptability: A Multicase Study of Elementary Teachers' Visions and Instructional Adaptations. *Margaret Vaughn, University of Idaho*
- Moving Beyond Blame: Sociocultural and Critical Approaches to Early-Career Teacher Resilience. *Barry Down, Murdoch University; Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia*
- Navigating the Crooked Room: Portraits of Three African American K-12 Art Teachers Reconciling Multiple Identities. *Gloria J. Wilson, University of Georgia*
- Teachers Talking About Teaching: An Informal Learning Experience. *Giancarlo Gola, University of Trieste; Elena Jurasaitė-Harbisson, International Baccalaureate*

62.082-14. Counterstories and Racialized Experiences of Students of Color in Multiple Settings. Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

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

Participants:

- Positionality and Racialization in a Participatory Action Research Project: Reflections and Insights From a School Reform Collaboration. *Elizabeth R. Drame, University of Wisconsin - Milwaukee; Decoteau J. Irby, University of Wisconsin - Milwaukee*
- Stop Being So Sensitive: An Examination of How Subtle Racism Is Perceived at Amherst College. *Amanda Rodriguez-Newhall, Amherst College*
- Using Counterstories to Challenge Dominant Narratives About Students of Color at a Predominantly White University. *Marla De Rosa, Boston College; Audrey Guerrero; Olivia Sterling; Esther Pacheco*

62.082-15. Listening to Women's Voices Through the Lens of Science, Math, and Technology. SIG-Research on Women and Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Michele Jean Sims, The University of Alabama - Birmingham*

Participants:

- A Comparative Analysis of Female Chemists in the Physical Sciences: Motivation and Background Factors. *Katherine P. Dabney, Virginia Commonwealth University; Robert H. Tai, University of Virginia*
- Voices of Successful Women Community College Students in STEM Fields. *Courtney Rudd, San Francisco State University*
- "Technologies of Nonviolence": Digital Literacy and Social Media in Addressing Sexual Violence. *Claudia Mitchell, McGill University; Relebohile Moletsane, University of KwaZulu-Natal; Katie MacEntee, McGill University; Lisa Wiebesiek; Connie Morrison, Memorial University*

62.082-16. Digital and Media Contexts of Language and Literacy. Division

G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm

Chair: *Erika Feinauer, Brigham Young University*

Participants:

- Language Learning, Maintenance, and Play Through Multimodal Literacy Practices on Facebook. *Delila Omerbasic*
- Time, Education, and Youth Culture: An Anthropological Analysis of Temporal Literacies in the Digital Age. *Julia Cassman Duncheon, University of Southern California; William G. Tierney, University of Southern California*
- A Critical Case Study on a Computer-assisted Multiliteracies Program (CaMP) in an English-as-a-Foreign-Language Classroom. *Kyung Mee Lee, University of Toronto - OISE; Clare M. Brett, University of Toronto*
- What Factors Impact on Primary Students Using the Internet and Media for Learning and Entertainment at Home? *Jingyan Lu, The University of Hong Kong; Qiang Hao, University of Georgia*

Division and SIG Posters

62.083. Poster Session 15; Poster Session

62.083-1. Pushing Student Engagement in Constructivist and Critical Learning Environments. Division K - Teaching and Teacher Education; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

1. Beneath the Surface: Representations of Gender, Race, and Sexuality on Young Adult Literature Book Covers. *Desirae Eva Krell, University of Florida; Kathleen C Colantonio-Yurko, University of Florida*
2. From Conflict to Complement: Embedding Standards Reform in Constructivist Learning. *Mary Lee Danielson, Metropolitan State University of Denver; Kathrine Kramer, Carroll University; Kimberly R. White, Carroll University*

62.083-2. The Lives of Teachers: Poster Session. Division K - Teaching and Teacher Education; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

3. Developing Dialogic Pedagogy: Reflecting on Critical Incidents Indicating Teachers' Changing Practice. *Suzanne Porath, Edgewood College*
4. Examining Educative Experiences: Critically Reading Teacher Education Practices in a Public Homeplace. *Christi Edge, Northern Michigan University; Bethney Bergh, Northern Michigan University; Abby Cameron-Standerford, Northern Michigan University*
5. From Student to Beginning Teacher: Learning Strengths and Teaching Challenges. *Monica Eileen McGlynn-Stewart, George Brown College*
6. High-Stakes Tests and Stress in the Classroom: Teachers' Perspectives. *Heather S Dawson, Virginia Commonwealth University; Heather Carlson-Jaquez, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University*
7. Leveraging Teacher Leadership in a District's Initiative to Scale Up and Sustain an Evidence-Based Practice. *Karla Scornavacco, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder*
8. Reflective Journals in Preservice Language Teacher Education: A Discursive Psychology Approach to Analysis. *Amber N. Warren, Indiana University - Bloomington; Beth L. Samuelson, Indiana University - Bloomington*
9. Spoken Stories: A Narrative Inquiry on the Lives and Experiences of "Outsider Teachers". *Sara Makris, University of Maryland - College Park*
10. Teacher Inquiry's Role in Developing an Asset-Based, Language-Focused Approach to Effectively Teaching English Learners. *Sarah Capitelli, University of San Francisco*
11. Teachers' Sense of Efficacy in Schools Implementing an Optimized Student Support Model. *Michael Capawana, Boston College; Anastasia E. Raczek, Boston College; Evan Michel, Boston College; Claire Foley, Boston College; Mary Walsh, Boston College*
12. Texas and Massachusetts Biology Teachers' Attitudes Toward Evolution. *Richard Howarth, University of Massachusetts - Lowell*
13. The Core Practices Movement and Its Influence on the Teaching and Perspectives of Novice Teacher Educators. *Jessica DeMink-Carthew, University of Maryland - College Park; Margaret Polizos Peterson, University of Maryland; Rebecca Hessong Grove*

14. The Ignored Religious Other: Atheist Preservice Teachers and the Teaching of World Religions. *Derek L. Anderson, Northern Michigan University; Holly Mathys, Northern Michigan University; Tanya Cook, Northern Michigan University*
15. Third Space as Teacher Agency: Enacting the National Integrated Curriculum. *Jungyun Kim, Seoul National University*

62.083-3. Instructional and Learner Factors That Affect Student

Outcomes. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

16. Direct Instruction of Discovery. *Audrey Kittredge, Carnegie Mellon University; David Klahr, Carnegie Mellon University; Anna Fisher, Carnegie Mellon University*
17. Comparing Efficiency Between Correct and Incorrect Worked Examples. *Steven K Peterson, Haverford High School; Julie L. Booth, Temple University*
18. Training Effects on Children's Spatial Abilities as Related to Age and Sex. *Billie Eilam, University of Haifa; Uri Alon*
19. Gender-Differentiated Student-Teacher Interaction in European Classrooms: A Systematic Review of Literature. *Els Fabiola Consuegra, Vrije Universiteit Brussel; Nadine S.L. Engels, Vrije Universiteit Brussel*
20. Instruction Increases Diagrammatic Reasoning Through Behavioral Engagement. *Brian William Miller, Towson University; Jonathan Ross Hart, Flemington-Raritan School District; Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University*
21. The Effects of Cognitive Training on the Skill and Will to Study in College Students. *Dharma Jairam, Pennsylvania State University*
22. Procrastination and Delay: Exploring Differences in Intentional and Unintentional Delays. *Chad C. Mortensen, University of Oklahoma; Raymond B. Miller, University of Oklahoma*
23. Developing and Utilizing Teachers' TARGETS Self-Report Survey. *Dana Vedder-Weiss, Weizmann Institute of Science*
24. Does Experience Affect Perceptions of Interest and Relevance When Reading a Narrative Classroom Case? *Sara A. Abercrombie, Bowling Green State University; Ellen Lambert, Bowling Green State University*
25. Teachers' Emotions, Emotion Regulation, and Classroom Management Efficacy. *Mikyong Lee, University of Munich; Paul A. Schutz, The University of Texas - San Antonio; Jamie Taxer, Ludwig-Maximilians-Universität München; Reinhard Pekrun, University of Munich; Elisabeth Meier, University of Munich; Xiyao Xie, University of Munich*
26. Goal Complexes: Approaching the Task to Develop Rather Than Demonstrate Ability. *Flaviu A. Hodis, Victoria University of Wellington; Carolyn Tait, Victoria University Wellington; Georgeta M Hodis, Massey University; Monica Alexandra Hodis, St. John Fisher College; Eusebio Scornavacca, Victoria University of Wellington*
27. The Expectancy for Academic Success Scale for College Students. *Fan Wu, University of Houston; Weihua Fan, University of Houston; Richard Olenchak, University of Houston*
28. An Intervention to Increase Growth Mind-Set Among Preservice Teachers. *David A. Bergin, University of Missouri; Yaoran Li; John Taylor; Mary Elizabeth Maher, University of Missouri - Columbia; Xintong Li, University of Missouri - Columbia*
29. Language Development and Conduct Problems: Social Context in Classroom Matters. *Myrthe Haster, VU University Amsterdam; Ron Oostdam, University of Amsterdam; Pol A. C. Lier, VU University Amsterdam*

62.083-4. STEM Education in K-12 and Higher Education. Division C -

Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

30. A Case Study of Productive Disciplinary Engagement in a Complex Virtual Engineering Task: Framing and Negotiating Accountability, Authority, and Access to the Discipline. *Debra May Gilbuena, Oregon State University; Susan B. Nolen, University of Washington - Seattle; Milo D Koretsky, Oregon State University*
31. Collaborative Learning and Computational Thinking in a Robotics Competition. *WenYen Huang, University of California - Davis; Tobin White, University of California - Davis; Scot McRobert Sutherland, University of California - Davis*
32. Cultural Resources Mediating the Identity Development of Females in Engineering and Computer Science. *Pei-Ling Hsu, University of Texas -*

- El Paso; Elsa Quiroz Villa, The University of Texas - El Paso*
33. Developing Computational Thinkers: A Working Example for Using App Programming With Middle School Students. *D Matthew Boyer, Clemson University; Danielle Christine Herro, Clemson University; Christina M. Gardner, Georgia Institute of Technology*
34. Empowering Underrepresented Middle School Youth in Engineering Knowledge and Productive Identity Work. *Angela Calabrese Barton, Michigan State University; Edna Tan, University of North Carolina at Greensboro*
35. Examination of Differences in Science Professional Development Delivery of the Engineering Design Process. *Michael E. Grubbs, Virginia Polytechnic Institute and State University; Tyler Scott Love, Virginia Polytechnic Institute and State University; David E. Long, George Mason University; Donna R. Sterling, George Mason University*
36. From "Tech Geeks" to "Collaborative Makers": A New Agenda for Children's Programming. *William Quinn Burke, College of Charleston; Yasmin B. Kafai, University of Pennsylvania*
37. Peer Instruction: Learning After Peer Discussion. *Leo Porter, Skidmore College; Daniel Zingaro, University of Toronto*
38. Social Robotics: Promoting Gender Equity in Computing Through Hands-On Robot Programming. *Jennifer Goodall; Nick Webb, Union College; Eugene Judson, Arizona State University*
39. Teaching Design Process Skills by the Quality Model Improves Design Performance. *Judith Eileen Sims-Knight, University of Massachusetts - Dartmouth; Paul Fortier, University of Massachusetts - Dartmouth; Benjamin Viall, University of Massachusetts - Dartmouth; Adam Young, University of Colorado*

62.083-5. Poster Fair B: Data Use and Research in the Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

40. Building Capacity for Improvement Through Collaboration: Findings From the National Center on Scaling Up Effective Schools. *Christopher Harrison, University of North Carolina - Chapel Hill; Christopher Hyde Redding, Vanderbilt University - Peabody College; Stephanie Brown, Florida State University; John Wachen, University of North Carolina - Chapel Hill; Jason Miller, Vanderbilt University - Peabody College; Allison Rose Socol, University of North Carolina - Chapel Hill*
41. Early Results From the Proficiency-Based Assessment and Reassessment of Learning Outcomes System, a National Science Foundation-Funded Randomized Controlled Trial. *Michael A. Posner, Villanova University; Jennifer Ellis, Villanova University; Nancy Lawrence, 21st Century Partnership for STEM Education; Kathleen Krier, 21st Century Partnership for STEM Education*
42. Enhancing Ninth-Grade Academics Using Collaborative, Design-Based Research. *Nettie E. Legters, Johns Hopkins University; Leigh Parise, MDRC*
43. Heterogeneous Charter School Impacts on Student Achievement. *Hiren Dhiraj Nisar, Abt Associates Inc.*
44. High School Factors Contributing to College Readiness as Measured by the ACCUPLACER Placement Test. *Shihching Liu, Montgomery County Public Schools; Julie Wade, Montgomery County Public Schools*
45. Impact of Early Entrance to Kindergarten on Academic Performance and Behaviors. *Huafang Zhao, Montgomery County Public Schools*
46. Implementing an Early Warning Indicator and Intervention System in Southern High Schools: First-Year Findings. *Marcia H. Davis, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University; Marc L. Stein, Johns Hopkins University; Joanna Hornig Fox, Johns Hopkins University*
47. Indexing Metadata to Establish Internal and External Validity. *Glynn Ligon, ESP Solutions Group*
48. Investigating the Relationship Between Math and Science Achievement: Parallel Process Model. *Sungmin Moon, University of California - Santa Barbara*
49. Looking Back on Year 1: Teachers' and Principals' Perspective on the Common Core. *Lauren H. Bryant, North Carolina State University; Avril Smart, North Carolina State University*
50. Reengaging High School Dropouts and At-Risk Students: An Evaluation of Philadelphia's Accelerated High Schools. *Michael Norton, Research for Action*
51. What Is It Like to Be a Guinea Pig? Teacher Experiences in a

Randomized Controlled Trial. *Elizabeth Autio, Education Northwest; Kari Nelsestuen, Education Northwest*

62.083-6. Teacher Preparation and Professional Development in Global Contexts. SIG-International Studies; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

52. A Case Study of "Data-Workshop Lesson Study" in Japan: From the Points of Schools Integration Project. *Tetsuo Kuramoto, Aichi University of Education; Kenji Tsuyuguchi, Ehime University*
53. Cultivation of Lead Mathematics Teachers. *Lianfang Lu, University of Arkansas at Little Rock*
54. Emerging Trend of Distance and Teacher Education in Ghana. *Alex Kumi Yeboah, Dalton State College*
55. How Do Exemplary Chinese and U.S. Mathematics Teachers View Instructional Coherence? *Jinfa Cai, University of Delaware; Meixia Ding, Temple University; Tao Wang, University of Tulsa*
56. International Experiences as Professional Development to Enhance Classroom Practice: Beyond Educational Tourism. *John William Johnson, The Sage Colleges*
57. International Indicators of Teacher Quality: Cross-Cultural Implications for Teacher Efficacy. *Ha Ram Jeon, The Pennsylvania State University; David E. Favre, The Pennsylvania State University*
58. Power to the Belizean Teachers: Assessing the Needs to Teacher Practices. *Amber McCullough, The University of Mississippi; Susan V. Bennett, The University of Mississippi*
59. Programmatic Models and Applications for Internationalization in Teacher Education. *Cheryl A. Hunter, University of North Dakota; Donna K. Pearson, University of North Dakota*

Sunday, 5:30 pm

Governance Meetings and Events

- 63.001. Orientation Session for Newly Appointed Committee Chairs and Members.** AERA Governance; Governance Session
Marriott, Third Level, 305; 5:30-6:30pm
Chair: *Felice J. Levine, American Educational Research Association*

Sunday, 6:15 pm

Division Sessions

- 64.010. Division D 2014 In-Progress Research Gala (an Invited Poster Session).** Division D - Measurement and Research Methodology; Invited Session
Convention Center, 200 Level, Hall E; 6:15-7:45pm
Chair: *Emily R. Dickinson, Human Resources Research Organization*

SIG Sessions

- 64.011. Action Research SIG Business Meeting.** SIG-Action Research; Business Meeting
Marriott, Fourth Level, Franklin 6; 6:15-7:45pm
Chair: *Dannelle D. Stevens, Portland State University*
- 64.012. Adolescence and Youth Development SIG Business Meeting.** SIG-Adolescence and Youth Development; Business Meeting
Marriott, Fifth Level, Grand Ballroom J; 6:15-7:45pm
Chair: *Cathy C. Leogrande, Le Moyne College*
- 64.013. Applied Research in Immersive Environments for Learning SIG Business Meeting.** SIG-Applied Research in Immersive Environments for Learning; Business Meeting
Marriott, Fourth Level, Franklin 11; 6:15-7:45pm
Chair: *Amelia Cheney, Appalachian State University*
- 64.014. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting: Feast of Friends.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Marriott, Fourth Level, Franklin 12; 6:15-7:45pm
Chair: *Kathryn Ann Ricketts, Simon Fraser University*

- 64.015. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual Education Research; Business Meeting
Convention Center, 100 Level, 105B; 6:15-8:15pm
Chairs: *Heriberto Godina, The University of Texas - El Paso; Mileidis Gort, The Ohio State University; Kate Menken, City University of New York*
Speaker: *Nancy H. Hornberger, University of Pennsylvania*

- 64.016. Career and Technical Education SIG Business Meeting.** SIG-Career and Technical Education; Business Meeting
Convention Center, 100 Level, 104A; 6:15-7:45pm
Chair: *Edward Charles Fletcher, University of South Florida*

- 64.017. Caribbean and African Studies in Education SIG Business Meeting.** SIG-Caribbean and African Studies in Education; Business Meeting
Convention Center, 100 Level, 120A; 6:15-8:15pm
Chair: *Cheryl A. McLean, Rutgers University*

- 64.018. Catholic Education SIG Business Meeting.** SIG-Catholic Education; Business Meeting
Marriott, Fourth Level, 405; 6:15-7:45pm
Chair: *Shane P. Martin, Loyola Marymount University*

- 64.019. Computer and Internet Applications in Education SIG Business Meeting: How Online Educational Resources and the Internet Can Facilitate Diverse Research-Practice and Cross-Disciplinary Collaborations.** SIG-Computer and Internet Applications in Education; Business Meeting
Marriott, Fifth Level, Grand Ballroom H; 6:15-8:15pm
Chair: *Evrin Baran, Middle East Technical University*

- 64.020. Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting: Guest Speaker Peggy McIntosh.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
Convention Center, 100 Level, 121A; 6:15-7:45pm
Chair: *Deneese L. Jones, Drake University*
Speaker: *Peggy McIntosh, Wellesley College*

- 64.021. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting.** SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting
Marriott, Fourth Level, Franklin 13; 6:15-7:45pm
Chair: *Jake Burdick, Purdue University*
Participants: *Julie Garlen Maudlin, Georgia Southern University; Michael Patrick O'Malley, Texas State University; Gabriel Stephen Huddleston, Indiana University; William H. Schubert, University of Illinois at Chicago; Janet L. Miller, Teachers College, Columbia University*
Participant:
Critical Conversations: The Future of Transdisciplinary Research of Education as Experience. *Julie Garlen Maudlin, Georgia Southern University; Jake Burdick, Purdue University*

- 64.022. Doctoral Education Across the Disciplines SIG Business Meeting.** SIG-Doctoral Education across the Disciplines; Business Meeting
Marriott, Fourth Level, Franklin 3; 6:15-7:45pm
Chair: *Karri A. Holley, The University of Alabama*

- 64.023. Environmental Education SIG Business Meeting: Tensions and Tendencies for the Field's Future.** SIG-Environmental Education; Business Meeting
Marriott, Fourth Level, Franklin 2; 6:15-7:45pm
Chair: *Richard V. Kahn, Antioch University Los Angeles*
Speaker: *David A. Greenwood, Lakehead University*

- 64.024. Fiscal Issues, Policy, and Education Finance SIG Business Meeting.** SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting
Marriott, Fourth Level, Franklin 7; 6:15-7:45pm
Chair: *Tammy Kolbe, The University of Vermont*

- 64.025. Instructional Technology SIG Business Meeting.** SIG-Instructional Technology; Business Meeting
Marriott, Fifth Level, Grand Ballroom G; 6:15-8:15pm
Chair: *Michael M. Grant, The University of Memphis*

- 64.026. Ivan Illich SIG Business Meeting.** SIG-Ivan Illich; Business Meeting
Convention Center, 100 Level, 115B; 6:15-7:45pm
Chair: *Dana L. Stuchul, The Pennsylvania State University*
- 64.027. Law and Education SIG Business Meeting.** SIG-Law and Education; Business Meeting
Convention Center, 100 Level, 115C; 6:15-7:45pm
Chair: *Belinda M. Cambre, West Baton Rouge Parish Schools*
Participant: *Janet R. Decker, Indiana University - Bloomington*
- 64.028. Learning and Teaching in Educational Leadership SIG Business Meeting.** SIG-Learning and Teaching in Educational Leadership; Business Meeting
Convention Center, 100 Level, 102A; 6:15-7:45pm
Chair: *Liz Hollingworth, University of Iowa*
Participants: *Arnold B. Danzig, San Jose State University; Beverly J. Irby, Texas A&M University - College Station; Donald G. Hackmann, University of Illinois; Ellen H. Reames, Auburn University; Karen L. Sanzo, Old Dominion University; Jennifer K. Clayton, The George Washington University; Daniel Reyes-Guerra, Florida Atlantic University; Tak C. Chan, Kennesaw State University; Jennifer Ingrid Friend, University of Missouri - Kansas City*
- 64.029. Media, Culture, and Curriculum SIG Business Meeting.** SIG-Media, Culture, and Curriculum; Business Meeting
Convention Center, 100 Level, 119A; 6:15-7:45pm
Chair: *Crystle Martin, University of California - Irvine*
- 64.030. Motivation in Education SIG Business Meeting and Reception.** SIG-Motivation in Education; Business Meeting
Convention Center, 100 Level, 120B; 6:15-7:45pm
Chair: *Helen M.G. Watt, Monash University*
- 64.031. Multicultural/Multiethnic Education SIG Business Meeting.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting
Convention Center, 200 Level, 203A; 6:15-7:45pm
Chair: *Gabriel Escontrias*
- 64.032. Music Education SIG Business Meeting.** SIG-Music Education; Business Meeting
Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm
Chair: *Joshua Alexander Russell, University of Hartford*
Participant: *Paul Cameron Gorski, George Mason University*
- 64.033. Narrative Research SIG Business Meeting.** SIG-Narrative Research; Business Meeting
Convention Center, 100 Level, 116; 6:15-7:45pm
Chairs: *Vicki Ross, Northern Arizona University; Elaine Chan, University of Nebraska - Lincoln*
Participants: *D. Jean Clandinin, University of Alberta; Cheryl J. Craig, University of Houston*
Participant:
On Telling Tales out of School. *Philip W. Jackson, University of Chicago*
- 64.034. Politics of Education SIG Business Meeting.** SIG-Politics of Education; Business Meeting
Convention Center, 100 Level, 118A; 6:15-7:45pm
Chair: *Bonnie Carol Fusarelli, North Carolina State University*
Speaker: *Bonnie Carol Fusarelli, North Carolina State University*
- 64.035. Professors of Educational Research SIG Business Meeting.** SIG-Professors of Educational Research; Business Meeting
Convention Center, 100 Level, 104B; 6:15-7:45pm
Chair: *Amanda Mulcahy Maddocks, Concordia University*
- 64.036. Qualitative Research SIG Business Meeting.** SIG-Qualitative Research; Business Meeting
Convention Center, 100 Level, 119B; 6:15-7:45pm
Chair: *Mirka E. Koro-Ljungberg, University of Florida*
- 64.037. Religion and Education SIG Business Meeting.** SIG-Religion and Education; Business Meeting
Convention Center, 100 Level, 109A; 6:15-7:45pm
Chair: *Michael D. Waggoner, University of Northern Iowa*
- 64.038. Research Focus on Black Education SIG Business Meeting and the W. E. B. DuBois Distinguished Lecture.** SIG-Research Focus on Black Education; Business Meeting
Convention Center, 100 Level, 114; 6:15-7:45pm
Chair: *Chance W. Lewis, University of North Carolina - Charlotte*
- 64.039. Research on Learning and Instruction in Physical Education SIG Business Meeting.** SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Convention Center, 100 Level, 113C; 6:15-7:45pm
Chair: *Dominique Banville, George Mason University*
- 64.040. Research on Teacher Induction SIG Business Meeting.** SIG-Research on Teacher Induction; Business Meeting
Convention Center, 100 Level, 102B; 6:15-7:45pm
Chair: *Andrea M. Kent, University of South Alabama*
- 64.041. Research on the Education of Asian Pacific Americans SIG Business Meeting: Mapping New Directions in Asian American and Pacific Islander Education.** SIG-Research on the Education of Asian and Pacific Americans; Business Meeting
Convention Center, 100 Level, 121B; 6:15-7:45pm
Chair: *Samuel D. Museus, University of Denver*
- 64.042. Research on the Education of Deaf Persons SIG Business Meeting.** SIG-Research on the Education of Deaf Persons; Business Meeting
Convention Center, 100 Level, 103A; 6:15-7:45pm
Chair: *Connie C. Mayer, York University*
- 64.043. School Community, Climate, and Culture SIG Business Meeting.** SIG-School Community, Climate, and Culture; Business Meeting
Convention Center, 100 Level, 115A; 6:15-7:45pm
- 64.044. School Indicators, Profiles, and Accountability SIG Business Meeting.** SIG-School Indicators, Profiles, and Accountability; Business Meeting
Marriott, Fifth Level, Grand Ballroom L; 6:15-7:45pm
- 64.045. Semiotics in Education SIG Business Meeting: Signs, Meanings, and Multimodality.** SIG-Semiotics in Education; Business Meeting
Convention Center, 100 Level, 124; 6:15-7:45pm
Chair: *Elvira K. Katic, Ramapo College*
- 64.046. Social Studies Research SIG Business Meeting.** SIG-Social Studies Research; Business Meeting
Convention Center, 200 Level, 203B; 6:15-7:45pm
Chair: *Paul G. Fitchett, University of North Carolina - Charlotte*
- 64.047. Teacher as Researcher SIG Business Meeting: An Intimate Conversation About Teacher Research With Cynthia Ballenger.** SIG-Teacher as Researcher; Business Meeting
Convention Center, 100 Level, 120C; 6:15-7:45pm
Chairs: *Megan Blumenreich, City College of New York - CUNY; Christopher C. Martell, Boston University; Annie Adamian, University of San Francisco*
Speaker: *Cindy Ballenger, Tufts University*
- 64.048. Teacher's Work/Teachers Unions SIG Business Meeting. The Latino American Network for the Study of Teacher's Work (RED ESTRADO): Connecting Labor, Research, and Practice.** SIG-Teacher's Work/Teachers Unions; Business Meeting
Convention Center, 100 Level, 118B; 6:15-7:45pm
Participants: *Dalila Andrade Oliveira, ANPED; Myriam Feldfeber, Universidad de Buenos Aires; Javier Campos-Martinez, University of Massachusetts - Amherst*
Participant:
The ESTRADO Network in the South American Region: Challenges and Benefits of Collaboration for Action. *Vicente Sisto, Pontificia Universidad Catolica de Valparaiso; Fernanda Saforcada, Universidad de Buenos Aires; Leonora Reyes, Universidad de Chile*

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

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

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

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

Sunday, 8:00 pm

SIG Sessions

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

Monday, 7:00 am

Governance Meetings and Events

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

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

Monday, 7:30 am

Governance Meetings and Events

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

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

Monday, 8:15 am

Governance Meetings and Events

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

Chair: *Barbara Schneider, Michigan State University*

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

Presidential Sessions

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

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

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

Participants:

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

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

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

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

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

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

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

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

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

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

Discussant: *Mark Berends, University of Notre Dame*

Committee Sessions

68.012. Division K Fireside Chat. Teacher Education Research and Policy: Local, National, and International Perspectives. Graduate Student Council Cosponsored with Graduate Student Council, Division K - Teaching and Teacher Education; Invited Session

Convention Center, 100 Level, 112B; 8:15-9:45am

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

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

Division Sessions

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

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

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

Participants:

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

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

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

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

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

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

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

Participants:

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

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