

67.043. Teacher's Work/Teachers Unions SIG Business Meeting: The Future of Teacher Unions in the United States. SIG-Teachers Work/Teacher Unions; Business Meeting
Swissotel, Event Centre Second Level, Vevey 1&2; 6:15-7:45pm
Chair: *Brandon L. Fox, Stephen F. Austin State University*
Participant:
The Future of Teacher Unions in the United States. *Pauline Lipman, University of Illinois at Chicago*

67.044. Urban Learning, Teaching and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting
Swissotel, Event Centre Second Level, Montreux 3; 6:15-7:45pm
Chair: *Lori Kim, California State University - Los Angeles*
Participants: *Sharon H. Ulanoff, California State University - Los Angeles; Kelly McNeal, William Paterson University*

Monday, 7:30 am

Governance Meetings and Events

68.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Gold Coast; 7:30-10:15am
Chair: *Ruth Lopez Turley, Rice University*

Monday, 8:00 am

AERA Related Activities

69.010. AERA-Education Writers Association Reporters Seminar: Invitation Only (Day 2 of 2). AERA Related Activities; Seminar
Sheraton, Second Level, Michigan A; 8:00am to 12:00pm

Monday, 8:15 am

Governance Meetings and Events

70.001. AERA Open Business Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Gold Level, Toronto; 8:15-9:45am
Chair: *Joyce E. King, Georgia State University*

Presidential Sessions

70.010. Film Expo: The Watsons Go To Birmingham. AERA Presidential Session; Invited Speaker Session
Sheraton, Second Level, Michigan B; 8:15-10:15am
Chairs: *Jonathan I. Gayles, Georgia State University; Robert L. Selman, Harvard University*

70.011. Professional Ethics, Pedagogy, and Research in the Human Sciences: Psychological Views From the Colonized. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency C; 8:15-9:45am

Chair: *Cirecie West-Olatunji, University of Cincinnati*
Participants:
From Historical Trauma to Psychic Terrorism: Behavioral Sciences' Theft of Humanity. *Wade Nobles, San Francisco State University*
Tools of Oppression and Control: Making Them Visible. *Edil Torres-Rivera, Chicago School of Professional Psychology; Cirecie West-Olatunji, University of Cincinnati*
Ma'afa, the Black Holocaust: A Discussion of Transgenerational Trauma Symptoms in the Lived Experiences of African American Students as Secondary Effects of Systemic Oppression. *Cirecie West-Olatunji, University of Cincinnati*
Discussant: *Jeremiah A. Wright, Jr., Virginia Union University*

70.012. Toward Collective Action to Reclaim Public Narratives for Justice: Ameliorating an Impoverished Cultural Discourse on Affirmative Action in Higher Education. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency AB; 8:15-9:45am

Participants:
Opening Commentary. *Daniel Gilbert Solorzano, University of California - Los Angeles*
Assessing the Current State of Affirmative Action and Responding to "Race-Neutral" Alternatives. *Nolan L. Cabrera, The University of Arizona; Liliana M. Garces, The Pennsylvania State University - University Park; Uma Madhure Jayakumar, University of San Francisco; Julie J. Park, University of Maryland - College Park*
Moving Beyond the Diversity Rationale. *Nicholas A. Bowman, Bowling Green State University; Kimberly Griffin, University of Maryland; Stephen John Quayle, Miami University*
Advancing a Remedial Rationale. *Julianne Hing, Colorlines; Maria C. Ledesma, University of Utah; OiYan A. Poon, Loyola University Chicago*

Committee Sessions

70.013. Black Education: 10 Years Later - Co-sponsored by the World Education Research Association. Social Justice Action Committee; Invited Speaker Session
Hyatt, West Tower - Gold Level, Hong Kong; 8:15-10:15am
Chair: *Kofi Lomotey, Western Carolina University*
Participants: *Carol D. Lee, Northwestern University; Hassimi Maiga, The Academy for Diaspora Literacy, Inc.; Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos; Beverly Lindsay, University College London; Jerome E. Morris, University of Georgia*
Discussants: *Mwalimu J. Shujaa, Southern University, New Orleans; Veronica Villaran, Group for the Analysis of Development (GRADE), Peru; Ibrahim Ahmad Bajunid, INTI Laureate International Universities, Malaysia*

Division Sessions

70.014. District Partnerships, Community Collaboration, and Programmatic Innovation: The Impact of Planning, Technology Use, and Building Capacity on School Improvement. Division A - Administration; Paper Session
Swissotel, Event Centre First Level, Zurich AB; 8:15-9:45am
Chair: *Nathalie Carrier, OISE/University of Toronto*
Participants:
Consensus Versus Concreteness: Tensions in Designing for Scale. *Marisa A. Cannata, Vanderbilt University; Tuan Nguyen, Vanderbilt University - Peabody College*
District-Led Instructional Improvement in a Remote Town. *Ryan Fink, University of Pennsylvania*
Reimagining the Boundaries: District-Community Collaboration in Student (Re)assignment Reform. *Tirza Wilbon White, University of Maryland - College Park*
Technology-Enriched Learning Communities Creating Change Through Equitable Opportunities and Access for Improved Learning. *Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma; Jean Cate, University of Oklahoma; Nicki Watkins, University of Oklahoma; Sharon Dean, University of Oklahoma*
Translating Educational Research Into Practice: A Cross-Institutional Telephone Game? *Christopher Harrison, University of North Carolina - Chapel Hill; Stephanie Brown, Florida State University; Stacey A. Rutledge, Florida State University; John Wachen, University of North Carolina - Chapel Hill*
Discussant: *Elizabeth C. Reilly, Loyola Marymount University*

70.015. Leveraging Social Networks Among School Leaders. Division A - Administration; Paper Session
Swissotel, Lucerne Level, Alpine I; 8:15-9:45am
Participants:
Evolving Ties in Common Core: Social Networks, Leader Beliefs, and

Organizational Learning. *Yi-Hwa Liou, University of California - San Diego; Alan J. Daly, University of California - San Diego; Yun-Jia Lo, University of Michigan - Ann Arbor*

Leadership for Social Justice? A Case Study of a Principal Trying to Create a More Inclusive Urban Elementary School. *David Edward DeMatthews, The University of Texas - El Paso*

Unpacking "Everyone": The Assemblage of Accountors to Whom Principals Are Accountable. *Alexander Mishra Hoffman, AleDev Consulting*

Exploring Informal Leaders' Perceptions of School Reform: A Social Network Approach. *David Gilbert Sherer, Harvard University*

Mediating Social Identity: Leadership Approaches and Interschool Relationships at Co-Located School Sites. *Alice Huguet, University of Southern California*

Discussant: *Nona A. Prestine, The Pennsylvania State University*

70.016. Daisaku Ikeda and Relationality in Educational Philosophy, Policy, and Practice: Critical and Postfoundational Approaches.

Division B - Curriculum Studies; Symposium

Hyatt, West Tower - Gold Level, New Orleans; 8:15-10:15am

Chair: *Julie Nagashima, University of Pittsburgh*

Participants:

Daisaku Ikeda, Jacques Rancière, and Human Education for Justice and Relational Growth. *Jason Goulah, DePaul University*

Daisaku Ikeda's Educational Ideas for Empowering Disadvantaged Youth in India: Policy, Research, and Public Action. *Namrata Sharma, Independent Scholar; Gonzalo Obelleiro, Teachers College, Columbia University*

Relationality and Relational Ways of Knowing in Daisaku Ikeda's Theory and Practice at Soka Schools. *Julie Nagashima, University of Pittsburgh*

Ikeda's Proposal for the Separation of Four Powers: Ensuring Political Neutrality in Education Through Public Participation. *Hiroki Ishizaka, Naruto University of Education*

Teachers' Experience of Value-Creating Pedagogy: A Phenomenological Study. *Melissa Riley Bradford, DePaul University*

Discussant: *Barbara J. Thayer-Bacon, The University of Tennessee*

70.017. Resisting the Standardization of Our Souls: Building Collective Power to Stop Neoliberal Reforms. Division B - Curriculum Studies; Symposium

Hyatt, East Tower - Gold Level, Columbus AB; 8:15-10:15am

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

Participants:

Chicago School Reform in an Era of Austerity and Revanchism. *Jackson Potter, Chicago Teachers Union*

"Alto al SIMCE" Campaign: Challenging the Common Sense of Standardized Testing. *Javier Campos-Martinez, University of Massachusetts - Amherst; Maria Beatriz Fernandez Cofre, Boston College; Jorge Luis Inzunza, Delavan Darien School District; Andrea Lira, Teachers College, Columbia University; Mauricio Pino-Yancovic, University of Illinois at Urbana-Champaign; Sergio Alejandro Saldivia, New York University; Ivan Salinas, The University of Arizona*

Opt Out Orlando: A Struggle Toward Democracy in Central Florida. *Becky L. Noel Smith, Opt Out Orlando & Save Our Schools*

What Testing Is Hiding: The Saskatchewan Teachers' Struggle. *Colin Keess, Saskatchewan Teachers' Federation*

AERA Struggles to Enter the Policy Debate: The AERA Position Statement on the Use of Value-Added Models for High-Stakes Evaluations of Educators. *Gary L. Anderson, New York University*

Discussant: *Barbara Madeloni, University of Massachusetts - Amherst*

70.018. The Not-So-Idle Flaneur: A Metaphor for Knowing, Being Ethical, and Negotiating New Data Production. Division B - Curriculum Studies; Symposium

Hyatt, East Tower - Gold Level, Grand A; 8:15-9:45am

Chair: *Anna Ryoo, The University of British Columbia*

Participants:

Strolling Along With the Flaneur: An Inquiry Into the Concept of Encounter. *Marie France Berard, The University of British Columbia*

Inquiry While Being in Relation: Flaneurial Walking as a Creative Practice and Research Method. *Elsa Lenz Kothe, The University of British Columbia*

Walking With the Photo Flaneuse: Traversing Inner and Outer Landscapes

of Our Lives as Research. *Blake Smith*

Mindful Walking: The Serendipitous Journey of Community-Based Ethnography. *Yuha Jung, University of Georgia - Athens*

Discussant: *Rita L. Irwin, The University of British Columbia*

70.019. Division C Section 1e: Fostering Students' Interest and Attitudes in Computer Science and Engineering Education. Division C - Learning and Instruction; Paper Session

Sheraton, Second Level, Colorado; 8:15-9:45am

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

Participants:

Examining Student Learning in a Mobile Phone-Based, Community Research, Computer Science Curriculum. *Jean J. Ryoo, Exploratorium*

Integrating Engineering Design Into Secondary Classrooms: Case Studies of Science and Mathematics Teachers. *Helen Meyer, University of Cincinnati; Kathleen Koenig, Wright State University; Lindsay Owen, University of Cincinnati; Lori Cargile, University of Cincinnati; Cijj Elizabeth Sunny, University of Cincinnati*

Outcomes From Bringing Computational Thinking Into STEM Classrooms. *David Weintrop, Northwestern University; Kai Orton, Northwestern University; Michael S. Horn, Northwestern University; Elham Beheshti, Northwestern University; Laura Trouille, Northwestern University; Kemi Jona, Northwestern University; Uri J. Wilensky, Northwestern University*

Selecting STEM College Majors: The Influence of High School Engineering Courses. *L. Allen Phelps, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin; Sookweon Min, University of Wisconsin - Madison*

Toward Justice in Computing Education: From Pipeline to Computer Science for All. *Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles; Jean J. Ryoo, Exploratorium*

70.020. Methods and Methodologies for Researching Emotions in Teaching, Learning, and Motivation. Division C - Learning and Instruction; Symposium

Sheraton, Ballroom Level, Sheraton I; 8:15-9:45am

Chairs: *Michalinos Zembylas, The Open University of Cyprus; Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Measuring Affect in Educational Contexts: A Circumplex Approach. *Lisa Linnenbrink-Garcia, Michigan State University; Stephanie V. Wormington, Michigan State University*

Gauging the Affective: Becoming Attuned to Its Impact in Education. *Megan Watkins, University of Western Sydney*

Assessing Academic Emotions via Experience Sampling Methods. *Thomas Goetz, University of Konstanz; Madeleine Bieg, University of Konstanz; Nathan C. Hall, McGill University*

A Critical Review of Interdisciplinary Methods Used to Examine the Role of Emotions and Computer-Based Learning Environments. *Roger Azevedo, North Carolina State University; Michelle Taub, North Carolina State University; Nicholas Mudrick, McGill University*

Using Multiple and Mixed Methods to Investigate Emotions in Educational Contexts. *Paul A. Schutz, The University of Texas - San Antonio; Jessica T. Decuir-Gunby, North Carolina State University; Meca R. Williams-Johnson, Georgia Southern University*

Discussant: *Reinhard Pekrun, University of Munich*

70.021. Multiple Perspectives on the Complexity of First-Grade Texts Over the Past 50 Years. Division C - Learning and Instruction; Structured Poster Session

Sheraton, Ballroom Level, Sheraton V; 8:15-9:45am

Chair: *Elfrieda H. Hiebert, TextProject*

Participants:

1. The Rationale for and Sample of the First-Grade Text Complexity Project. *Elfrieda H. Hiebert, TextProject; Leigh Ann Martin, University of Michigan*

2. 50 Years of Text Complexity: A Coh-Matrix Assessment of Changes in First-Grade Texts Over Time. *Nia M Dowell, The University of Memphis; Arthur C. Graesser, The University of Memphis*

3. The Complexity of a First-Grade Core Reading Program Over Seven Decades: The Early-Grades Lexile Text-Complexity System Analysis. *Jill Fitzgerald, MetaMetrics and UNC Emerita and Research Professor; Jeffrey Elmore, MetaMetrics; Heather Hughes Koons, MetaMetrics*

4. Lexical Difficulty and Diversity of First-Grade Reading Textbooks: Changes in the Last 50 Years. *David A. Gamson, The Pennsylvania State University; Sarah Anne Eckert, Agnes Irwin School; Xiaofei Lu, The Pennsylvania State University*
 5. A Diachronic Analysis of First-Grade Reading Texts: Shifts and Patterns Detected Using Automatic Analyses. *Scott A. Crossley, Georgia State University; Laura K. Allen, Arizona State University; Danielle S. McNamara, Arizona State University*
 6. Using TextEvaluator to Analyze the Comprehension Challenges Presented Within Grade 1 Reading Texts. *Kathleen M. Sheehan, ETS; Michael Flor, Educational Testing Service; Diane Napolitano, Educational Testing Service; Chaitanya Ramineni, ETS*
 7. Analysis of Reading Passages With the Reading Maturity Metric. *Peter W. Foltz, Pearson; Mark Rosenstein, Pearson*
- Discussant: *Timothy E. Shanahan, University of Illinois at Chicago*

70.022. Science Education in Early Childhood. Division C - Learning and Instruction; Paper Session
Sheraton, Ballroom Level, Sheraton II; 8:15-9:45am

Participants:

- Evolving Minds: Young Children Learning Natural Selection From Explanation-Rich Picture Storybooks. *Deborah Kelemen, Boston University; Natalie Emmons, Boston University*
- Objects in the Sky: A Cross-Cultural Examination of Preschoolers' Ideas. *Kathy Cabe Trundle, North Carolina State University; Mesut Sackes, Balikesir University; Mandy McCormick Smith, The Ohio State University - Columbus*
- Modeling in the Primary Grades: Examining Second Graders' Emerging Particulate Models of Matter in the Context of Learning Through Model-Based Inquiry. *Ala Samarapungavan, Purdue University; Lynn A. Bryan, Purdue University; Jamison Wills, Purdue University; Tugba Yuksel, Purdue University*
- STEM Education in Pre-Kindergarten: A Head Start. *Jale Aldemir, University of North Carolina - Wilmington; Hengameh Kermani, University of North Carolina*
- Teaching Pre-Kindergarten Students Science and Inquiry. *Celeste Alexander, The University of Texas - Austin; Mary Elizabeth Hobbs, The University of Texas; Robert A. Williams, The University of Texas; James P. Barufaldi, The University of Texas - Austin*

70.023. Students' Choices of, and Responses to, Varying Types of Feedback. Division C - Learning and Instruction; Paper Session
Hyatt, East Tower - Gold Level, Columbus CD; 8:15-9:45am

Chair: *Ellen L. Usher, University of Kentucky*

Participants:

- A Game-based Assessment of Children's Choices to Seek Feedback and to Revise. *Maria Cutumisu, Stanford University; Kristen Pilner Blair, Stanford University; Daniel L. Schwartz, Stanford University; Doris B. Chin, Stanford University*
- Choosing Between Person- and Process-Praise: Exploring Students' Preferences for Feedback in Success Versus Failure Conditions. *Charissa Tansomboon, Berkeley University of California; Allison Master, University of Washington; Carol Dweck, Stanford University*
- Student Perceptions of Feedback: Exploring the Relationship Between Self-Efficacy, Writing Ability, and Feedback. *Charles Hewes, Bacon Academy*
- Understanding Secondary Student Perceptions of Writing Feedback. *Sharon Zumbrunn, Virginia Commonwealth University; Heather Carlson-Jaquez, Virginia Commonwealth University; Sarah Anne Marrs, Virginia Commonwealth University; Caitlin Mewborn, Virginia Commonwealth University*

Discussant: *Daniel H. Robinson, Colorado State University*

70.024. The Impact of Multimodal Composing on Youth Transformative Disciplinary Identity Work Across Settings. Division C - Learning and Instruction; Structured Poster Session
Sheraton, Ballroom Level, Sheraton IV; 8:15-9:45am

Chair: *Leah A. Bricker, University of Michigan*

Participants:

1. Positioning Learners for Community Engagement Through Invitations to Author Media Artifacts: An Example From Citizen Science. *Brigid J.S. Barron, Stanford University; Caitlin Kennedy Martin, DePaul University - Digital Youth Network*
2. Innovators Together: Collaborative, Strategic Resource Use and

- Movement for Identity Work in After-School Science. *Day W Greenberg, Michigan State University; Angela Calabrese Barton, Michigan State University; Myunghwan Shin, Michigan State University; Christina Restrepo Nazar, Michigan State University*
3. Reel Multimodalities: Engaging in Science Through Embodiment and Filmmaking With Underrepresented Youth. *Rachel Chaffee, University of Rochester; April L. Luehmann, University of Rochester*
 4. "Science Isn't Just What We Learn in School": Science Conversations That Generate Positive Emotional Energy. *Allison Gonsalves, McGill University*
 5. Science Stories and Life Stories. *Sara Hagenah, University of Washington; Jessica J. Thompson, University of Washington*
 6. Identity and the Maker Movement: Community Ethos and Individual Stances. *Breanne K. Litts, University of Pennsylvania; Abigail W Konopasky, George Mason University; Erica Rosenfeld Halverson, University of Wisconsin - Madison; Kimberly Marie Sheridan, George Mason University*
 7. A Situated Analysis of Multimodal Composing in Rural and Urban Classrooms: Disrupting Routines, Affording Resources for Disciplinary Understanding. *Suzanne M. Miller, University at Buffalo - SUNY; David L Bruce, University at Buffalo - SUNY*
 8. Video-Making Projects in STEM After-School Clubs: A Dialogue Among Identities, Ways of Knowing, and Doing in and With Science. *Jrene Rahm, University of Montreal*
 9. When Are You a REAL Scientist? The Impact of Teacher Positioning of Students on Middle School Latina Girls' Engagement in Science Across Informal Contexts. *Edna Tan, University of North Carolina at Greensboro; Tess Anne Hegedus, University of North Carolina - Greensboro*
 10. Who Gets to Save the World? Negotiating Science, Community, and Gender Identities During Climate Change Action Filmmaking. *Elizabeth Walsh, San José State University*
- Discussant: *Nailah Suad Nasir, University of California - Berkeley*

70.025. Understanding the Role Participation and Communication Play in Mathematical Understanding. Division C - Learning and Instruction; Paper Session
Sheraton, Ballroom Level, Sheraton III; 8:15-9:45am

Chair: *Misfer Saud AlSalouli, King Saud University*

Participants:

- Association Between Readability and Topic of Mathematics Word Problems and Performance on Large-Scale Assessments. *Candace A. Walkington, Southern Methodist University; Virginia E. Clinton, University of North Dakota; Pooja Shivraj, Southern Methodist University; Paul Yovanoff, Southern Methodist University*
- Emergence of Argument in Children's Mathematical Writing. *Karl Wesley Kosko, Kent State University; Belinda Zimmerman, Kent State University*
- Mathematical Reasoning at the Elementary School Level: Students' Strategies for Solving Written Reasoning Tasks. *Gabriele Moll, Technical University of Munich (TU München); Kristina Maria Reiss, Technische Universität München*
- Redefining Engagement and Participation: The Development and Co-Construction of Student Learning Practices. *Simona Goldin, University of Michigan; Michaela Krug O'Neill, University of Michigan - Ann Arbor; Shweta Naik, University of Michigan; Florencia Gomez Zaccarelli, University of Michigan*
- Using Improvement Research to Design Language and Literacy Supports for Developmental Mathematics Teaching and Learning. *Katherine Rodela, Washington State University; Emily Horton, University of California - Los Angeles; Kimberley Gomez, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles*

70.026. School Belonging, School Connection, and School Climate. Division E - Counseling and Human Development; Paper Session
Hyatt, West Tower - Bronze Level, Buckingham; 8:15-9:45am

Participants:

- A Latent Class Analysis of Perceived School Climate Among Middle and High School Students: Findings From the California Healthy Kids Survey. *Kris M. De Pedro, Chapman University; Tamika Gilreath, University of Southern California; Ruth Berkowitz, University of Southern California*
- Assessing Intergroup Attitudes to Understand Risk and Resilience for Academic Achievement and Health Among Ethnically Diverse LGB

Students in Urban Middle Schools. *Negin Ghavami, University of California - Los Angeles*

Associations Between School Connection and Socioemotional Functioning. *Anna J Markowitz, Georgetown University*

Is Fitting in at School Always Good? Gender Differences in Cardiovascular Activity Among African American Adolescents. *DeLeon Lavron Gray, North Carolina State University; LaBarron K. Hill, Duke University; Jason R. Wornoff, North Carolina State University; Lauren H. Bryant, North Carolina State University; Oriana T. Johnson, North Carolina State University; Lisa Jackson, Virginia Commonwealth University*

70.027. History, Ideas, and Theory in Education. Division F - History and Historiography; Paper Session
Swissotel, Lucerne Level, Lucerne II; 8:15-10:15am

Chair: *Donald Warren, Indiana University*

Participants:

Agnology: Game Changer for History of Education? *A.J. Angulo, Winthrop University*

Grit: The History of a Useful Concept. *Ethan W Ris, Stanford University*

Rise of the Humanists: Combating Liberal Internationalism at Yale and Dartmouth, 1930s and 1940s. *Bryan McAllister-Grande, Harvard University*

The Ivory Tower From Below: Toward a Multicultural Framework for the History of Higher Education. *Lauren Ilano, University of California - Los Angeles; Hope Katherine McCoy, University of California - Los Angeles; Rick Wagoner, University of California - Los Angeles; Imelda Zapata, University of California - Los Angeles*

Discussant: *Philo A. Hutcheson, The University of Alabama*

70.028. Bakhtin's Carnival: Laughter, Embodied Learning, and Participation Across Diverse Educational Contexts. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Purdue/Wisconsin; 8:15-9:45am

Chair: *Jayne White, University of Waikato, Hamilton*

Participants:

Carnival, Drama, and Middle School English Learners: The Language of Play and Resistance. *Anneliese Cannon, University of Wisconsin - Madison*

Carnival Body in the Drama Classroom: A Visual Ethnographic Inquiry. *Po Chi Tam, Hong Kong Institute of Education*

Preschool Discourse Interactions: Playful Meaning Making From a Carnival Lens. *Lynn E. Cohen, Long Island University - C.W. Post Campus*

Feast of Fools? Mealtimes as Heteroglossic Acts of Resistance and Collusion in Early Childhood Education. *Jayne White, University of Waikato, Hamilton*

The Laughing Truth: Race and Humor in a Documentary Filmmaking Class. *Jessica Dockter Tierney, University of Minnesota*

Discussant: *Timothy J. Lensmire, University of Minnesota - Twin Cities*

70.029. Examining Resilience and Agency Across Race and Ethnicity. Division G - Social Context of Education; Paper Session
Marriott, Sixth Level, Northwestern/Ohio State; 8:15-10:15am

Chair: *Delila Omerbasic, University of Utah*

Participants:

Digital Authoring: Negotiations of Identity, Agency, and Power Among Girls Resettled as Refugees From Thailand. *Delila Omerbasic, University of Utah*

Empowering Literacy Practices Among African Immigrant Girls: The Transformative Power of Critical Literacy and Social Praxis. *Michelle G. Knight, Teachers College, Columbia University; Crystal Chen, Teachers College, Columbia University; Karishma Desai, Teachers College, Columbia University*

From the Hood to the School: Middle School Students' Experiences With Racial/Ethnic Discrimination. *Feliz Quinones, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles*

Nurturing Agency in Latina/o Youth: Transformative Resistance, Community Organizations, and the Pursuit of Social Justice. *Eleanor Anne Petrone, Western Carolina University*

Examining the Educational Experiences of High-Achieving Native American Youth. *Adam Hengen, University of Michigan*

Discussant: *Leah Stauber, The University of Arizona*

70.030. Honoring Legacies of Resistance: Engaging Oral Life Histories

of Mexican Immigrant Parents. Division G - Social Context of Education; Symposium

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

Chair: *Enrique Aleman, University of Utah*

Participants:

Cosas que uno no Sabia: Making Meaning of Narratives, Experiences, and Resilience. *Eduardo Coronel, University of Illinois at Urbana-Champaign; Eduardo Coronel, University of Illinois at Urbana-Champaign*

Para mi Mamá: A Mexicana Mother's Educational Her-story Told by Her Daughter. *Alma Itze Flores, University of California - Los Angeles*

El Hogar es Donde Está el Corazón: Making Meaning Through Oral History Interviews With Family. *Gabriel Rodriguez, University of Illinois at Urbana-Champaign*

70.031. New Materialisms and the Ontologies of Social Context: Critical Inquiry on Equity and Justice in Education. Division G - Social Context of Education; Invited Speaker Session

Marriott, Sixth Level, Indiana/Iowa; 8:15-9:45am

Chair: *Korina Jocson, University of Massachusetts - Amherst*

Participants:

Re-Visioning Social, Re-Visioning Context, Re-Visioning Agency. *Eve Tuck, SUNY - College at New Paltz*

Educational Research as Assemblage: Moving Beyond Researcher Demographics. *Lisa (Leigh) Patel, Boston College*

Spatial Analytics and the Study of Neighborhood Effects in Education. *Ezekiel J. Dixon-Roman, The University of Pennsylvania*

Pornographic Pedagogies: Social Media, Sexual Health, and Queer Youth of Color. *Edward Brockenbrough, University of Rochester*

Vectors of Difference, Media Production, and the Limits of Place-Based Pedagogy. *Korina Jocson, University of Massachusetts - Amherst*

Complicating Contexts: The Political Project of Community-Engaged Research. *David O. Stovall, University of Illinois at Chicago*

Discussant: *Dolores Delgado Bernal, University of Utah*

70.032. Possibilities and Challenges in New Methods and Frameworks for Multimodal Research. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Lincolnshire; 8:15-9:45am

Chair: *Carmen L. Medina, Indiana University - Bloomington*

Participants:

Methods for Representing Multimodal Analyses for Research Audiences: Challenges and Opportunities. *Deborah Rowe, Vanderbilt University*

Multimodal Timescape: A Tool to Analyze and Visually Represent Students' Multimodal Composition Processes. *Bridget Dalton, University of Colorado - Boulder; Blaine Elizabeth Smith, University of Miami*

"Be Where Your Hands Are": From Visual Information to Haptic Interactivity. *Jennifer Rowsell, Brock University*

Analyzing Modal Assemblage and Collaborative Production in Children's Play and Making. *Karen E. Wohlwend, Indiana University - Bloomington*

Using Collaborative Multimodal Analysis in Dramatic Inquiry Pedagogy to Make Research Agentic, Dialogic, and Inclusive. *Brian W. Edmiston, The Ohio State University - Columbus; Kathleen Farrand, The Ohio State University - Columbus*

Discussant: *Carmen L. Medina, Indiana University - Bloomington*

70.033. Reciprocal Mentoring for Critical, Activist Scholarship. Division G - Social Context of Education; Symposium
Marriott, Fifth Level, Kansas City; 8:15-9:45am

Chair: *Beth Blue Swadener, Arizona State University*

Participants:

Communities of Inclusion and Exclusion in Mentoring: Who Has the Legitimacy to Speak Truth, or Truth in Relation to Power/Knowledge in the Academy? *Marianne N. Bloch, University of Wisconsin - Madison*

Enacting Feminist Alliance Principles in a Doctoral Writing Support Group. *Lacey Elizabeth Peters, Hunter College - CUNY; Kimberly Ann Eversman, Wartburg College; Beth Blue Swadener, Arizona State University*

Time to Come From the Shadows: Reflections on Reciprocal Mentoring and a "New" Activist Scholarship. *Mark Nagasawa, Erikson Institute; Beth Blue Swadener, Arizona State University*

Discussant: *Bekisizwe S. Ndimande, The University of Texas - San Antonio*

70.034. Building Capacities Between Researchers and Policy Makers:

Experiences From the Regional Educational Laboratory–Southeast (REL–SE). Division H - Research, Evaluation and Assessment in Schools; Symposium

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

Chair: *Yaacov Petscher, The Florida Center for Reading Research*

Participants:

Facilitating the Research in the Research Alliance. *Barbara R. Foorman, Florida State University; Kevin Smith, Florida State University*

Comparing Methodologies for Developing an Early-Warning System in Florida. *Sharon Koon, Florida State University; Yaacov Petscher, The Florida Center for Reading Research*

Improving Leadership in the Southeast. *LaTara D. Osborne-Lampkin, Florida State University- Regional Educational Laboratory-Southeast; Jessica Sidler Folsom, The Florida Center for Reading Research*

Building the Capacity in South Carolina to Identify Beating the Odds Schools. *Yaacov Petscher, The Florida Center for Reading Research; Sharon Koon, Florida State University; John Hughes, Florida Department of Education*

Discussant: *Joy Lesnick, Institute of Education Sciences*

70.035. Feminist Community Engagement: Achieving Praxis. Division J - Postsecondary Education; Symposium
Swissotel, Event Centre First Level, Zurich C; 8:15-10:15am

Chairs: *Susan V. Iverson, Kent State University; Jennifer H. James, University of Georgia*

Participants:

Conversations From Within: Critical Race Feminism on the Routes of Change. *Begum Verjee, Adler School of Professional Psychology; Shauna Jane Butterwick, The University of British Columbia*

Transgressing Intellectual Boundaries Begins With Transgressing Physical Ones: Feminist Community Engagement as Activist-Apprentice Pedagogy. *Dana Bisignani, Purdue University*

The Personal Is the Political: Community Engagement With Men as Feminist Border Crossing. *Lamea Shaaban-Magana, The University of Alabama; Melanie Miller, University of Alabama*

Pay It Forward: Possibilities and Poignancies of Feminist Service-Learning Enacted in a Collegiate Health Education Classroom. *Christin L Seher, The University of Akron*

Discussant: *Susan Marine, Merrimack College*

70.036. Higher Education Access and Choice for Latino Students: Critical Findings and Theoretical Perspectives. Division J - Postsecondary Education; Symposium

Swissotel, Event Centre First Level, Zurich E; 8:15-10:15am

Chair: *Patricia A. Perez, California State University - Fullerton*

Participants:

Unpacking the Layers: Financial Aid and Latino High School Students' Postsecondary Plans. *José Muñoz, University of Missouri; Blanca E. Rincon, University of Illinois at Urbana-Champaign*

Rising Voices: College Opportunity and Choice Among Latina/o Undocumented Students. *Patricia A. Perez, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton; Josue Guadarrama, Washington State University*

The Behavioral Typology of First-time Latina/o Students: The Application in Three Hispanic-serving Community Colleges. *Sunny Liu, University of LA Verne; Barbara E. McNeice-Stallard, Mt. San Antonio College; Dustin Tamashiro, Claremont Graduate University; John Barkman, Pasadena City College; Lan Hao, University of Southern California*

Latina/o Students' College Destinations: Gender, Generational Status, and College Sector Selectivity. *Karla I Loya, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University; Leticia Oseguera, The Pennsylvania State University*

Community Cultural Wealth and Latina/o College Choice: The Role of a College Access Program. *Brianne Davila, University of California - Santa Barbara; Roseanne Macias, California State University - Dominguez Hills*

Discussant: *Miguel Ceja, California State University - Northridge*

70.037. International Issues in Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 8:15-10:15am

Participants:

Degrees of Contrition: Institutional Image and the Reassertion of Whiteness through University Redress. *Amy Scott Metcalfe, The University of British Columbia; Sharon Stein, The University of British Columbia*

A Qualitative Study of Qatari Female College Graduates: Motivators for Pursuing Higher Education. *Claire Jacobson, University of Maryland - College Park*

College Experiences and Outcomes Among International Undergraduate Students at Research Universities in the United States: A Comparison to Their Domestic Peers. *Young K. Kim, Azusa Pacific University; Christopher S. Collins, Azusa Pacific University; Liz A. Rennick, Azusa Pacific University*

The Hidden Dynamics of the Expansion of Higher Education. *Jontorfi Jonasson, University of Iceland*

Voices of Mainland Chinese Undergraduates: What They Need to Transition to U.S. Colleges. *Tang T. Heng, Teachers College, Columbia University*

Discussant: *Kristen J Shanahan, Christopher Newport University*

70.038. Issues of Gender and Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich G; 8:15-10:15am

Chair: *Michelle M. Espino, University of Maryland - College Park*

Participants:

Anatomy of an Enduring Gender Gap: The Evolution of Women's Participation in Computer Science. *Linda J. Sax, University of California - Los Angeles; Kathleen Lehman, University of California - Los Angeles; Jerry A. Jacobs, University of Pennsylvania; Allison Kanny, University of California - Los Angeles; Gloria Lim, University of California - Los Angeles; Laura Nicole Paulson, University of California - Los Angeles; Hilary Zimmerman, University of California - Los Angeles*

Cultural Pluralism Increases Difficulties in Learning Experiences yet Advances Identity Formation for Muslim Arab Female Students in Higher Education. *Khalid Arar, The Center for Academic Studies*

Micro Support Systems for College Women in Male-Dominated Majors. *Meghan Stallworth, University of Tennessee-Chattanooga; Joan Barth, The University of Alabama*

Sexual Coercion and Assault Goes to College Too: Disarticulating Culture, Language, Heritage, and the Cheating of Justice. *Jason Laker, San José State University; Erica Misako Boas, University of California - Berkeley*

"Losing Who I'm Supposed to Be": Undergraduate Women (Re)Construct the Risks of Intimate Relationships. *Elizabeth E. Blair, University of Wisconsin - Madison*

Discussant: *Amy Aldous Bergerson, University of Utah*

70.039. The Importance of Institutional Contexts for College Student Outcomes: Looking at Minority-Serving Institutions and Predominantly White Institutions. Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 3; 8:15-9:45am

Participants:

Black Females Attending Predominantly White Institutions: Fostering Their Academic Success Using African American Motherwork Strategies. *Chasity Bailey-Fakhoury, Grand Valley State University; Maegan Hopson, Grand Valley State University*

Exploring Curricular and Co-Curricular Effects on Civic Engagement at Hispanic-Serving Institutions (HSIs) and Emerging HSIs. *Gina Ann Garcia, University of Pittsburgh; Marcela Cuellar, University of California - Davis*

Interpersonal Relationships in the Culture of Stress: Examining Competition, Discrimination, and Peer Support in College Student Mental Health. *Julie Renee Posselt, University of Michigan; Sarah Ketchen Lipson, University of Michigan - Ann Arbor*

What Matters for Minority Students Attending Minority-Serving Institutions: The Importance of Peer Interaction Among Black and Hispanic Engineering Undergraduates. *Kalynda C. Smith, Hampton University; Dawn G. Williams, Howard University; Lorraine Fleming, Howard University; Leonard B. Bliss, Florida International University; Fabiana Brunetta, Florida International University*

Discussant: *Linda Deangelo, University of Pittsburgh*

70.040. Global Impact, Local Trends: Glocality in the Lives of Teachers.

Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Chicago FGH; 8:15-9:45am

Chair: *Nicholas Daniel Hartlep, Illinois State University*

Participants:

A Place for Teacher Education. *Linda Clarke, University of Ulster*
Foreign Ways, Chinese Meanings: Impact of Western-Based Education
on Chinese English Language Teachers. *Faridah Pawan, Indiana*
University

Professional Path to Become a Teacher Educator: Commonalities and
Differences. *Helena Loreto Montenegro, Pontificia Universidad*
Catolica de Chile

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

**70.041. Innovative Pedagogies in the Teaching of Science and
Mathematics.** Division K - Teaching and Teacher Education; Paper
Session
Marriott, Fourth Level, Belmont; 8:15-9:45am

Participants:

How Preservice Preparation Affects the Preparedness of Alternative-Route
Mathematics Teachers. *Andrew M. Brantlinger, University of Maryland;*
Beverly Selkirk Smith, City College of New York - CUNY

Preservice Teachers' Conception and Metaphor of Problem Solving and
Their Problem-Solving Performance: Challenges and Strategies. *Ji-*
Won Son, University at Buffalo - SUNY; Mi Yeon Lee, Arizona State
University; Talal Arabeyyat, University at Buffalo - SUNY

Science Teacher Candidates' Developing Professional Vision in Science
Teaching. *Arzu Tanis Ozelci, The Pennsylvania State University; Scott*
B. McDonald, The Pennsylvania State University

The Impact of a Physics Inquiry Course on a Physics Teacher: A Narrative
Inquiry. *Paige K. Evans, University of Houston*

Discussant: *Nicole Elaine Bannister, Clemson University*

70.042. International Teacher Education: Promising Pedagogies. Division
K - Teaching and Teacher Education; Symposium
Marriott, Fifth Level, Los Angeles/Miami; 8:15-10:15am

Chair: *Cheryl J. Craig, University of Houston*

Participants:

Pedagogies of Teacher Selection: A South Korean Case. *JeongAe You,*
Chung-Ang University

Pedagogies of Teacher Preparation: Case of Mathematics Enhancement
Courses in England. *John Clarke, University of East London; Jean M.F.*
Murray, University of East London

Dialogical Professional Development Schools in Israel. *Arie Kizel,*
University of Haifa; Arie Kizel, University of Haifa

Self-Study of Teacher Education Practices as a Pedagogy for Teacher
Educator Professional Development. *Mary Lynn Hamilton, The*
University of Kansas; Stefinee E. Pinnegar, Brigham Young University

Literacy Narratives for 21st-Century Curriculum Making: The Three Rs
to Excavate Diverse Issues in Education. *Darlene Ciuffetelli-Parker,*
Brock University

Narrative Teacher Education Pedagogies From Across the Pacific. *Edward*
R. Howe, Thompson Rivers University; Mashahiro Arimoto, Tohoku U

Discussant: *Lily Orland-Barak, University of Haifa*

70.043. Investigating Knowledge for Teaching Secondary Mathematics.
Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 8:15-9:45am

Chair: *Jill Annette Newton, Purdue University*

Participants:

Investigating Domains of Teacher Knowledge in the Context of Solving
Equations. *Rick Alan Hudson, University of Southern Indiana*

How Much Can Assessment of Secondary Mathematical Knowledge
for Teaching (MKT) Learn From Elementary MKT? *Yvonne Lai,*
University of Nebraska - Lincoln; Heather Howell, ETS; Geoffrey C.
Phelps, Educational Testing Service

The Lost Domain: Unpacking and Investigating Curricular Knowledge.
Lorraine Marie Males, University of Nebraska - Lincoln

Studying Secondary Teachers' Knowledge for Teaching Mathematics.
Cynthia E. Taylor, Millersville University of Pennsylvania; Fran
Arbaugh, The Pennsylvania State University

Mathematical Understanding for Secondary Teaching Framework: A Tool
for Research. *Patricia S. Wilson, University of Georgia - Athens*

Discussant: *Mary Kathleen Heid, The Pennsylvania State University*

70.044. Online Tools for Professional Development. Division K - Teaching
and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 8:15-9:45am

Chair: *Jane E. Neapolitan, Towson University*

Participants:

Democratizing Online Learning. *Anne Jones, The University of Alaska -*
Southeast; Lee Graham, The University of Alaska Southeast
Finding Community: A Case Study of an Online Critical Friends Group.
Julie A. Moore, Kennesaw State University; Leslie Pourreau, Kennesaw
State University

Impacting Online Teacher Practice, Epistemic Frames, and Agency With
Design-Based Implementation Research. *Rebecca Itow, Indiana*
University; Daniel T. Hickey, Indiana University

Learning Experiences in a Hybrid, "Flipped Classroom" Versus a Face-to-
Face-Only Classroom. *Paul F. Bulakowski, Mind My Education, LLC;*
Frank C. Worrell, University of California - Berkeley

"I Learned That Online": The Internet and the Professional Development
of Science Teachers. *Samia Khan, The University of British Columbia;*
Elise Gowen, The University of British Columbia; Kendal Bergman,
The University of British Columbia; Eric Meyers, The University of
British Columbia

Discussant: *Stephanie L. Knight, The Pennsylvania State University*

**70.045. Perspective on Teacher Knowledge, Licensure, and Evaluation:
Mapping the "Strange Land" of Teacher Quality.** Division K -
Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Denver/Houston; 8:15-9:45am

Chairs: *Antonio Latrell Ellis, College of Charleston; Jaquial Durham, College*
of Charleston

Participants:

Council for the Accreditation of Educator Preparation Admissions
Standards and Principal Evaluations of First-Year Teachers. *Susan M.*
Tracz, California State University - Fresno; Paul Beare, California
State University - Fresno; Colleen W. Torgerson, California State
University - Fresno; James E. Marshall, California State University -
Fresno

Strangers in a Strange Land: Race, Space, and Uncertainty During Teacher
Licensure Test Events. *Emery Marc Petchauer, Oakland University;*
Kira J. Baker-Doyle, Arcadia University

The Association Between Elementary Teacher Mathematics Licensure Test
Scores and Student Growth in Massachusetts. *Life LeGeros, Milton*
Public Schools

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

**70.046. Teacher Identity: Examining Perceptions of Race and Cultural
Identity.** Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Michigan/Michigan State; 8:15-9:45am

Chair: *Melanie M. Acosta, The University of Alabama*

Participants:

Exploring Teacher Candidates' Dispositions for Teaching Diverse
Populations: Relationship Between Sense of Responsibility and
Efficacy. *Heather A. Davis, San Diego State University; Hannah*
Carson Baggett, North Carolina State University

Imagination as Discourse Awareness: Preparing Preservice Teachers to
Navigate School Cultures. *Jackie Sydnor, Ball State University; Tammi*
R. Davis, University of Louisville; Sharon Daley, Indiana University -
Bloomington; Linda Coggin, Indiana University

To See, or Not to See? A Diversity Course's Impact on Preservice
Teachers' Color Blindness. *Anthony Kline, Trine University; Patricia*
Clark, Ball State University; Kathleen Kreamelmeyer, Ball State
University; Eva M. Zygmunt, Ball State University

"Teachers Really Have a Bias in Their Head": Two Teacher Candidates'
Conceptions of Racial Profiling. *Hannah Carson Baggett, North*
Carolina State University; Crystal G Simmons, North Carolina State
University

Discussant: *Christopher C. Martell, Boston University*

**70.047. The Diverse Contexts of Teachers' Growth in Mathematical
Content Knowledge.** Division K - Teaching and Teacher Education;
Paper Session
Marriott, Tenth Level, O'Hare; 8:15-9:45am

Chair: *Andrea Weinberg, Colorado State University*

Participants:

An Investigation of Elementary Teachers' Mathematical Knowledge for

Teaching and Cognitive Demand Within Professional Development.

Lorelei R. Coddington, Whittier College

Changing Teacher Views: Effects of a Teacher Expectation Intervention.

Christine Margaret Rubie-Davies, University of Auckland; Elizabeth Peterson, The University of Auckland; Christopher Sibley, University of Auckland

Comparing Two Measures of Professional Development Effectiveness:

Teacher Self-Reports Versus Classroom Observations. *Charlotte Jean Dunlap, Vanderbilt University; Thomas M. Smith, University of California - Riverside*

Teachers' Attitudes Toward Evidence-Based Practice: The Role of Access to Research Resources and Self-Concept About Understanding

Research. *Johannes Bauer, Technische Universität München; Christine Saelzer, Technische Universität München; Manfred Prenzel, Technische Universität München*

What Works: Features of Professional Development Activities Associated With Teachers' Mathematical Knowledge Growth. *Yasemin Copur-Gencturk, University of Houston; Debra L. Junk, The University of Texas - Austin*

Discussant: *Ruth Chung Wei, Stanford University*

70.048. Toward Racial Justice and Democratization of the Teaching

Force. Division K - Teaching and Teacher Education; Symposium Marriott, Third Level, Kane/McHenry; 8:15-10:15am

Chairs: *Christine E. Sleeter, California State University - Monterey Bay; La Vonne Isabelle Neal, Northern Illinois University*

Participants:

Tactics and Strategies for Breaking the Barriers to a Diverse Teaching

Force. *Kitty Kelly Epstein*

Teach Tomorrow in Oakland: History, Teacher Profiles, and Lessons

Learned. *Rachelle Lanette Rogers-Ard, Mills College; Kimberly L. Mayfield, Holy Names University*

Contextualizing the Demographic Imperative: Teacher Education for Students of Color in a Rural Community. *Anne Burns Thomas, SUNY - College at Cortland*

The Turning Point of One Teacher Education Program. *Omiunota N.*

Ukpokodu, University of Missouri - Kansas City

Newcomers Entering Teaching: The Possibilities of a Culturally and

Linguistically Diverse Teaching Force. *Flynn M. Ross, University of Southern Maine*

Pathways2Teaching: Being and Becoming a "Rida." *Madhavi Tandon,*

University of Colorado - Denver; Margarita Bianco, University of Colorado - Denver; Shelley Zion, University of Colorado - Denver

A Competing Theory of Change: Critical Teacher Development. *Conra*

D. Gist, University of Arkansas; Belinda Bustos Flores, The University of Texas - San Antonio; Lorena Claeys, The University of Texas - San Antonio

Discussant: *Kevin Kumashiro, University of San Francisco*

SIG Sessions

70.049. Race and Equity Issues in Schools. SIG-Critical Examination of

Race, Ethnicity, Class and Gender in Education; Paper Session Marriott, Third Level, Dupage; 8:15-9:45am

Chair: *Marlon C. James, Texas A&M University - College Station*

Participants:

Conceptualizing a Critical Race Spatial Analysis in Education. *DeMarcus Antonio Jenkins, University of California - Los Angeles*

Constructions of Race and Equity in a Suburban School. *Leticia Villarreal Sosa, Dominican University; Corrie Wallace, Equity and ELL District 219*

Finding the "Korean Part": Reinforcing Ethnic and Cultural Boundaries in a Korean Language School. *Eujin Park, University of Wisconsin - Madison*

Inequitable Education: An Examination of the Educational Landscape of K-12 Predominantly White and Black Schools. *Abiola A. Farinde,*

University of Pittsburgh; Tempestt Richardson Adams, University of North Carolina at Charlotte

Justice for All? Creating an Urban Elite Cohort in a Working-Class Latino School. *Minerva S. Chavez, California State University - Fullerton*

Militarized Youth: Connecting the School-to-Prison Pipeline With a School-to-Military Pipeline. *Jenna Christian, The Pennsylvania State University*

70.050. The Media and the Neoliberal Privatization of Education:

Understanding, Critiquing, and Resisting Capital's Current Agenda for Education. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Hyatt, West Tower - Gold Level, San Francisco; 8:15-10:15am

Chair: *Julia Hall, D'Youville College*

Participants:

The Media and the Neoliberal Privatization of Education. *Derek Ford; Bradley J. Porfilio, California State University, East Bay*

Reprivatizing the Family: How "Opt-Out" and "Parental Involvement" Narratives Support School Privatization. *Amy B. Shuffelton, Loyola University Chicago*

The Mass Media and Educational Reform: Simulations of Experience and Dialogue. *Dave Wolken*

Teach For America: The Intersection of Social Media and Education Reform. *T. Jameson Brewer, University of Illinois at Urbana-Champaign; Matthew Wallis*

Discussants: *Peter L. McLaren, Chapman University; Rebecca A. Goldstein, Montclair State University*

70.051. Assessment and Young Dual Language Learners in Pre-Kindergarten and Kindergarten: Issues to Consider. SIG-Early

Education and Child Development; Symposium

Hyatt, East Tower - Gold Level, Grand B; 8:15-9:45am

Chair: *Mari Estrada-Gonzalez, University of California - Santa Barbara*

Participants:

Informing Teachers' Practice Through the Assessment of Young Dual Language Learners: Reliability and Validity Issues. *Debra J. Ackerman, Educational Testing Service (ETS)*

Translanguaging and the Assessment of Young Dual Language Learners. *Danielle Guzman-Orth, Educational Testing Service; Alexis Lopez, Educational Testing Service*

Head Start Systems and Assessments: A Case for Dual Language Learners. *Carola Matera, California State University - Channel Islands*

Assessing Classroom Quality in Settings Serving Young Dual Language Learners. *Marlene Zepeda, California State University - Los Angeles*

Discussant: *Keira Gebbie Ballantyne, The George Washington University*

70.052. Researching Policies and Programs: Critical Analysis of Assessments and Evaluation Measures. SIG-Environmental

Education; Paper Session

Swissotel, Lucerne Level, Lucerne III; 8:15-10:15am

Chair: *David W. Hursh, University of Rochester*

Participants:

Studying the Work of a Sustainability Tracking, Assessment, and Rating Metric Within Two Canadian Universities. *Steve J. Alsop, York University; David A. Greenwood, Lakehead University; Philip Vaughtner, York University, Canada; Ana Maria Martinez, York University; Christopher Matthew Richards-Bentley, York University*

Sustainable Schools Programs: What Influence on Schools, and How Do We Know? *Mark Rickinson, Monash University; Alan D. Reid, Monash University; Matthew Hall, Monash University*

Lessons From Leaders of the U.S. Department of Education's Green Ribbon Schools. *Scott R. Imig, University of North Carolina - Wilmington; William L. Sterrett, University of North Carolina - Wilmington*

How Green Is the Big Apple? Social Inequality and School Engagement With Environmental and Sustainability Education. *Oren Pizmony Levy, Teachers College, Columbia University; Rosa Fernandez, Teachers College, Columbia University*

Needs Assessment for Data-Driven Planning of a National Expansion of a Professional Development Program for Residential Outdoor Science Schools. *Valeria Romero, University of California - Berkeley; Juna Z. Snow, University of Illinois at Urbana-Champaign; Bernadette S. Chi, University of California - Berkeley*

Discussant: *Arjen E. Wals, Wageningen University*

70.053. Discourse, Ethics, Biopower. SIG-Foucault and Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 2; 8:15-9:45am

Chair: *Jie Qi, Utsunomiya University*

Participants:

Performative Power of Discourse of Suzhi in Differentiating Place-People in Post-Mao China. *Lei Zheng, University of Wisconsin - Madison*

A Changing Discourse of Curriculum Reform in Taiwan: A Foucauldian Approach. *Chin-Ju Mao, National Taiwan Normal University*
 Foucault, Ethics, and the Making of Traditional Chinese Children. *Tingwei Rong, Hangzhou Normal University*
 Understanding Special Education and Standards-Based Reform as Biopolitical Systems. *Jessica K. Bacon, Lehman College - CUNY*

70.054. The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market. SIG-Hispanic Research Issues; Invited Speaker Session
 Swissotel, Event Centre Second Level, Montreux 3; 8:15-9:45am

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

Participant:

The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market. *Rebecca M. Callahan, The University of Texas - Austin; Patricia C. Gandara, University of California - Los Angeles*

Discussants: *Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill; Veronica E. Valdez, University of Utah; Augustina Reyes, University of Houston; Adam Sawyer, Bard College*

70.055. Toward Social Justice Through Expansion of STEM Opportunities: The Influence of After-School and Summer Programs. SIG-Informal Learning Environment Research; Symposium
 Sheraton, Second Level, Arkansas; 8:15-9:45am

Chair: *Bernadette Sibuma, Education Development Center, Inc.*

Participants:

The Middle School Science Readiness Program. *Alana Newell, Baylor College of Medicine; Nancy P. Moreno, Baylor College of Medicine*

Preparing Teachers to Engage Rural and Indigenous Students in Computational Thinking Through Game Design. *Jacqueline Leonard, University of Wyoming; Monica B. Mitchell, MERAssociates; Olatokunbo S. Fashola, MERAssociates; Tarcia LaSha Hubert, University of Houston*

Back to the Earth: A Culturally Intertwined STEM Learning Experience. *Anne L. Kern, University of Idaho; Melinda Howard, University of Idaho; Sameer Honwad, New York University; Laura Anne Laumatia, Coeur d'Alene Tribe of Indians*

Junior and High School Students' Perceptions of the Effects of Attending Science Camp: One-Year Follow-Up. *Karen L. Yanowitz, Arkansas State University; Debbie L. Hahs-Vaughn, University of Central Florida; Tanja McKay, Arkansas State University; Carol Ann Ross, retired*

Studio STEM: An Out-of-School Design-Based Science Learning Program for Rural Middle School Youth. *Michael A. Evans, North Carolina State University; Christine G. Schnittka, University of Virginia; Brett D. Jones, Virginia Polytechnic Institute and State University; Carol B. Brandt, Temple University*

Discussant: *Tony Streit, Education Development Center, Inc.*

70.056. Developing 21st-Century Skills for All Students: Results From the International Study of City Youth. SIG-International Studies; Symposium
 Hyatt, West Tower - Gold Level, Atlanta; 8:15-9:45am

Chair: *Russell W. Rumberger, University of California - Santa Barbara*

Participants:

International Comparison of 21st-Century Skills. *Stephen Lamb, Victoria University*

21st-Century Skills in Context: The Sacramento and Santa Barbara School System. *Russell W. Rumberger, University of California - Santa Barbara; Jay Plasman, University of California - Santa Barbara*

Behavioral Disengagement as A Reaction to Structural and Cultural School Disadvantage? The Role of Academic Mindsets. *Jannick Demanet, Ghent University; Michel Janosz, University of Montreal*

21st-Century Skills in Context: The Hong Kong School System. *John Chi Kin Lee, The Hong Kong Institute of Education*

21st Century Skills in Context: Equity in the Montreal School System. *Jonathan Levesque, University of Montréal; Michel Janosz, University of Montreal; Isabelle Archambault, University of Montreal; Sophie Pascal, University of Montréal; Véronique Dupéré, University of Montréal; Marie-Josée Richer, University of Montréal; Marie-Philippe Priouzeau, University of Montréal*

70.057. Prospects and Challenges in Teacher Curricular Adaptation Across Disciplines. SIG-Learning Sciences; Symposium
 Marriott, Fourth Level, Sheffield; 8:15-9:45am

Chair: *Iris Tabak, Ben-Gurion University of the Negev*

Participants:

Ambitious Curriculum Use: Coordinating the Use of Curriculum Materials With Responding to Children's Mathematical Thinking. *Corey Drake, Michigan State University; Tonia Jo Land, Drake University*

Teacher Adaptation of Document-Based History Curricula. *Bradley Fogo, Stanford University; Abby Reisman, University of Pennsylvania; Joel Breakstone, Stanford University*

Affordances and Constraints of a Minimalist Approach to Teacher Curricular Adaptations. *Eleni A. Kyza, Cyprus University of Technology; Iris Tabak, Ben-Gurion University of the Negev; Itay Asher, Israeli Ministry of Education; Christothea Herodotou, The Open University (UK); Samira Nasser, Beit Berl Academic College; Jolie Nicolaidou, Cyprus University of Technology*

Adapting a Nascent Science and Data Journalism Model to Diverse Educational Contexts Over Time. *Joseph L. Polman, University of Colorado - Boulder; Michelle Whitacre, University of Missouri - St. Louis; Angela Kohnen, University of Missouri; Rose Davidson, St. Joseph's Academy; Engida Hailye Gebre, University of Colorado - Boulder*

Discussant: *Marcia Linn, University of California - Berkeley*

70.058. A Dream Deferred: A 20-Year Retrospective on Culturally Relevant Pedagogy. SIG-Research Focus on Black Education; Symposium
 Swissotel, Lucerne Level, Lucerne I; 8:15-10:15am

Chairs: *Vanessa Diane Dodo Seriki, Loyola University Maryland; Cory T. Brown, Murray State University*

Participants:

Culturally Relevant Teaching: Where Do We Go From Here? Implications for Theory, Practice, and Policy. *Tyrone C. Howard, University of California - Los Angeles; Brian Woodward, University of California - Los Angeles*

Culturally Relevant Pedagogy and Teacher Professional Development in a Laboratory for School Reform. *Celia Rousseau Anderson, The University of Memphis; Angiline Powell, The University of Memphis; Beverly E. Cross, The University of Memphis; Erika C. Bullock, The University of Memphis*

Distorted Mirrors and Clean Hands: Reflections and Realities of Teacher Education's Deferred and Unfinished Work Within Culturally Responsive Pedagogy. *Tehia Starker Glass, University of North Carolina - Charlotte; Ayana Allen, University of North Carolina - Charlotte; Chance W. Lewis, University of North Carolina - Charlotte*

The Intractability of White Supremacy: Race, Culturally Relevant Pedagogy, and the Professional Development of Teachers in a Small Urban School District. *Adrienne D. Dixon, University of Illinois - Urbana-Champaign; Rema Ella Reynolds, University of Illinois at Urbana-Champaign*

Culturally Relevant Pedagogy and English Language Arts Teaching: Addressing the Backstage, Front-Stage Priority. *Rich Milner, University of Pittsburgh*

Reconsidering Culturally Relevant Pedagogy in an Era of Hyperaccountability and Hyperstandardization. *Simone Gibson, Morgan State University; Camika Royal, Loyola University Maryland; Thurman L. Bridges, Morgan State University*

Discussant: *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

70.059. Confident and Competent Black Males Doing STEM. SIG-Research Focus on Black Education; Paper Session
 Swissotel, Event Centre Second Level, St. Gallen 1; 8:15-9:45am

Participants:

Culturally Responsive Practices to Broadening Participation: Addressing the Unfinished Business of Brown in Computing Sciences. *LaVar Jovan Charleston, University of Wisconsin - Madison; Sherri Ann Charleston, University of Wisconsin - Madison; Jerlando F.L. Jackson, University of Wisconsin - Madison*

Development of the Conditions for Black Male Success in STEM Survey. *Vinetta C. Jones, Howard University; Kenneth Alonzo Anderson, Howard University; Casilda Maxwell, Howard University; Mohammad Mahmood, Howard University; Oral B. Grant, Howard University; Linell Darcell Edwards, Howard University*

Exploring the Mathematics and Science Identity Development of Black Male University Students. *Kimi L Wilson, California State University - Los Angeles; Lois Andre Bechely, California State University - Los Angeles*

Angeles

Diverse Perspectives on Race, Gender, and Identity Among Black Males in STEM Education. *James Earl Davis, Temple University; Terrell Lamont Strayhorn, The Ohio State University; Edward Fergus, New York University; Ebony Omotola McGee, Vanderbilt Peabody College*

Ivy League Bound: The Case of a Brilliant African American Male Mathematics Major. *Christopher Charlie Jett, The University of West Georgia*

Uncompromising Success of the Greene Scholars: A Program for African American Students in STEM. *Stephen D. Hancock, University of North Carolina - Charlotte; Debra Watkins, California Alliance of African American Educators*

70.060. Creative Teaching and Policy Implications in Gifted Education.

SIG-Research on Giftedness, Creativity and Talent; Paper Session
Sheraton, Second Level, Missouri; 8:15-9:45am

Chair: *Jeb S Puryear, University of North Texas*

Participants:

21st-Century Creativity: How the P21 Frameworks Reflect the Four Principles of Creativity. *Sarah L. Woulfin, University of Connecticut; Jiajun Guo, University of Connecticut*

Effects of Explicit Instructions, Metacognition, and Motivation on Creative Performance. *Eunsook Hong, University of Nevada - Las Vegas; Harold F. O'Neil, University of Southern California; Yun Peng, University of Nevada - Las Vegas*

Teachers' and Principals' Perceptions and Attitudes Toward Educating the Gifted and Students as Coresearchers. *Manoj Chandra Handa, Macquarie University, Sydney, Australia; Anne Louise McMaugh, Macquarie University; Penny Van Bergen, Macquarie University*

Using Critical Components and Theoretical Underpinnings to Justify Modifications to a Gifted Literacy Intervention. *Lisa Hall Foster, Development Services Group*

Discussant: *Michael S. Matthews, University of North Carolina - Charlotte*

70.061. When and Where I Enter: Students Voice Their Perceptions on School and Where They Belong. SIG-School Community, Climate, and Culture; Paper Session

Swissotel, Lucerne Level, Alpine II; 8:15-10:15am

Chair: *Adrienne C Goss, Ohio Northern University*

Participants:

A New Scale for Measuring Student Sense of Belonging in School. *Joe McIntyre, Harvard University*

Student Voice: A Catalyst for Changing School Culture. *Brad Talley, Norman Public Schools; Kathrine J. Gutierrez, University of Oklahoma*

The Effect of School Climate on Students' Well-Being, Resilience, and Moral Identity. *Helen Mary Riekie, Cardijn College; Jill M. Aldridge, Curtin University*

The Relationship of Middle School Climate and Academic Performance. *Adam Voight, Cleveland State University; Thomas Hanson, WestEd*

Scholarship Students: Squeezing Through the Glass Ceiling of an Affluent Private School. *Barbara J Sherman, North Shore Country Day School*

Cultivating School Success of Children in City Schools Through a Trauma-Informed Framework of Educational Resiliency. *Peter C. Murrell, Loyola University Maryland*

Discussant: *Colleen L. Larson, New York University*

70.062. Evidence of Equity and Access Effects on Student Achievement and Choice in International Contexts. SIG-School Effectiveness and School Improvement; Paper Session

Swissotel, Event Centre First Level, Zurich D; 8:15-9:45am

Chair: *Coby Meyers, American Institutes for Research*

Participants:

Can Educational Systems Achieve Both Quality and Equity? Secondary Analyses of PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) Studies. *Leonidas Kyriakides, University of Cyprus; Evi Charalambous, Department of Education, University of Cyprus; Bert Creemers, University of Groningen; Charalambos Y. Charalambous, University of Cyprus; Antria Dimosthenous, University of Cyprus*

Primary and Secondary Effects of Students' Socioeconomic Background on Educational Choices in the German Context of Full- and Part-Time Schooling: Evidence From PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study) 2011. *Ariane S. Willems, (IFS) Institute for School*

Development Research; Dominik Becker, Heinrich Heine University; Heike Wendt, Technical University of Dortmund; Wilfried Bos, University of Dortmund

Stability of Academic Performance Across Science Subjects Among Students: Emerging Evidence From Representative Chinese Data. *Xin Ma, University of Kentucky; Meng Fan, University of Delaware*

70.063. STEM Education in the Postsecondary and University Classroom.

SIG-Science Teaching and Learning; Paper Session

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

Chair: *Sybil Kelley, Portland State University*

Participants:

Adapting Nanoscale Science Education to Large Class Sizes. *Jennifer G. Wells, Portland State University*

Developing an Engineering Design Process Assessment Using Mixed Methods: An Illustration With Rasch Measurement Theory and Cognitive Interviews. *Stefanie Anne Wind, Georgia Institute of Technology; Meltem Alemdar, Georgia Institute of Technology; Jessica Gale, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Roxanne Moore, Georgia Institute of Technology*

Electrons Certainly Follow Laws: Integrating Complexity Thinking With How Learners View Knowledge. *Katherine Grace Nelson, Arizona State University; Jonathan C. Hilpert, Georgia Southern University; Benjamin C. Heddy, University of Oklahoma; Sarah K. Brem, Arizona State University*

How Do Engineering Students Perceive Their Lecturers' Pedagogical Content Knowledge? *David F. Treagust, Curtin University; Mamoraka Caroline Selepe, Tshwane University of Technology; A. L. Chandrasegaran, Curtin University*

Discussant: *Sybil Kelley, Portland State University*

70.064. Research, Teaching, and Learning in Urban Classrooms. SIG-

Urban Learning, Teaching, and Research; Paper Session

Swissotel, Event Centre Second Level, Montreux 1&2; 8:15-10:15am

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

Participants:

Addressing Challenges in Urban Teaching and Learning Math Using the Model-Strategy-Application With Reasoning Approach in Linguistically and Culturally Diverse Classrooms. *Zhonghe Wu, National University; Shuhua An, California State University - Long Beach; Jing Cheng, East China Normal University; Jin Chen, Zhejiang International Studies University*

Impact of Ninth-Grade Academies on Academic Outcomes in an Urban District. *Alan Davis, University of Colorado - Denver; Christine De Baca, Scholar-Centric*

Information and Digital Literacies of Kindergarten and Second-Grade Urban Teachers and Students: An I-LEARN Project. *Mary Jean DeCarlo, Drexel University; Vera J. Lee, Drexel University; M. Delia Neuman, Drexel University; Allen Grant*

Truancy Among Urban Middle School Students: A Latent Growth Curve Modeling Analysis. *Chin-Chih Chen, Virginia Commonwealth University; Dennis P. Culhane, University of Pennsylvania; Stephen Metraux, University of Sciences in Philadelphia; Jung Min Park, University of Illinois; Jessica Christina Venable, Virginia Commonwealth University*

Welcome to the (W)righting Workshop: Hip-Hop Pedagogy, Spoken Word Poetry, and Wounded Healing in the Urban English Language Arts Classroom. *H. Bernard Hall, West Chester University of Pennsylvania*

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

Division and SIG Roundtables**70.065. Roundtable Session 27;** Roundtable Session**70.065-1. Issues in College and Career Readiness.** Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

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

Participants:

Applied and Service-Learning Quantitative Outcomes. *Thomas Penniston, University of Maryland - Baltimore County*

Getting Ready for College While the State Transitions Toward the Common Core. *Zeyu Xu, American Institutes for Research; Kennan Cepa, American Institutes for Research*

Ready or Not: Engaging With the College Readiness Binary of Arizona
Move On When Ready. *Michael Silver, Arizona State University*

University

70.065-2. Teacher Perspectives on Teacher Evaluation and Performance Pay Programs. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Benjamin Alcott, University of Michigan - Ann Arbor*
Participants:

- Does Teacher Evaluation Policy That Incorporates Student Growth Measures Exacerbate or Ameliorate Educational Inequities? *Kimberly Kappler Hewitt, University of North Carolina - Greensboro*
- Implementation Factors That Affect the Impact of Teacher Evaluation Policy. *Laura Gutmann, Stanford University*
- Procedural Justice: Teachers' Perceptions of a Teacher Incentive Program. *Jennifer Flynn, Westat; Liam M. Ristow, Westat; Karin Katterfeld, Westat*
- When Theoretical Models Meet School Realities: Educator Responses to Student Growth Measures in an Incentive Pay Program. *Jennifer K. Rice, University of Maryland; Betty Malen, University of Maryland*

70.065-3. Teachers and Teaching in the United States Today: Illustrations From K-12 and Higher Education. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Andrew Saultz, Miami University - Oxford*

Participants:

- Disposable Teachers: Neoliberal Flexploitation and the Proletarianization of North Carolina's Educators. *Mark Andrew Johnson, University of North Carolina - Chapel Hill*
- The Role of Teach For America Alumni in Public Policy. *Vikash Reddy, Teachers College, Columbia University*
- Institutionalizing Openness in Academe: Influences on Faculty Publishing Practices. *Samantha Bernstein, University of Southern California*

70.065-4. Inequality: School Factors. SIG-Sociology of Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Jacob Hibel, University of California - Davis*

Participants:

- School-Level Predictors of Placement Into Special Education. *Dara Renee Shifrer, Rice University - Kinder Institute; Rachel Elizabeth Fish, University of Wisconsin - Madison*
- The Scars of School Discipline? A National Study in the Effects of Exclusionary School Discipline. *Megan Andrew, University of Notre Dame; Mary Kate Blake, University of Notre Dame*
- Are Educational Inequalities Uniform? Comparing Variation in Gender, Race, and Class Disparities Across U.S. High Schools. *Hannah K. Miller, University of Wisconsin - Madison*

70.065-5. Rethinking Normative Literacy, Literacy Practices, and Research on Literacy. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Megina Baker, Boston College*

Participants:

- Complicating What Counts as a Text for Young Children: Teaching Multicultural Literature in Teacher Education Courses. *Tamara Spencer, Montclair State University; Adrian D. Martin, Montclair State University; Elisa Lee, Montclair State University*
- Racialized Depictions of Literacy Events: An Analysis of 100 Children's Picture Books. *Sue Mary Nichols, University of South Australia*
- Reading From the Screen: Making Reading Salient During Young Children's Use of Digital Technologies. *Christina R. Davidson, Charles Sturt University; Susan J. Danby, Queensland University of Technology; Karen Thorpe, Queensland University of Technology*
- Rethinking Literacy: Digital Devices and Practices at School and at Home With Young Learners. *Linda Laidlaw, University of Alberta; Joanne O'Mara, Deakin University; Suzanna So-Har Wong, University of Alberta; Maureen Dockendorf, School District 43 Coquitlam*
- Rethinking Normative Literacy Practices, Behaviors, and Interactions: Learning From Young Immigrant Boys. *Mariana Souto-Manning, Teachers College, Columbia University; Bessie Dernikos, Teachers College, Columbia University; Haemin Yu, Teachers College, Columbia*

70.065-6. Rewriting and Rethorizing Literacies in Early Childhood. SIG-Writing and Literacies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Beryl Exley, Queensland University of Technology*

Participants:

- Technology-Mediated Writing Instruction in the Early Literacy Program: Perils, Procedures, and Possibilities. *Sandra Lee Beam, Cincinnati Christian University; Cheri Williams, University of Cincinnati*
- Recapturing a "Praxis" Orientation in Educational Practice: Expanding the Local Through Technologies in Kindergarten Literacy. *Christine Edwards-Groves, Charles Sturt University*
- Poetic Language, Interdiscursivity, and Intertextuality in Fifth Graders' Poetry: An Interpretive Study. *Janine L. Certo, Michigan State University*
- Writing Differently: Using Theories of New Materialism to (De/re) territorialize Multimodal Literacies. *Jaye Johnson Thiel, The University of Tennessee - Knoxville*

70.065-7. Novel Approaches to Studying Learning Within and Across Art Domains. SIG-Arts and Learning; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Angela Rose Hines, Arizona State University*

Participants:

- Drawing Children Into Reading: Investigating How a Drawing Program Supports First-Grade Writers. *S. Rebecca Leigh, Oakland University*
- Up and Down the (Musical) Ladder: How Open-Ended Activities Promote Sophisticated Domain Discourse. *Michael Downton, St. John's University*
- The Use of Tableau to Increase the On-Task Behavior of Students with Language-Based Learning Disabilities. *Katherine Adams Berry, The George Washington University; Alida Anderson, American University; Jennifer Frey, The George Washington University*
- Closing the Achievement Gap Through Arts Integration. *Kathleen Panagopulos, Anne Arundel County Public Schools; Margaret Ellen Mahoney, Notre Dame of Maryland University; Catherine Sarther, Notre Dame of Maryland University*
- Arts Integration Improves Student Achievement. *Robert A. Southworth, The Schoolworks Lab, Inc.*

70.065-8. Action Research in and With the Community. SIG-Action Research; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Rachel Louise Geesa, Department of Defense Education Activity*

Participants:

- The Challenges and Successes of Partnering With a Community Organization in a Participatory Action Research Project. *Lesley Wood, North-West University*
- (Des)Conocen El Camino (The Un/Known Path): The Contours of Participatory and Civically Engaged Educational Spaces With/by Latina/o Youth Researchers in Utah. *Alicia De Leon, University of Utah*
- Collaborative Writing for Academic Publication as a Participatory Action Research Team: Moving From Distance and Distaste Toward a Process of Transformative Engagement. *Morgan Gardner, Memorial University*
- Lessons From Teaching Engineering Design in a Summer Camp for High-Ability Students: A Chain Re-Action Research Study. *Nielsen Pereira, Purdue University; Shawn S Jordan, Arizona State University Polytechnic; Odesma Onika Dalrymple, Arizona State University*
- Toward Social Justice: Increasing the Cultural Proficiency of University Resident Advisers Through Ongoing Diversity Training. *Joshua Wood, Colorado Christian University; Susan R. Warren, Azusa Pacific University*

70.065-9. Revitalizing Race-Radicalism in Bilingual Education. SIG-Bilingual Education Research; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Luis Urrieta, The University of Texas - Austin*

Participants:

- A Tale of Two Visions: Hegemonic Whiteness and Bilingual Education. *Nelson Flores, University of Pennsylvania*
- Challenging Race-Erased Perspectives of Language in Whitestream Bilingual Education: Toward a Race-Radical Vision. *Christian J. Faltis, University of California - Davis*

A Race-Radical Vision in the Preparation of Critical Preservice Bilingual Teacher Candidates. *Margarita I. Berta-Avila, California State University - Sacramento*

Toward a Race-Radical Vision in Bilingual Education Policy and Advocacy in Texas. *Patricia D. Lopez, The University of Texas - Austin; Brenda Oriana Fuentes, The University of Texas - El Paso*

70.065-10. Uncovering Social Justice via Vignettes, Photographs, and People. SIG-Leadership for Social Justice; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

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

Participants:

Justice as a Moral Obligation: Principals Responding to Vignettes of Prejudice. *Rosa L. Rivera-McCuichen, Lehman College - CUNY*

Photographs as Pedagogic Tools for Social Justice. *Gerry Jeffers, National University of Ireland - Maynooth*

“They Won’t Let Their Wives Speak With You”: An Ethnographic Study Exploring Gender, Immigration, and Family-School Partnerships. *Anne-Bernadette Weiner, DePaul University*

Professors of Social Justice Leadership: Using Intersectional Dialogues to Improve Teaching. *Sharon I. Radd, St Catherine University; Latish Cherie Reed, University of Wisconsin - Milwaukee*

70.065-11. Democratic Citizenship in Education SIG Roundtable Session #3. SIG-Democratic Citizenship in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

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

Participants:

Leading Schools in Partnership With Students: Critical Questions for Creating Democratic Participatory Schools. *Catharine Biddle, The Pennsylvania State University*

Student Political Engagement in the Co-Curriculum: Understanding the Role of Senior Student Affairs Officers. *Demetri L. Morgan, University of Pennsylvania; Cecilia M. Orphan, University of Pennsylvania*

What, to the Colonized, Is Citizenship? The Dilemma of Democratic Education. *Dinorah Sanchez Loza, University of California - Berkeley*

70.065-12. Division I Roundtable D. Mentoring of Experts by Experts: Dyadic Workplace Learning in Education and Other Professions.

Division I - Education in the Professions; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

Participants:

Mentoring and Unmentoring Leaders in Education and Other Professions. *Daniel Marom, Mandel Leadership Institute*

Joint Work on Teaching and Teacher Learning: Exchanging Expertise. *Sharon Feiman-Nemser, Brandeis University*

Coaching Between Experts: The Process and Its Outcomes. *Miriam Ben-Peretz, University of Haifa; Eli Gottlieb, Mandel Leadership Institute*

70.065-13. Teacher-Student Influences on Classroom Management. SIG-Classroom Management; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Candace M. Schlein, University of Missouri - Kansas City*

Participants:

(Re)Locating the Problem: Toward Classroom Management Theory That Foregrounds the Way Teachers Provoke Student Resistance. *Eric Toshalis, Lewis & Clark*

What Do Adolescent Perceptions of a Classroom Experience Tell Us About Classroom Management? *Tanner LeBaron Wallace, University of Pittsburgh; Benjamin Kelcey, University of Cincinnati; Erik Ruzek, University of Virginia*

A Teacher’s Decision Making and Practices to Increase Student Engagement. *Ashwini Tiwari, The University of Texas - Pan American; Mi-Hwa Park, Murray State University; Ajay K. Das, Murray State University*

70.065-14. Pride or Prejudice? Motivation for Choosing Black Colleges.

SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Participants:

The Role of Historically Black Colleges and Universities as Pathway Providers: Institutional Pathways to the STEM PhD Among Black Students. *Rachel Upton, American Institutes for Research (AIR);*

Courtney Tanenbaum, American Institutes for Research
An Investigation of Noncognitive Factors for Developmental Students at Historically Black Colleges and Universities. *Pamela Renee Finley, LeadershipHBCU; Jerrel Moore, Prairie View A&M University; Brian Rowland, Prairie View A&M University; Lucian Yates, Prairie View A&M University; Danielle Hairston, Prairie View A&M University; Terence LaMar Finley, Prairie View A&M University*

Pride or Prejudice? Motivations for Choosing Black Colleges. *Jennifer Michelle Johnson, Bowie State University*

They Were There: What Can We Learn From Those Who Were There in 1954. *Cleveland Hayes, University of La Verne*

70.065-15. Queer Intersections. SIG-Queer Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am

Chair: *Stephanie Anne Shelton, University of Georgia*

Participants:

Queering Constructs: Proposing a Fluid and Multiplistic Gender and Sexuality Model. *T.J. Jourian, Loyola University Chicago*

It’s About (Queer/Disabled) Time: Temporal Experiences of Disability and Sexuality in Higher Education. *Ryan Miller, The University of Texas - Austin*

Queer LatCrit as Theoretical Framework to Analyze the Experiences of Latinas/os in Education. *Juan Rios, University of North Carolina - Greensboro*

70.066. Roundtable Session 28; Roundtable Session

70.066-1. Theoretical Considerations for Qualitative Research Practice.

SIG-Qualitative Research; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Jessica Nina Lester, Indiana University*

Participants:

Capoeira Openings and Rhizomatic Possibilities: Plugging Capoeira Into Foucault’s Genealogy. *David L. Carlson, Arizona State University; Mirka E. Koro-Ljungberg, Arizona State University*

Exploring the Nonrational Through Ritual Critique. *Lauren P. Hoffman, Lewis University*

Methodological Drag: Performances of Conflicting Epistemologies and Theories in Qualitative Research. *Susan Naomi Nordstrom, The University of Memphis; Alison Happel, The University of Memphis*

Of Performances and Performativities: Reconsidering Theoretical Boundaries and Possibilities. *Michael Macaluso, Michigan State University*

70.066-2. High School and University Students’ Mathematical Thinking.

SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Barbara Anne King, Florida International University*

Participants:

Information-Based Problems in Quantitative Literacy Courses: A Cross-Case Analysis. *Ander Willard Erickson, University of Michigan*

Multiple Meanings of an Inscription During Group Work on a Geometry Problem. *Anna Fricano DeJarnette, University of Cincinnati; Gloriana Gonzalez, University of Illinois at Urbana-Champaign*

On the Need for Proof by Contradiction: The Case of □. *Stacy Ann Brown, California State Polytechnic University - Pomona*

Secondary Students’ Understanding of Mathematical Proofs: Can Grade Level Be a Predictor? *Yating Liu, Old Dominion University; Cheryn-Jyh Yen, Old Dominion University*

Semantic and Logical Negation: Students’ Nonnormative Interpretations of Negative Mathematical Properties. *Paul Christian Dawkins, Northern Illinois University; John Paul Cook, University of Science & Arts of Oklahoma*

70.066-3. Trends in Second Language/Multilingual Reading Research.

SIG-Second Language Research; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Diana J. Arya, University of California, Santa Barbara*

Participants:

Derivational Morphology in the Reading Comprehension of Chinese-Speaking Learners of English: A Structural Equation Modeling Study. *Dongbo Zhang, Michigan State University*

Emergent Literacy Experiences of Young Latino English Learners. *Stephanie Wessels, University of Nebraska - Lincoln; Guy Trainin,*

University of Nebraska - Lincoln

Minding the Seductive Details: Text Features in Second Language

Content-Area Reading Comprehension. *Sunni L Sonnenburg, Texas*

A&M University - College Station; Katherine Landau Wright, Texas

A&M University - College Station; Zohreh R. Eslami, Texas A&M

University - College Station

Working Memory: Reading Time Allocation Strategies in Spanish

Readers and Learners of Spanish as L2. *Alejandro A. Lazarte, Auburn*

University; Sue Barry, Auburn University

70.066-4. Multicultural/Multiethnic Education: Perspectives on Latina/o and Immigrant Youth. SIG-Multicultural/Multiethnic Education:

Theory, Research and Practice; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Noni Mendoza-Reis, San José State University*

Participants:

Examining the Intersection of Culture and Institutional Support Praxis for

Latino Students' Academic Success: Remedial Versus Empowering

Interventions. *Regina J Giraldo-Garcia, Cleveland State University*

Latina Youths, Citizenship, and the Politics of Belonging in a Globalized

World. *Jennifer M. Bondy, Virginia Polytechnic Institute and State*

University

Paving STEM Pathways With Urban Immigrant Young Adults: The

Potential of STEM Outreach. *Jeremy Benjamin Heyman, Teachers*

College, Columbia University; Christopher Emdin, Teachers College,

Columbia University

Why Teenagers Are Losing Their Heritage Language: A Study of High

Schools. *Liam Morgan, University of Technology Sydney; Ken*

Cruickshank, University of Sydney

70.066-5. The Many Faces of Freire: Exploring Local Interpretations of Freirean Theory by Social Justice Educators. SIG-Paulo Freire,

Critical Pedagogy, and Emancipation; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

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

Participants:

From Language to Theory of Resistance: Critical Pedagogy, the Limits of "Framing," and Social Change. *Rebecca Tarlau, Soka University of America*

Pedagogy of Reconciliation: Navigating Critical Pedagogy and

Accountability. *Victor Diaz, Isaac School District*

The Presence of Paulo Freire in Social Movements: The Brazilian Landless

Rural Worker's Movement. *Paolo Vittoria, Universidade Federal do*

Rio de Janeiro

Comparing Two Cases of Freirean Nonprofits: Theorizing Critical

Consciousness at the Organizational Level. *Rolf Straubhaar, University*

of Georgia

70.066-6. Applications of Advanced Item Response Theory Models.

Division D - Measurement and Research Methodology; Roundtable

Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Pei-Hua Chen, National Chiao Tung University*

Participants:

Comparison of Model-Data Fit Evaluation Methods for Multidimensional

Item Response Theory and Structural Equation Modeling: A Monte

Carlo Study. *Mengyao Cui, Florida State University; Yanyun Yang,*

Florida State University

Fitting an Item Response Theory-Latent Growth Curve Model in a Single-

Group Anchor Test Design. *Chun Wang, University of Minnesota; Nidhi*

Kohli, University of Minnesota - Twin Cities

Multidimensional Item Response Theory Models for the Assessment of

Children's School Readiness. *Sira Park, UC Berkeley; Mark R. Wilson,*

University of California - Berkeley

70.066-7. Equating: Issues and Practices. Division D - Measurement and

Research Methodology; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Bo Zhang, University of Wisconsin - Milwaukee*

Participants:

Comparability of Scores and Passing Decisions for Different Item Pools

of Computerized Adaptive Examinations. *Shichao Wang, University*

of Iowa; Wei Wang, Educational Testing Service; Michael J. Kolen,

University of Iowa; Won-Chan Lee, University of Iowa

A Comparative Analysis of Linking Approaches for Admission Test

Subscores Assessed by Subpopulation Invariance. *Sooyeon Kim,*

Educational Testing Service

Comparison of Kernel Equating and Item Response Theory Equating

Methods. *Yu Meng, Western Governors University; Ronald K.*

Hambleton, University of Massachusetts - Amherst; Min Zhu, Excelsior

College

Grouping Effects on Jackknifed Variance Estimates of Item Response

Theory Linking for Assessments With Multiple Forms. *Lin Wang, ETS;*

Jiahe Qian, ETS; Yi-Hsuan Lee, Educational Testing Service

70.066-8. Evaluating Teachers and Students. Division D - Measurement and

Research Methodology; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Stacey S. Merola, Merola Research LLC*

Participants:

Assessing Students' Commitment to School Using a Sample of Ghanaian

Middle School-Age Youth. *David Ansong, The University of North*

Carolina at Chapel Hill; Gina Chowa, University of North Carolina -

Chapel Hill; Jaehyun Nam, Columbia University

Fair and Balanced Teacher Evaluation: Integrating Scores From Multiple

Observational Tools. *Ryan J. Kettler, Rutgers University; Linda Reddy,*

Rutgers University; Alexander Kurz, Arizona State University

Measurement Issues in Teacher Self-Efficacy and Commitment to the

Teaching Profession: A Meta-Analysis. *Steven Randall Chesnut, Texas*

Tech University; Hansel Burley, Texas Tech University; Lucy Barnard-

Brak, Texas Tech University

Outcome Measurement in Evaluation of Educational Interventions: State

Assessments and the Concept of Alignment. *Josh Sussman, University*

of California - Berkeley

70.066-9. Evaluation of Validity. Division D - Measurement and Research

Methodology; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

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

Participants:

Evaluating the Validity of Filtering Disengaged Examinees From Low-

Stakes Assessment. *Joseph A. Rios, Educational Testing Service;*

Hongwen Guo, ETS; Ou Lydia Liu, ETS

Multilevel Factor Structure and Concurrent Validity of a Teacher-Based

School Climate Survey. *Francis Howard Lim Huang, University*

of Missouri - Columbia; Dewey G. Cornell, University of Virginia;

Timothy R. Konold, University of Virginia

School Climate and Student Engagement: A Concurrent Validity

Investigation Through a Multilevel Multivariate Approach. *Kathan*

Dushyant Shukla, University of Virginia; Timothy R. Konold, University

of Virginia; Dewey G. Cornell, University of Virginia

Validation of the College Self-Efficacy Scale for Students in the United

States and Turkey. *Ipek Ozer, Bahcesehir University*

70.066-10. Interrogating Distinctions Between and Misconceptions of Qualitative Methods. Division D - Measurement and Research

Methodology; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Jill P. Koyama, The University of Arizona*

Participants:

Multicase Phenomenology: A Blended Methodological Approach. *Jay*

Percell, Illinois State University

Transdisciplinary Convergence: Enhancing the Validity of Discourse

Analysis. *Kamini Jaipal-Jamani, Brock University*

What Counts in Discourse and Policy? Mapping Ways of Knowing Across

Qualitative Discursive Studies of Educational Policy. *Kate T. Anderson,*

Arizona State University; Jessica Holloway-Libell, Arizona State

University - Tempe; Stuart Rice, Arizona State University - Tempe

When Research Paradigms Talk Past Each Other: Coping With

Misconceptions About Qualitative Research. *Ralph Brower, Florida*

State University; Rebecca Brower, Florida State University; Linda B.

Schrader, Florida State University

Which One of These Is Not Like the Other? Clarifying Epistemological

and Technical Distinctions Among Similar Types of Qualitative

Research. *Elizabeth E. Heilman, Michigan State University*

70.066-11. Technology as an Agent of Change in Teaching and Learning SIG Roundtable 6: Models and Frameworks of Technology as a

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

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Elizabeth J. Oyer, EvalSolutions Inc.*

Participants:

An Emerging Professional Development Model for Technology Integration. *Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Kenneth E. Graves, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University*

TPACKing: A Constructivist Framing of the Technological Pedagogical Content Knowledge (TPACK) Framework. *Mark W. Olofson, Tarrant Institute for Innovative Education (UVM); Meredith Swallow, The University of Vermont; Maureen Neumann, UNIVERSITY OF VERMONT*

The Substitution-Augmentation-Modification-Redefinition Framework for Technology Integration: Challenges to Its Use for Guiding K-12 Teachers' Pedagogy and Practice. *Erica Renee Hamilton, Grand Valley State University; Joshua Michael Rosenberg, Michigan State University; Mete Akcaoglu, Georgia Southern University*

Transitioning From Digital Natives to Digital Learners: Implementing a Blended Learning Model at an Urban High School. *Kate Spence-Ado, Fairleigh Dickinson University*

70.066-12. Assessment and Evaluation of Learning Environments. SIG-Computer and Internet Application in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Ying Xie, Northern Illinois University*

Participants:

The Validation of Computer Game Engagement Instrument Using Rasch Model. *Sunha Kim, University at Buffalo - SUNY; Mido Chang, Florida International University*

Use of a Visualization Knowledge Peer Network Approach to Scaffold Social Learning. *Jinju Duan, Beijing Normal University*

Using Blogs as Formative Assessment Tool to Evaluate and Support Students' Idea Improvement. *Mahir Akgun, The Pennsylvania State University; Priya Sharma, The Pennsylvania State University*

70.066-13. Community Development and Collaborations. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Nathern S. Okilwa, The University of Texas - San Antonio*

Participants:

Bending the Arc: Can Authentic Participation Be Achieved Through Neighborhood Revitalization? *Katheryn Elizabeth Shannon, Oklahoma City Public Schools*

Embracing Complexity, Resistance, and Vulnerability in Educational Change. *Peter Michael Miller, University of Wisconsin - Madison; Aydin Bal, University of Wisconsin - Madison*

Low-Income Housing and the Cultivation of Educational Opportunity. *Alexis K. Bourgeois, University of Wisconsin - Madison*

The Mid-City Promise Neighborhood: Complex Communities and Implications for Place-Based Reform. *Cristina Leah Lash, Stanford University; Monika Sanchez, Stanford University*

Community Organizing and Mobilization to Address Educational Inequities: A Case Study of Rochester, New York, 1964 to 2014. *Tricia J. Stewart, Alabama State University; Kara S. Finnigan, University of Rochester; Nadine D. Hylton, University of Rochester*

70.066-14. High School Dropout: Issues and Policies. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Jaekyung Lee, University at Buffalo - SUNY*

Participants:

Can Applied STEM Coursework Reduce the Risk of High School Dropout? *Jay Plasman, Michael A. Gottfried, University of California - Santa Barbara*

High School Accountability: Early Evidence From Florida's Broward County Public Schools. *Patrice Iatarola, Florida State University; Niu Gao, Public Policy Institute of California*

High School Exit Exams and Their Impact on Graduation Rates and Achievement. *Katherine Marie Caves, ETH Zurich; Simone Balestra, University of Zurich*

Is the High School-College Pipeline Working or Broken Under the No

Child Left Behind Accountability System? *Jaekyung Lee, University at Buffalo - SUNY; Keqiao Liu, University at Buffalo - SUNY*

Tackling Early School Leaving in European Countries: Toward Creating Conditions for Learning Environments. *Joanna Maria Madalinska-Michalak, University of Warsaw*

70.066-15. Investigating Public School Choice in Connecticut at State, City, and School Levels. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: *Erica Frankenberg, The Pennsylvania State University*

Participants:

Choice Watch: Diversity and Access in Connecticut's School Choice Programs. *Robert Cotto, Trinity College; Kenny Feder*

Who Chooses in Hartford? A Statistical Analysis of School Integration Lottery Applicants and Nonapplicants. *Jack Dougherty, Trinity College; Stephen Spirou, Trinity College; Diane Zannoni; Marissa Block*

Untouchable Carrots: Marketing School Choice and Realities in Hartford's Inter-district Magnet Program. *Mira Debs*

Division and SIG Posters

70.067. Poster Session 15; Poster Session

70.067-1. Adolescent Delinquent Behavior in the Digital Age: Twitter, Hazing, and More. SIG-Adolescence and Youth Development; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

1. Trajectories of School Connectedness in Adolescence by Gender and Delinquent Behavior. *Kathleen Ann Bolland, The University of Alabama; Sara E. Tomek, The University of Alabama; Anneliese C Bolland, The University of Alabama; Jeremiah W Jagers, Indiana University - IUPUI; Wesley Church, The University of Alabama; Lisa Marie Hooper, The University of Alabama; John Bolland, The University of Alabama - Tuscaloosa*
2. "Hey, Guys, This Will Be Fun": A Narrative Analysis of a Twitter Hazing Incident. *William Kist, Kent State University; Kristen Laura Srsen, Kent State University; Beatriz Fontanive Bishop, Kent State University*

70.067-2. Literacy: Cognitive and Affective Factors. Division C - Learning and Instruction; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

3. A Positive Discourse Analysis of Adolescents' Use of Back-Channeling Technology During Literary Discussions. *James S. Chisholm, University of Louisville; Bryan Quillen*
4. Assessing a Grammar of Comics Through Constraints Representing Author Intent. *Dawnelle Henretty, Oakland University*
5. Character, Word, and Reader Attributes Contributing to Concept of Word in Chinese: Mixed-Effects Logit Models. *Jing Chen, The Ohio State University - Columbus; Tzu-Jung Lin, The Ohio State University; Yu-Min Ku, National Central University*
6. Effects of Read-Aloud Strategies on Young Children's Vocabulary Learning. *Caitlin Galligane, University of Florida*
7. Learner-Generated Drawing: Differences Between Textbook-Based and Computer-Based Lessons. *Annett Schmeck (nee Schwamborn), University Duisburg - Essen; Maria Opfermann, University of Duisburg-Essen; Hubertina Thillmann, Ruhr University Bochum; Detlev Leutner, University of Duisburg-Essen*
8. Linguistic Factors Influencing Hungarian Students' Phonemic Identification From Grades 1 to 4. *Renata Kiss, University of Szeged; Agnes Hodi, MTA-SZTE Research Group on the Development of Competencies; Tímea Török, University of Szeged*
9. Minding the Gap: The Moderating Relationship of Early Literacy Skills and Preschool Quality to Primary School Reading Achievement for Low-Socioeconomic-Status Children. *Vanessa Wanchanit Vongkulluksn, University of Southern California*
10. Rethinking Verbal Reports in Reading: Windows Into Cognitive, Affective, and Social Minds as Readers Think Out Loud. *Byeong-Young Cho, Iowa State University; Lindsay Woodward, Iowa State University; Moonyoung Park, Iowa State University*
11. Teacher Talk That Increases Students' Vocabulary Growth: Does

Promoting Word Consciousness Close the Vocabulary Gap? *Sabina Rak Neugebauer, Loyola University Chicago; Perla Blanca Gamez, Loyola University Chicago; Michael D. Coyne, University of Connecticut; Ingrid Colon, Loyola University Chicago*

12. The Centrality of Talk: Development of Kindergarteners' Oral Vocabulary Through Discussion of Texts Read Aloud. *Meredith Moran, Stanford University*
13. The Effects of Summer School on School Readiness Skills of Children From Low-Income Families. *Yaoying Xu, Virginia Commonwealth University; Serra De Arment, Virginia Commonwealth University; Mary Ellen Huennkens, Virginia Commonwealth University*
14. The Power of Peers: An Examination of Classroom Discussion as a Context for Developing Adolescents' School-Relevant Metalinguistic Skills. *Emily Phillips Galloway, Harvard University; Juliane Stude, University of Munster; Christina L. Dobbs, Boston University; Paola Uccelli, Harvard University*
15. Toward Spatial Justice: Rural Youth Accessing the Internet With Mobile Phones. *Julie Warner, Georgia Southern University*
16. What Matters Most to Children? The Role of Preschool Children's Affective Investments in Cultural Artifacts Within Early Literacy Learning. *Melanie Reaves, Northern Michigan University*
17. Where and When Is Vocabulary Instruction Happening in Preschool? What Are the Most Rich Contexts for Vocabulary Instruction? *Julie Dwyer, Boston University*
18. Exploring the Relationship Between Classroom Climate, Reading Motivation, and Achievement Among Seventh-Grade Students. *Winnie Mucherah, Ball State University; Dee Ambrose-Stahl, Ligonier Valley School District; Veronica A Smith, Ball State University*

70.067-3. The More Things Change, the More They Stay the Same. SIG-Critical Educators for Social Justice; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

19. Countering Structural Violence Through Youth Media Pedagogy. *Katie Johnston-Goodstar, University of Minnesota; Jenna Kristen Sethi, University of Minnesota*
20. Lest We Forget: Examining Parallels Between Indian Boarding Schools and Accountability Reforms in Contemporary Contexts. *Michael Cawdery, Leeward Community College*
21. Tracking Theory and the Achievement Gap: Case Study of an Ivy League Chinese Language Program. *Ye Tian*
22. Suspending Students out of School for "Other": A Mixed-Methods Study on New Hampshire Middle Schools. *Lisa Bozogan, Plymouth State University*

70.067-4. Research on Literacy Issues. SIG-Research in Reading and Literacy; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

23. Effects of Three Writing Activities on Students' Reading Performance. *Dan Li, Iowa State University*
24. Exploring How Classroom Membership Status Influences English Language Learners' Participation and Engagement During Literacy Instruction. *Alexandra Bomphray, Monmouth College*
25. Learning the Language of Literacy Coaching. *Allison Ward-Parsons, George Mason University; Susan V. Groundwater, George Mason University; Jennifer Drake-Patrick, George Mason University*

70.067-5. Division C, Section 2A Poster Session 3. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

26. A Longitudinal Analysis of Academic Buoyancy, Achievement, and Control. *Andrew J. Martin, The University of New South Wales; Rebecca J. Collie, University of New South Wales; Lars-Erik Malmberg, University of Oxford; James Hall, University of Oxford; Paul W. Ginns, The University of Sydney*

70.067-6. Division C, Section 2A Poster Session. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

27. Myth Busters: A Classroom Intervention to Correct Misconceptions About Psychology. *Andrew C. Butler, The University of Texas - Austin;*

Sharda Umanath, Washington University in St. Louis; Patrick O. Dolan, Drew University; Ruthann C. Thomas, Hendrix College; Elizabeth Marsh, Duke University

70.067-7. Division H, Section 1 Poster Session. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

28. Understanding the "Why" of Implementation: Factors Affecting Teachers' Use of Everyday Mathematics. *Amy E. Cassata, University of Chicago; Dae Yeop Kim, University of Chicago; Jeanne Century, University of Chicago*

Monday, 10:15 am

Governance Meetings and Events

71.001. AERA Orientation for New Council Members: Closed Meeting.
AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Water Tower; 10:15am to 12:05pm

Monday, 10:35 am

Presidential Sessions

72.010. Conceptualizing Justice: The Peoples of the Diaspora Speak Out on Inequities in the Research of and on Their Cultures, Languages, and Heritage. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency C; 10:35am to 12:05pm

Chair: *Janice B. Fournillier, Georgia State University*

Participants:

- The African/Black Researcher For Anti-Colonial Times. *Frank C. Worrell, University of California - Berkeley*
- On Researching and Theorizing About Ourselves-The Case of Gender and Achievement in the Caribbean. *Jerome De Lisle, University of the West Indies*
- Researching the Afropreperipheral: Towards a Richer Understanding of Diaspora. *Annette M. Henry, The University of British Columbia*
- Biting the Hand that Feeds Us: The Influence of International Funding Agencies on Education Agendas in Caribbean Nations. *Jennifer E. Obidah, University of the West Indies*
- Understanding What is Meant by "Post/Colonial Education" in Jamaica: The Social History to its Current State. *Saran Stewart, The University of the West Indies - Mona Campus*
- Discussant: *Rodney K. Hopson, George Mason University*

72.011. Film Expo: Living Undocumented: High School, College, and Beyond. AERA Presidential Session; Invited Speaker Session

Sheraton, Second Level, Michigan B; 10:35am to 12:05pm

Chairs: *Jonathan I Gayles, Georgia State University; Tatyana Kleyn, City College of New York - CUNY; Ben Donnellon, Living Undocumented Film*

72.012. Hidden Histories and Cultural Preservation From the Bottom Up. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Toronto; 10:35am to 12:05pm

Chair: *Beverly M John, Chicago State University*

Participants:

- A Hidden Legacy of Education Leadership in the Black Belt of Alabama: Professor and Superintendent Robert Brown—Toward Justice and Voting Rights in the 1960s. *Monty Jack Thornburg, Mariposa County Unified School District, CA*
- The California African American Freedom Trail: Belonging as a Prerequisite to Learning. *John Templeton, Venturata Economic Development Corp.*

Classroom in the Promised Land: Teaching Cultural Heritage and Historic Preservation in Chicago's Bronzeville and Neighborhood Community Research Project. *Zada Johnson, Northeastern Illinois University*
 Finding Karakhamun: The Collaborative Rediscovery of a Lost Tomb in Ancient KMT. *Anthony T. Browder, University of Maryland - Baltimore County*

Discussant: *Joy Ann Williamson-Lott, University of Washington*

72.013. Justice Requires Informed Action: Fighting Anti-Intellectualism With Educational Research. AERA Presidential Session; Invited Speaker Session

Hyatt, East Tower - Gold Level, Grand EF; 10:35am to 12:05pm

Chair: *Patricia A. Alexander, University of Maryland - College Park*

Participants:

Informed Action: Wrong Information = Wrong Action. *W. James Popham, University of California - Los Angeles*

"I am not a scientist, but . . ." Anti Intellectualism and Science Denial as Social Justice Issues. *Gale M. Sinatra, University of Southern California*

Anti-Intellectualism and the Dumbing Down of the Teaching Profession. *Angela Valenzuela, The University of Texas - Austin*

Restoring the Human in Neoliberal Times: Fanon and a Theory of the Actional Educator. *Zeus Leonardo, University of California - Berkeley*

Anti-Intellectualism and the Politics of Education. *Catherine A. Lugg, Rutgers University*

Division Sessions

72.014. Feedback and Coaching to Promote Professional Reflection and Learning of School Leaders. Division A - Administration; Symposium
 Swissotel, Event Centre First Level, Zurich AB; 10:35am to 12:05pm

Chair: *Ellen B. Goldring, Vanderbilt University*

Participants:

Statistical and Social Validation of Leadership Scales. *Stephan Gerhard Huber, University of Teacher Education Zug; Rolf Olsen, Alexandra Petridou, University of Manchester; Marius Schwander, University of Teacher Education Zug; Christian Brandmo, University of Oslo; Jonas Melker Höög, Umea University*

The Interplay of Feedback and Coaching to Promote Professional Reflection and Learning. *Marit Aas; Bev Fluckiger; Monika Tornsen, Umea University; Julian Lopez-Yanez; Marita Sanchez, University of Sevilla; Susan Lovett, University of Canterbury*

The Influence of Educational and Institutional Contexts and Implementation Methods on Participants' Learning Experience. *Guri Skedsmo, University of Oslo; Leif Moos, Department of Education, Aarhus University; Mel West, University of Manchester; Maria Nicolaidou*

Discussant: *Viviane M. Robinson, University of Auckland*

72.015. Moral Reasoning as a Compass: School Leadership for Caring and Inclusive Schools. Division A - Administration; Paper Session
 Swissotel, Lucerne Level, Alpine I; 10:35am to 12:05pm

Chair: *Lisa Bass, North Carolina State University*

Participants:

Title I Middle School Administrators' Beliefs and Choices About Using Corporal Punishment and Exclusionary Discipline. *Brianna L. Kennedy-Lewis, University of Florida; Amy S Murphy, University of Florida; Adam Jordan, University of Florida; Joseph C. Gagnon, University of Florida*

Principals' Moral Reasoning and Their Perceptions of School Culture in Primary and Secondary Education. *Chi-Ming (Angela) Lee, National Taiwan Normal University*

Moral Reckoning in Special Education Leadership: Approaching a Substantive Theory. *William C. Frick, University of Oklahoma; Barbara L Pazy, The University of Texas - Austin*

Leadership for Caring Schools. *Mark A. Smylie, University of Illinois; Joseph F. Murphy, Vanderbilt University; Karen Seashore Louis, University of Minnesota*

Leadership for Equity and Social Justice in Arab and Jewish Schools in Israel. *Khalid Arar, The Center for Academic Studies*

Discussant: *Julia Nell Ballenger, Texas A&M University - Commerce*

72.016. Online Learning: Engagement, Feedback, and Motivation.

Division C - Learning and Instruction; Paper Session

Sheraton, Ballroom Level, Sheraton II; 10:35am to 12:05pm

Chair: *Courtney King Blackwell, Northwestern University*

Participants:

Express Yourself: Exploring How Students Express Themselves in Online Learning Environments. *Krystle Shivana Phirangee, University of Toronto - OISE; Jim Hewitt, OISE/University of Toronto*

Help Seeking Sources in Online Classes: A Mixed-Method Examination of Preferences and Threat. *Philip M. Reeves, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University*

Interactive Effects of Feedback Type and Feedback Orientation on Academic Performance in Online Learning. *Serdar Abaci, Indiana University; Barbara A. Bichelmeyer, Indiana University*

Internet Access in Secondary Schools and Perseverance in Academic Work: Norway/Sweden Versus Finland. *Thomas Arnesen, Stord/Haugesund University College; Eyvind Elstad, University of Oslo*

Learner Experiences With Massive Open Online Courses Are "Messy." *George Veletsianos, Royal Roads University*

72.017. Studies in Student Motivation: Goals, Efficacy, and Belonging.

Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Paper Session

Hyatt, West Tower - Bronze Level, Buckingham; 10:35am to 12:05pm

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

Participants:

Course-Level and Project-Level Goal Orientations: Importance of Level of Analysis. *Cassandra M. Bergstrom, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado*

Gender Differences and Similarities in Motivation and Achievement in Mathematics: A Short-Term Longitudinal Study. *Wondimu Ahmed, The University of Akron*

Motivation in Mathematics Within a Mastery-Oriented STEM School: A Mixed-Methods Study of Motivational Contexts. *Shirley L. Yu, The Ohio State University; Megan Sanders, The Ohio State University - Columbus; Alyssa Emery, The Ohio State University; Jamie Eric Teeple, The Ohio State University - Columbus; Lynley H. Anderman, The Ohio State University; Nicole Leach, Mississippi State University*

Examining Achievement Goal Endorsement and Adaptiveness in Gifted and Typical Students. *Stephanie V. Wormington, Michigan State University; Kate E. Snyder, University of Louisville*

Teacher and Students' Motivational Beliefs and Perceptions of the Instructional Climate: Two Multilevel Structural Equation Models. *Belle Bryant Booker-Zorigian, Ph.D., Winston Salem/Forsyth County School System; Judith L. Meece, University of North Carolina - Chapel Hill; Adam Lloyd Holland, University of North Carolina - Chapel Hill*

72.018. Teacher-Researcher Partnerships: Advancing Research, Practice, Ownership, and Agency in Disciplinary Literacy Teaching and Learning. Division C - Learning and Instruction; Symposium
 Hyatt, East Tower - Gold Level, Columbus CD; 10:35am to 12:05pm

Chair: *Cynthia L. Greenleaf, WestEd*

Participants:

Teacher-Researcher Collaborative Reflections Around Problems of Practice in Supporting Middle School Students' Historical Inquiry. *Jacquelynn S. Popp, University of Illinois at Chicago; Jodi Hoard, University of Illinois at Chicago*

Sharing the Work: A Teacher-Researcher Collaboration to Develop Resources and Practices That Promote Historical Reasoning. *Gayle Cribb, WestEd; Crystal Maglio, San Mateo Union High School District; Stacy A. Marple, WestEd*

Converging Communities of Practice: Promoting Equity Through Iterative Collaboration. *Rick Coppola, University of Illinois at Chicago; MariAnne George, University of Illinois at Chicago*

Unreliable Narrator Three Ways: Designing for Literary Reasoning for Multiple Levels Through Teacher-Researcher Collaboration. *Stacy A. Marple, WestEd; Keren Robertson, Mountain View Los Altos Union High School District; April Oliver, Mountain View Los Altos District*

Discussant: *John Q. Easton, Spencer Foundation*

72.019. Technology, Language Learning, and Literacy: How Do They Relate? Division C - Learning and Instruction; Paper Session

Sheraton, Second Level, Colorado; 10:35am to 12:05pm

Chair: *Jennifer C. Richardson, Purdue University*

Participants:

Effect of Computer-Assisted Instruction on Pre-Kindergarten Student Literacy Learning. *Judy Ann Trotti, University of Mary Hardin-Baylor; Christie Bledsoe, University of Mary Hardin-Baylor; Randy W. Hendricks, Academy Independent School District*

Effects of iPad Story Reading and Questioning on Young Children's Literacy Learning. *Ninger Zhou, Purdue University; Aman Yadav, Michigan State University*

Language Learners and Robots: Insight for Curriculum Design. *Yanghee Kim, Utah State University; Diantha Smith, Idaho State University; Tianyu Chen, Utah State University*

Multilingual Education in the Context of Superdiversity: Exploring the Use of Bilingual Support in a Computer-Based Learning Environment. *Evelien Van Laere, Ghent University; Orhan Agirdag, University of Amsterdam; Johan Van Braak, Ghent University*

Students as Psycholinguists: Enacting Roles as Cultural Explorers and Language Aficionados Through a Pinterest Activity. *Alina Pruitt, The University of Texas - Austin; Kwangok Song, Arkansas State University; Kyle M. Williams, The University of Texas at Austin; Diane L. Schallert, The University of Texas - Austin*

72.020. Theorizing Meaning-Making Around iPads in Educational Settings: Directions From Literacy Studies. Division C - Learning and Instruction; Symposium

Sheraton, Ballroom Level, Sheraton I; 10:35am to 12:05pm

Chair: *Karen E. Wohlwend, Indiana University - Bloomington*

Participants:

Preschoolers' Construction of the Sociocultural Affordances of iPads as Tools for Multimodal, Multilingual Composing. *Deborah Rowe, Vanderbilt University; Mary Ellen Miller, Vanderbilt University - Peabody College*

The Fluid Materiality of iPad Use: "Working" and "Playing" Around iPads in Elementary Classrooms. *Cathy Burnett, Sheffield Hallam University*

Multimodal Layering in Private and Public Learning Spaces: iPads in Primary School Classrooms. *Maureen Walsh, Australian Catholic University and University of Sydney; Alyson Simpson, The University of Sydney*

All Fingers and Thumbs: Under Twos and Interactive Story Apps. *Guy Merchant, Sheffield Hallam University*

Discussant: *Jennifer Rowsell, Brock University*

72.021. Topics in Differential Item Functioning. Division D - Measurement and Research Methodology; Paper Session

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

Chair: *Kathleen Banks, Middle Tennessee State University*

Participants:

A Comprehensive Simulation Study: Evaluating the Appropriateness of Previously Defined Effect Sizes for the Simultaneous Item Bias Test (SIBTEST). *Keith Darnell Wright, Secondary School Admission Test Board; T. C. Oshima, Georgia State University*

Differential Item Functioning Detection of Mixed-Format Tests Using the Multiple Indicators, Multiple Causes (MIMIC) Model. *Can Shao, University of Notre Dame; Doyoung Kim, National Council of State Boards of Nursing; Hong Qian, National Council of State Boards of Nursing*

Identifying With More Than One Racial/Ethnic Group: Another Examination of the Impact on Differential Item Functioning Statistics. *Anita Rawls, The College Board; Xiuyuan Zhang, The College Board; Amy B. Hendrickson, The College Board*

Power Formulas for the Logistic Regression Tests for Uniform and Nonuniform Differential Item Functioning. *Zhushan Mandy Li, Boston College; Jing Jiang, Boston College*

Using the Mantel-Haenszel Method for Differential Item Functioning Assessment in Continuous Items. *Hsiu-Yi Chao, National Chung Cheng University; Jyun-Hong Chen, National Chung Cheng University; Ching-Lin Shih, National Sun Yat-sen University*

72.022. Topics in Test Development. Division D - Measurement and Research Methodology; Paper Session

Marriott, Sixth Level, Northwestern/Ohio State; 10:35am to 12:05pm

Chair: *Lin Wang, ETS*

Participants:

Assessing Preschool Science Using an Evidence-Centered Design Approach. *Daisy Wise Rutstein, SRI International; Ximena Dominguez, SRI International; Marion Goldstein, Education Development Center,*

Inc.; Ashley E. Lewis Presser, Education Development Center, Inc. Examining Alternative Methods to Understand the Impact of Linguistic Context on Mathematical Item Difficulty. Kristin Morrison, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology

Examining the Relationship Between Two Language Placement Tests Through Their Item Design. *Jeremy Ray Gevara, The Pennsylvania State University - University Park*

Exploring the Item Factor Structure of a Common Core State Standards-Aligned Middle School Mathematics Curriculum-Based Measurement. *Daniel John Anderson, University of Oregon; Joshua D Kahn, University of Oregon; Dan Farley, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

Conducting Research on Technology-Enhanced Items: Lessons Learned from the Field. *Jessica Masters, Measured Progress; Lisa Famularo, Measured Progress; Kristin King, Measured Progress*

Discussant: *Emily R. Lai, Pearson*

72.023. Intercultural Sensitivity and International Students' Adjustment and Belonging. Division E - Counseling and Human Development; Paper Session

Hyatt, West Tower - Gold Level, Atlanta; 10:35am to 12:05pm

Participants:

A Longitudinal Study on International Students' Adjustment and Acculturation in U.S. Higher Education. *Katie Kwon Koo, University of Maryland - College Park*

International Immersion: Developing Intercultural Sensitivity for Counselors. *Sejal Barden, University of Central Florida*

Southeast Asia International Student Clients in the Counseling Services: To Ignore or to Advocate? *Jiaqi Li, Wichita State University; Aretha Faye Marbley, Texas Tech University; William Y. Lan, Texas Tech University*

Understanding University Belongingness: Domestic and International Student Perspectives. *Christopher D. Slaten, Purdue University; Zachary Elison, Purdue University; Michael Yough, Purdue University*

72.024. Pivotal Landmarks: Turning to Life History as a Guide to Contemporary Educational Policy and Practice. Division F - History and Historiography; Symposium

Swissotel, Lucerne Level, Lucerne II; 10:35am to 12:05pm

Chair: *Linda M. Perkins, Claremont Graduate University*

Participants:

Julia Wright's Educational Vision and Advocacy for Women. *Lucy E. Bailey, Oklahoma State University*

Ella Flagg Young's Pivotal Role in Educational Theory and Practice. *Jackie M. Blount, The Ohio State University*

Justice Powell's Critical Turn in Education Policy. *Karen L. Graves, Denison University*

Discussant: *Linda M. Perkins, Claremont Graduate University*

72.025. Abriendo Brecha: Third Spaces, Heterogeneity, and Social Justice in the New Latino Diaspora. Division G - Social Context of Education; Symposium

Marriott, Fifth Level, Kansas City; 10:35am to 12:05pm

Chair: *Stanton Wortham, University of Pennsylvania*

Participants:

Stylized Spanish in the New Latino Diaspora. *Holly Link, University of Pennsylvania; Sarah Gallo, The Ohio State University; Stanton Wortham, University of Pennsylvania*

Pensadoras in the New Latino Diaspora: Mexican Girls Navigating Social Difference, Examining Identity, and Constructing Third Spaces. *Katie Clonan-Roy, University of Pennsylvania*

Middle School Latino Boys and Critical Pedagogy in the Third Space. *Carlos Martinez-Cano, University of Pennsylvania*

Contested Identities: The Mothers of Arts Org. *Obed Arango, Montgomery County Community College; Stanton Wortham, University of Pennsylvania*

Constructions of Identity, Community, and a Diasporic Imaginary: El círculo de lectura in the New Latino Diaspora. *Briana Nichols, University of Pennsylvania*

Discussant: *Sofia A. Villenas, Cornell University*

72.026. Decentering Parental Involvement: Critical Examinations of Race, Class, Gender, and Immigration in U.S. Home-School Relationships. Division G - Social Context of Education; Symposium

Marriott, Sixth Level, Indiana/Iowa; 10:35am to 12:05pm

Chair: *Camille M. Wilson, University of Michigan*

Participants:

In Search of Opportunity: The Intersections of Race, Class, and Gender in Suburban Black Parents' Family-School Relationships. *Linn E. Posey-Maddox, University of Wisconsin - Madison*

Where Is "Power" in Parental Empowerment? Institutionalized Discourses and Latina Immigrant Women's Intersectional Experiences of Advocacy and Empowerment in Northern California. *Irenka Dominguez-Pareto, University of California*

Deconstructing Models of Parent Involvement in Homework: An Ethnographic Case Study of Two Mexican Immigrant Mothers.

Meredith Byrnes, Rutgers University - New Brunswick/Piscataway

Underground Latino Parent Involvement in the Name of Educational Accountability. *Sera Jean Hernandez, California State University - San Bernardino*

In Search of Opportunity: The Intersections of Race, Class, and Gender in Suburban Black Parents' Family-School Relationships. *Soo Hong, Wellesley College*

Discussant: *Fabienne Doucet, New York University*

72.027. Piketty's Relevance for the Study of Education: Reflections on the Political Economy of Education. Division G - Social Context of Education; Symposium

Marriott, Sixth Level, Lincolnshire; 10:35am to 12:05pm

Chairs: *Rebecca Tarlau, Soka University of America; Kathryn Moeller, University of Wisconsin - Madison*

Participants:

The Political Economy of Education and Inequality: Reflections on Piketty. *Steven J. Klees, University of Maryland*

Justifying Inequality: School Resegregation and the Cultural Political Economy of Parent Fund-Raising. *Michael J. Dumas, University of California - Berkeley*

Inequality, Growth, and the Redistribution of Capital: Assessing Piketty's Relevance for Social Movements and Education. *Rebecca Tarlau, Soka University of America*

Girls, Capital, and Inequality: Reflections on Piketty's Relevance for Corporate Influence in Girls' Education. *Kathryn Moeller, University of Wisconsin - Madison*

Teachers Unions and the Making of Global Capitalism. *Lois Weiner, New Jersey City University*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

72.028. The Landscape of Education Policy and Politics in Chicago: Neoliberalism, Race, Resistance, and Justice. Division G - Social Context of Education; Symposium

Marriott, Fifth Level, Chicago FGH; 10:35am to 12:05pm

Chair: *Pauline Lipman, University of Illinois at Chicago*

Participants:

Limits of Desegregation and the Legacy of Segregation in Chicago's Schools. *Dionne Danks, Indiana University*

Chicago's Education Landscape: The Politics of State Abandonment and Coercive Governance Meet a Counterhegemonic Movement. *Pauline Lipman, University of Illinois at Chicago*

The Intersection of Education, Housing, Urban Development Policy, and Race in Making Chicago's Deepening Divide. *Janet Smith, University of Illinois at Chicago*

The Chicago Teachers Union and the Movement for Education and Social Justice in Chicago. *Jesse Sharkey, Chicago Teachers Union*

Failed Policies, Destabilization, Disinvestment, and the Necessity for Community-Driven Sustainable School Transformation. *Jitu Brown, Kenwood Oakland Community Organization*

Discussant: *James D. Anderson, University of Illinois at Urbana-Champaign*

72.029. College and Career Readiness: Preparation, Effects, and Matching. Division H - Research, Evaluation and Assessment in Schools; Paper Session

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

Chair: *Peggy Clements, Education Development Center, Inc.*

Participants:

A Matching Approach to the Quality of Online Courses: Evidence From a State System. *Thomas Austin Lacy, RTI International; Nichole Smith, North Carolina State University*

College and Career Readiness of Inclusive STEM High School Graduates:

A Multigroup Analysis. *Niyazi Erdogan, Balikesir University; Carol L. Stuessy, Texas A&M University*

More Than a Circus Act: Juggling International Baccalaureate Curriculum and Local Compliance in Government Primary Schools. *Annette E. Gough, RMIT University*

Reducing Disproportionality: A Study of Representation and Identification of Minority Students in College Readiness Pathways. *Danielle Johnson, Denver Public Schools; Katherine Elizabeth Beck, Denver Public Schools*

Predicting the Road to College Readiness. *Sara Kempner, Chicago Public Schools; Stacy Norris, Chicago Public Schools; John Richard Barker, Chicago Public Schools*

72.030. STEM Matters 2: Investigating Effects of Gender, Ethnicity, English Language Proficiency, and Engagement on Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Marriott, Fifth Level, Denver/Houston; 10:35am to 12:05pm

Chair: *Courtney L. Malloy, Vital Research, LLC*

Participants:

Differential Impact of Initial Vocabulary and Literacy-Integrated Science Instruction on Middle School Students' Academic Outcomes. *Li Zhang, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station*

Latina/o Student Success in Mathematics: Examining the Effects of Gender and Academic Engagement on Math Performance. *Victor Saenz, The University of Texas - Austin; Claudia Garcia-Louis, University of Texas at Austin; Kye Hyoung Lee, The University of Texas - Austin; Carmen DeLas Mercedez, The University of Texas - Austin; Sarah Rodriguez, The University of Texas - Austin*

Relationship Between Language and Concept Scores of English Language Learners and/or Economically Disadvantaged Students. *Margarita Huerta, University of Nevada - Las Vegas; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Tiberio Garza, Texas A&M University; Kara Sutton-Jones, Texas A&M University - College Station*

Middle School Math Acceleration, College Readiness, and Gender. *Shaun Michael Dougherty, University of Connecticut; Joshua S. Goodman, Harvard University; Darryl Verneis Hill, Wake County Public School System; Erica Litke, Harvard University; Lindsay Coleman Page, University of Pittsburgh*

Ethnic Differences in Mathematics Using Moderated Profile Analysis on Education Longitudinal Study 2002 Data. *Kyungin Park, University of Minnesota - Twin Cities; Ernest C. Davenport, Jr., University of Minnesota; Alicia Ayodele, University of Minnesota*

72.031. Assessment of Learners in Educational Programs for the Professions. Division I - Education in the Professions; Paper Session

Sheraton, Second Level, Arkansas; 10:35am to 12:05pm

Chair: *Rebecca D. Blanchard, Baystate Medical Center*

Participants:

Can Item Keyword Feedback Help Remediate Knowledge Gaps? *Richard A. Feinberg, National Board of Medical Examiners; Amanda Clauser, National Board of Medical Examiners*

Score Report Development as a Collaborative Process Between Measurement, Communications, and Subject Matter Experts. *Robert J. Cook, American Board of Internal Medicine; Bradley G. Brossman, American Board of Internal Medicine*

Hybrid Simulation for Teaching and Assessing Clinical Knowledge and Skills. *Hyuksoon S. Song, Georgian Court University; Adina L. Kalet, New York University; Michael Nick, New York University; Steve Yavner, New York University; Martin V. Pusic, New York University; Demian Szyld, New York University; Thomas S. Riles, New York University*

Student Pharmacist Perceptions of a Computerized Integrated Examination. *Sharon McDonough, The University of Tennessee - College of Pharmacy; Elizabeth Alford, The University of Tennessee - College of Pharmacy; Shannon Finks, The University of Tennessee - College of Pharmacy; Robert Parker, The University of Tennessee - College of Pharmacy; Marie Chisholm-Burns, The University of Tennessee - College of Pharmacy; Stephanie Phelps, The University of Tennessee - College of Pharmacy*

Discussant: *Carol A. Morrison, National Board of Medical Examiners*

72.032. Educating Professionals in an Age of Enhanced Communications

and Accountability. Division I - Education in the Professions;
Symposium

Sheraton, Ballroom Level, Sheraton III; 10:35am to 12:05pm

Chair: *Anthony R. Artino, Uniformed Services University of the Health Sciences*

Participants:

The Role of Massive Open Online Courses in Educating Professionals.

Carol Ann Moore, Croy and Associates

Accountability: Vehicle for Improvement or Driver for Control? Toni

Ungaretti, John Hopkins University

Competency-Based Education in Educating Professionals. Marcia

Docherty, Canadian National Institute of Health

Teaching and Learning With Live Feedback Data. Lily Fountain,

University of Maryland; Lynn Chen, University of Maryland -

Baltimore; Nina Trocky, University of Maryland

Discussant: *Lynn Curry, Curry Corporation*

72.033. Cultural and Critical Studies of Graduate Education.

Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich E; 10:35am to 12:05pm

Chair: *Nydia C. Sanchez, University of North Texas*

Participants:

A Cross-Cultural Analysis of Dispositional Attributes and Academic

Achievement in Postgraduate Coursework Students. *Erika Jane*

Spray, The University of Newcastle, Australia; Robert Cantwell, The

University of Newcastle; Jill Scevak, The University of Newcastle

Power as Currency: Critical Analysis in a Postmodern Narrative

Representation of Racial/Ethnic Doctoral Students' Meaning-Making

in STE(A)M Programs. *Zarrina Talan Azizova, Oklahoma State*

University

Quantifying Aspects of the Socialization Process for Black Male Doctoral

Students and Measuring Its Influence on Self-Efficacy. *Terrell Lamont*

Strayhorn, The Ohio State University; Royel Johnson, The Ohio State

University - Columbus

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

72.034. Faculty Development in Liberal Arts Colleges: Mentoring,

Programming, and Contexts. Division J - Postsecondary Education;

Symposium

Swissotel, Event Centre First Level, Zurich F; 10:35am to 12:05pm

Chair: *Karley A Riffe, University of Georgia*

Participants:

Protégés, Mentors, and Job Satisfaction: Faculty in Liberal Arts Colleges.

Laura G. Lunsford, The University of Arizona

Departmental Contexts of Faculty Development in Liberal Arts Colleges.

Meghan Pifer, Widener University

Systems Alignment for Comprehensive Faculty Development in Liberal

Arts Colleges. *Vicki Baker, Albion College*

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

72.035. Graduate Preparation and Faculty Development.

Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 3; 10:35am to

12:05pm

Chair: *Leslie L. Schrier, University of Iowa*

Participants:

Global Perspective in Curricula and Deep Approaches to Learning:

Examining Faculty Practices for Engagement. *Leah Peck, Indiana*

University - Bloomington; Yi-Chen Chiang, Indiana University -

Bloomington; Allison BrckaLorenz, Indiana University

Experience of Being a Faculty Development Program Research Assistant

at a Large University in Turkey. *Gokce Gokalp, Middle East Technical*

University; Omer Caliskan, Middle East Technical University; Merve

Zayim, Middle East Technical University; Hasan Yucel Ertem, Middle

East Technical University; Sevgi Kaya Kasıkcı, Middle East Technical

University; Ridvan Cinar, Middle East Technical University

Lifting the Lid on the Black Box: Primary Literature Engagement in

Graduate Research Skill Development. *Sarah Urquhart, Utah State*

University; Michelle A. Maher, University of South Carolina; David

F. Feldon, Utah State University; Joanna Angeline Gilmore, The

University of Texas - Austin; Briana Crotwell Timmerman, University of

South Carolina

Testing a Model of Pre-Tenure Faculty Members' Teaching and Research

Success: Motivation Mediating Established Predictors. *Robert H.*

Stupnisky, University of North Dakota; Nathan C. Hall, McGill

University; Lia Marie Daniels, University of Alberta; Emmanuel

Mensah, University of North Dakota

72.036. New Perspectives on College Student Identity.

Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich G; 10:35am to 12:05pm

Chair: *Vu Tran, The Ohio State University*

Participants:

Beyond Development: Postsecondary Ethical Responsibilities in College

Student Identity and Subjectification. *Paul William Eaton, Louisiana*

State University

Performing Queer/Disabled in the Classroom: Exploring Students'

Academic Experiences. *Ryan Miller, The University of Texas - Austin*

College Students With Autism: Bridges and Barriers to Postsecondary

Success. *Bradley E. Cox, Florida State University*

Undergraduate Engineering Students' Development of a Researcher

Identity. *Courtney June Faber, Clemson University; Lisa Benson,*

Clemson University

Discussant: *Roland W. Mitchell, Louisiana State University*

72.037. Social Justice as a Core Mission in the Governance of Asia's

Universities. Division J - Postsecondary Education; Invited Speaker

Session

Swissotel, Event Centre First Level, Zurich C; 10:35am to 12:05pm

Chair: *Ellen Hazelkorn, Dublin Institute of Technology*

Participants:

The Academic Productivity-Social Justice Nexus in Korea Under New

Initiatives: A Comparative View for Northeast Asia. *Jung Cheol Shin,*

Seoul National University

Research Universities and Social Justice in China's Universities. *Gerard*

Postiglione, The University of Hong Kong; Li-Fang Zhang, University

of Hong Kong

Diversity and Social Justice in Japan's Higher Education. *Futao Huang,*

Hiroshima University

Can International Branch Campuses Advocate for Social Justice? *Michael*

Lanford, University of Southern California; William G. Tierney,

University of Southern California

Discussant: *Ellen Hazelkorn, Dublin Institute of Technology*

72.038. Community Knowledge and Creating Partnerships With Families.

Division K - Teaching and Teacher Education; Paper Session

Marriott, Tenth Level, O'Hare; 10:35am to 12:05pm

Chair: *Wilbur Parker, Bowie State University*

Participants:

Community Mentors and Preservice Teachers: Dialectic in Praxis. *Lorena*

Guillen, University of Washington; Kate Napolitan, University of

Washington - Seattle

Restorative Pedagogical Justice in Embedding Aboriginal and Torres

Strait Islander (Indigenous) Knowledges in Teaching Practica. *Susan*

L. Whatman, Griffith University; Juliana McLaughlin, Queensland

University of Technology

So You Think We Can Trust: (Re)building Home-School Collaboration

With Families of Children With Disability. *Kathryn I. Scorgie, Azusa*

Pacific University

Using Simulated Parent-Teacher Conferences to Assess Interns' Ability

to Partner With Families. *Debi Khasnabis, University of Michigan;*

Simona Goldin, University of Michigan; Matthew Ronfeldt, University

of Michigan

Discussant: *Christopher C. Martell, Boston University*

72.039. Design Principles for a Pedagogy of Teacher Education.

Division K - Teaching and Teacher Education; Structured Poster Session

Sheraton, Ballroom Level, Sheraton IV; 10:35am to 12:05pm

Chairs: *Elizabeth A. van Es, University of California - Irvine; Hosun Kang,*

University of California - Irvine

Participants:

1. SIMulating Practice: How Mediating Artifacts in Social Foundations

and Methods Courses Influence Preservice Teachers' Opportunities to

Learn. *Elizabeth Anne Self, Vanderbilt University; Britnie Delinger*

Kane, Vanderbilt University

2. Using Self-Captured Video Tasks to Develop Teacher Noticing of the

Substance of Student Thinking in Mathematics and Science. *Elizabeth B. Dyer, Northwestern University; Miriam G. Sherin, Northwestern University*

3. Articulating Design Principles for Productive Use of Videos to Facilitate Professional Learning Toward Ambitious Teaching. *Hosun Kang, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*
4. A Framework for Analyzing Opportunities to Learn in Teachers' Workgroup Conversations. *Ilana S. Horn, Vanderbilt University*
5. From Stimulated Recall to Scaffolded Reflection: Using Video-Mediated Interviewing to Learn About Teachers' (Sense-Making and) Navigation of Education Policy. *Lauren Anderson, Connecticut College; Jamy Stillman, University of Southern California; John Luciano Beltramo, University of Southern California; Kathryn Struthers, University of Southern California; Joyce Melissa Gomez-Najarro, University of Southern California*
6. Divergent Paths: The Coevolution of Tools and Practice in Job-Embedded Professional Development. *Jessica J. Thompson, University of Washington; Christie Barchenger, University of Washington - Seattle; Sara Hagenah, University of Washington*
7. Multiple Representations to Meet Multiple Goals: Making Aspects of High-Quality Teaching Visible. *Mike Metz, Stanford University; Erika Moore Johnson, Stanford University; Pamela L. Grossman, University of Pennsylvania*
8. Video as a Central Artifact in Formative Intervention for Teacher Educators: Negotiating a Shared Approach to Working With Preservice Teachers. *Jessica Tunney, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*
9. Supporting the Collective Learning of Educators. *Lynsey K. Gibbons, University of Washington; Allison Beth Hintz, University of Washington - Bothell; Elham Kazemi, University of Washington; Rebecca Lewis, University of Washington - Seattle*
10. Toward a Design for Supporting Professional Development Leader Learning. *Kara J. Jackson, University of Washington - Seattle; Paul A. Cobb, Vanderbilt University; Jonee Wilson, Vanderbilt University; Megan Elizabeth Webster, McGill University; Charlotte Jean Dunlap, Vanderbilt University*

Discussant: *William R. Penuel, University of Colorado - Boulder*

72.040. International Perspectives on Teacher Preparation for Second Language Learners. Division K - Teaching and Teacher Education; Symposium

Marriott, Sixth Level, Great America; 10:35am to 12:05pm

Chair: *Timo Ehmke, Leuphana University - Lueneburg*

Participants:

- Towards an International Competency Model for Teaching Multilingual Learners in Content Classrooms. *Svenja Hammer, Leuphana Universität Luneburg; Kara Mitchell Viesca, University of Colorado - Denver*
- Measuring Preservice Teachers' Competencies Regarding Linguistically Diverse Classrooms in Germany: Test Development and Its Validation. *Timo Ehmke, Leuphana University - Lueneburg; Svenja Hammer, Leuphana Universität Luneburg*
- Perceptions of Linguistically Responsive Teaching in U.S. Teacher Candidates/Novice Teachers. *Madhavi Tandon, University of Colorado - Denver; Colin Hueston, University of Colorado - Denver; Tamara Millbourn, University of Colorado - Boulder; Kara Mitchell Viesca, University of Colorado - Denver*
- Teacher Diversity Awareness in the Context of Changing Demographics in Finland. *Emmanuel Opoku Acquah, University of Turku; Madhavi Tandon, University of Colorado - Denver; Nancy Commins, University of Colorado - Denver*
- Retooling Mainstream Teachers for Success With Bilingual Learners in the United States. *Maria E. Brisk, Boston College*

Discussant: *Ester J. de Jong, University of Florida*

72.041. Leveraging Massive Open Online Courses to Foster Teacher Professional Development. Division K - Teaching and Teacher Education; Symposium

Marriott, Fifth Level, Los Angeles/Miami; 10:35am to 12:05pm

Chair: *Kenji Hakuta, Stanford University*

Participants:

- Improvement Cycles in Teacher Development Massive Open Online Course Design. *Billie Gastic, Relay Graduate School of Education;*

Dan Konecky, Relay Graduate School of Education; Aaron Soffin, Relay Graduate School of Education

Teams of Learners in a Teacher Professional Development Massive Open Online Course. *Betsy Anne Williams, Stanford University; HsiaoLin Hsieh, Stanford University*

Combining Online and Face-to-Face Learning: Examining a Hybrid Massive Open Online Course Model for Teacher Professional Development. *Sara Ann Rutherford-Quach, Stanford University; Lisa Zerkel, Stanford University; Jeff Zwieters, Stanford University*

Supporting Constructionism in the Classroom: Massive Open Online Course as Platform for Teacher Learning. *Karen A. Brennan, Harvard University; Sarah Blum-Smith, Harvard University; Maxwell Yurkofsky, Harvard University*

Powerful Tools for Teaching and Learning: Using Technology-Focused Massive Open Online Courses for K-16 Teacher Professional Development. *Bernard R. Robin, University of Houston; Sara G. Mcneil, University of Houston*

Discussants: *Mimi Miyoung Lee, University of Houston; Curtis J. Bonk, Indiana University*

72.042. Mirror, Mirror on the Wall: Reflection on Identities and Practice in Teachers' Lives. Division K - Teaching and Teacher Education; Paper Session

Marriott, Third Level, Kane/McHenry; 10:35am to 12:05pm

Chair: *Della R. Leavitt, Chicago Lesson Study Alliance*

Participants:

- Reflections in the Classroom: Experiences of Educators Who Teach for Social Justice. *Gregory Samuels, University of Montevallo*
 - Resilience of Chinese Teachers: Confirming a New Construct. *Qing Gu, University of Nottingham; Qiong Li, Beijing Normal University*
 - Responsive Teaching: Three Teachers Articulate Their Process and Practice. *Alexis Jones, University of Illinois at Urbana-Champaign*
 - Three Men and a Maybe: Identities and Privileges of Male Preservice Elementary Teachers. *Stephen I. Tucker, Utah State University*
- Discussant: *Cleveland Hayes, University of La Verne*

72.043. Supporting Students' Evidence-Based Reasoning Across Content Areas and Grade Levels. Division K - Teaching and Teacher Education; Symposium

Marriott, Third Level, Cook; 10:35am to 12:05pm

Chair: *Kimberley Gomez, University of California - Los Angeles*

Participants:

- Elementary Students Justifying Explanations and Reasoning With Evidence in Academic Tasks and Nonacademic Routines. *Alison L. Bailey, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Anne Blackstock-Bernstein, University of California - Los Angeles; Eve Ryan, University of California - Los Angeles; Despina Pitsoulakis, University of California - Los Angeles*
- Influences of Argument Instruction on Children's Use of Evidence in Socioscientific Issues. *Sihan Xiao, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles*
- Equity Through Discourse: Supporting Math and Science Discourse in Urban Secondary Classrooms. *Imelda Nava, University of California - Los Angeles; Jaime Park, University of California - Los Angeles*
- Planning Within and Across Disciplines: Understanding the Disciplinary and Pedagogical Intersection of Content Areas. *Kimberley Gomez, University of California - Los Angeles; Nicole Anne Mancevice, University of California - Los Angeles; Ung-Sang Lee, University of California - Los Angeles; Jahneille Cunningham, University of California - Los Angeles*

Discussant: *Philip L. Bell, University of Washington*

72.044. Teaching Simulations That Assess (the Use of) Teaching Knowledge and Skill. Division K - Teaching and Teacher Education; Symposium

Marriott, Sixth Level, Michigan/Michigan State; 10:35am to 12:05pm

Chair: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

Participants:

- Assessing Preservice Teachers' Conceptions and Explanations of Natural Selection Tenets Through a Clinical Simulation. *Benjamin H. Dotger, Syracuse University*
- Simulations of Student Thinking That Assess Teaching Skill and Knowledge in Use. *Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan; Deborah Loewenberg Ball,*

University of Michigan - Ann Arbor; Susanna Farmer, University of Michigan

Assessing Student Primary Teachers' Use of High-Leverage Practices at Scale. *Sean F. Delaney, Marino Institute of Education; Annie Ó Breacháin, Marino Institute of Education; Suzy Macken, Marino Institute of Education*

Using Simulations to Assess Student Teaching Readiness. *Orin Gutlerner; Match Teacher Residency; Randall Lahann, Match Teacher Residency*

Discussant: *Stephen Lazer, Educational Testing Service*

72.045. The Impact of Video-Based Professional Development on

Instruction. Division K - Teaching and Teacher Education; Paper Session

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

Chair: *Elaine Munthe, University of Stavanger*

Participants:

Seven Formative Assessment Moves Unpacked: Notes From a Formative Assessment Lesson Study. *Brent M. Duckor, San José State University; Carrie Holmberg, San José State University; Diana Wilmot*

The Impact of Video-Based Professional Development on Instruction. *Miray Tekkumru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

Using the Interconnected Model of Professional Growth to Analyze the Development of Science Teachers. *Kim Lebak, Richard Stockton College of New Jersey*

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

72.046. Learning From the Past: How Interdistrict Desegregation Policies

Can Inform School Choice and Improvement Policies Today.

Division L - Educational Policies and Politics; Symposium

Swissotel, Lucerne Level, Alpine II; 10:35am to 12:05pm

Chair: *Janelle T. Scott, University of California - Berkeley*

Participants:

Interdistrict Choice and Educational Policy. *Jennifer Jellison Holme, The University of Texas - Austin; Kara S. Finnigan, University of Rochester*

Choice, Place, and Opportunity: A Case Study of the Saint Louis Student Transfer Program. *Sarah Diem, University of Missouri*

Interdistrict Diversity Choice in Milwaukee: When Equity and Market-Based Choice Policies Collide. *Jennifer Jellison Holme, The University of Texas - Austin*

Tinsley's Court-Ordered Student Transfers in California: Examining Race and Place. *Nadine D. Hylton, University of Rochester; Kara S. Finnigan, University of Rochester*

Discussants: *Elizabeth H. DeBray, University of Georgia; Sonya Douglass Horsford, George Mason University*

72.047. New Tools for Monitoring Teacher and School Leader Responses to Policy Reforms.

Division L - Educational Policies and Politics; Symposium

Swissotel, Lucerne Level, Lucerne I; 10:35am to 12:05pm

Chair: *V. Darleen Opfer, RAND Education*

Participants:

Designing and Implementing Nationally Representative Panels of Teachers and School Leaders. *Brian Stecher, The RAND Corporation; V. Darleen Opfer, RAND Education; Susannah Faxon-Mills, RAND Corporation; Michael Robbins, RAND Corporation*

Statewide Standards Adoption and Teachers' Experiences With Implementation. *Laura S. Hamilton, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Naftel, RAND Corporation*

School Leaders' Perspectives on Implementing State Standards. *Jennifer Sloan McCombs, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Naftel, RAND Corporation; V. Darleen Opfer, RAND Education*

Discussants: *Stacey L. Pelika, National Education Association; Gary M. Crow, Indiana University; Rob Weil, American Federation of Teachers*

72.048. School Vouchers: Impacts and Responses.

Division L - Educational Policies and Politics Cosponsored with SIG-Charters & School Choice;

Paper Session

Swissotel, Event Centre First Level, Zurich D; 10:35am to 12:05pm

Chair: *Cassandra M. Guarino, Indiana University*

Participants:

Change and Stability in the Curriculum: Schools' Responses to Participating in a Publicly Funded Voucher Program. *Megan J. Austin,*

University of Notre Dame; Mark Berends, University of Notre Dame
Early Impacts of the Indiana Choice Scholarship Program. *Richard Joseph Waddington, University of Notre Dame; Mark Berends, University of Notre Dame*

The Impact of Targeted School Vouchers on Racial Stratification in Louisiana Schools. *Anna J. Egalite, Harvard University; Jonathan N Mills, University of Arkansas at Fayetteville; Patrick J. Wolf, University of Arkansas*

Education Reform in Chile: Responding to Tensions in the Market. *Sarah Ishmael, The University of Texas - Austin; Anthony Vincent LeClair, The University of Texas - Austin; Lindsay Redd, University of Texas - Austin; Alvaro Quezada Hofflinger, University of Texas at Austin; Julian Vasquez Heilig, California State University - Sacramento; Joanna Dolores Sanchez, The University of Texas - Austin*

Discussant: *Mark Berends, University of Notre Dame*

SIG Sessions

72.049. Situated Learning in the Arts.

SIG-Arts and Learning; Paper Session

Hyatt, West Tower - Gold Level, San Francisco; 10:35am to 12:05pm

Chair: *J. David Betts, The University of Arizona*

Participants:

Can Theater-in-Education Promote Early Childhood Language, Perspective-Taking, and Imagination Development? *Wendy K. Mages, Mercy College*

Lights Up! Assessing Theatrical Performance Skills. *Sophia Bender, Indiana University - Bloomington; Christian McKay, Indiana University - Bloomington; Kylie A. Pepler, Indiana University - Bloomington; James S. Catterall, Centers for Research on Creativity*

Creating the Stage for Meaning: New Findings on the Value of Rehearsal Room Practices for Reading Complex Texts. *Bridget Lee, The Ohio State University; Patricia E. Enciso, The Ohio State University; Brian W. Edmiston, The Ohio State University - Columbus; Jessica Sharp, Buckeye Valley High School*

Positive Effects of Engagement in the Arts: The Museum Effect. *Pablo L. Tinio, Montclair State University; Jeffrey K. Smith, University of Otago; Lisa F. Smith, University of Otago*

Learning About Leadership From a Visit to the Art Museum. *Girija Kaimal, Drexel University; Adele M.L. Gonzaga, Temple University; Jon Drescher; Holly Fairbank, Lincoln Center for the Performing Arts, Inc.; George White, Lehigh University*

Discussant: *Susan Finley, Washington State University - Vancouver*

72.050. The Relationship Between Ethnic Studies and Critical Race Theory in Education: Theoretical Considerations for the Future.

SIG-Critical Educators for Social Justice; Symposium

Marriott, Sixth Level, Purdue/Wisconsin; 10:35am to 12:05pm

Chair: *Tracy Lachica Buenavista, California State University - Northridge*

Participants:

Racial Formation in American Education: School Reform and the Ideology of Academic Achievement. *Daniel D Liou, Arizona State University*

Reward and Resistance: The Evolution of Latina/o Critical Theory in Educational Scholarship. *Maria C. Ledesma, University of Utah; Daniel Gilbert Solorzano, University of California - Los Angeles*

Empire in Transit: Critical Race Theory and the Palimpsest of Indianness. *Dolores Calderon, University of Utah*

Can Critical Race Theory Address Anti-Muslim Racism? *Arshad Imtiaz Ali, George Washington University*

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

72.051. Regulating Childhoods: Disrupting Discourses of Control.

SIG-Critical Perspectives on Early Childhood Education; Symposium

Swissotel, Event Centre Second Level, St. Gallen 2; 10:35am to 12:05pm

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

Participants:

Culturally Contested Corporeality: Regulation of the Body in New Zealand and Japanese Early Childhood Education. *Rachael Burke, Hiroshima University; Judith Duncan, University of Canterbury*

Governing Early Childhood Programs Through Child Outcome Data. *Koeun Kim, Northwest Missouri State University*

Schooling the Body for the Desirable Studenthood in the Early Years: Interrogating the Making of Miniature Students in East Asia. *I-Fang*

Lee, *The University of Newcastle*; Nicola J. Yelland, *Victoria University - Australia*

Complicating "Student Behavior": Exploring the Discursive Constitution of "Learner Subjectivities." *Zsuzsanna Millei, University of Newcastle*; *Eva Bendix Petersen, The University of Newcastle*

Discussant: *Sue Saltmarsh, The Australian Catholic University*

72.052. Indigenous Students Navigating Identity, Motivation, and Epistemology in Education: A Fireside Chat. SIG-Indigenous Peoples of the Americas; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 10:35am to 12:05pm

Chairs: *Nicole Blalock, Arizona State University*; *Cueponcaxochitl Dianna Moreno Sandoval, Arizona State University*

Participants: *Eve Tuck, SUNY - College at New Paltz*; *Susan C. Faircloth, North Carolina State University*; *Michael Pavel, University of Oregon*; *Tracy L. Friedel, The University of British Columbia*; *Teresa L. McCarty, University of California - Los Angeles*; *P. Zitlali Morales, University of Illinois at Chicago*

Participants:

Are You a "Real" Indian? Collective Identity Assertion and Educational Experiences of Urban Native Youth. *Bayley Marquez, University of California - Berkeley*

Bending the Box: Learning From Indigenous Students' Understandings of Wholistic Success as They Transition to University. *Amy Marie Parent, The University of British Columbia*

Is Suicide a Reflection of Settler Colonialism? *Emma Elliott, University of Washington - Seattle*

Supporting American Indian Students' Identity Work Through Culturally Hybrid Computing With Electronic Textiles. *Kristin Anne Searle, University of Pennsylvania*

Examining Differing Notions of a Real Education Within Aboriginal Communities. *Dustin Louie, University of Calgary*; *David Michael Scott, University of Calgary*

Navajo Students' Motivation, Preparation, Challenges, and Solutions in Applying to Graduate Programs. *Colin Ben, University of Utah*

Discussant: *Jo-ann Archibald, The University of British Columbia*

72.053. Media Pedagogies: Multimodal Moves Toward Justice. SIG-Media, Culture and Curriculum; Symposium

Hyatt, West Tower - Gold Level, New Orleans; 10:35am to 12:05pm

Chair: *Ethiraj Gabriel Dattatreyan, University of Pennsylvania*

Participants:

Digital Ciphars: Transnational Hip-Hop as a Site for Critical Media Literacy. *Ethiraj Gabriel Dattatreyan, University of Pennsylvania*

The Ignorant Schoolmaster and the Audiovisual Third Space. *Arjun Shankar, University of Pennsylvania*

"Doing Digital Ethnography": The Construction of an Online Global Muslim Identity. *Mariam Durrani, University of Pennsylvania*

Making Space: Youth as Cultural Producers. *Veena Vasudevan, University of Pennsylvania*

72.054. Multicultural/Multiethnic Education: Contemporary Topics in Postsecondary Education. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Paper Session

Marriott, Third Level, Dupage; 10:35am to 12:05pm

Chair: *Clara C. Park, California State University - Northridge*

Participants:

I'm Not Angry, I'm Not Aggressive: Perceptions Held by African American Male Student Affairs Administrators at Predominantly White Institutions. *David Alan Surratt, University of California - Berkeley*; *Susan Swayze, The George Washington University*; *Rick C. Jakeman, The George Washington University*

Minority Engineering Programs at a Crossroads: A Multiple-Case Study of Two Predominantly White Public Research Universities. *Christopher B. Newman, University of San Diego*; *Shaun R. Harper, University of Pennsylvania*

Multicultural Experiences and Student Creativity: An Examination of Conditional Effects. *Nida Denson, University of Western Sydney*; *Tom Denson, University of New South Wales*; *Nicholas A. Bowman, Bowling Green State University*

Supporting Non-Black Students at Historically Black Colleges and Universities: A Student Affairs Perspective. *Andrew Thomas Arroyo, Norfolk State University*; *Robert Terry Palmer, Binghamton University - SUNY*; *Dina C. Maramba, Binghamton University - SUNY*

Discussant: *Noni Mendoza-Reis, San José State University*

72.055. Online Teaching and Learning SIG Paper Session 5. SIG-Online Teaching and Learning; Paper Session

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

Chair: *Elizabeth Anne Halsall, The University of Aberdeen*

Participants:

A National Study of Differences Between Distance and Nondistance Community College Students in Time to First Associate Degree Attainment, Transfer, and Dropout. *Peter Shea, University at Albany - SUNY*; *Temi Bidjerano, Furman University*

An Examination of an Online Tutoring Program's Impact on Middle School Students' Math Achievement. *Shanan L. Chappell, Old Dominion University*; *The Center for Educational Partnerships*; *John A. Nunnery, Old Dominion University*; *Pamela Arnold, Old Dominion University*; *Melva R. Grant, Old Dominion University*; *Anna Veprinsky*

Exploring Learners' Participation in Structured Asynchronous Online Discussion: Argumentation and Cognitive Engagement. *Eunjung (Grace) Oh, University of Illinois at Urbana-Champaign*; *Hyun Song Kim*

Learners' Perception of Engagement in Online Courses: Strategies to Promote Quality Learning. *Fredrick Muyia Nafukho, Texas A&M University*; *Misha Chakraborty, Texas A&M University*

Self-Regulated Learning: Role of Motivation, Emotion, and Cognition in Students' Learning Experiences in Self-Paced Online Mathematics Courses. *Moon-Heum Cho, Sungkyunkwan University*; *Michele Heron, Kent State University - Stark*

72.056. Unruly Queers: Interrogating Power in Higher Education Practice, Policy, and Research. SIG-Queer Studies; Symposium

Swissotel, Event Centre Second Level, St. Gallen 1; 10:35am to 12:05pm

Chair: *Edward Brockenbrough, University of Rochester*

Participants:

Rigorous Feelings? Disrupting Tropes of Identities in Historical Educational Research. *Andrés Castro Samayoa, University of Pennsylvania*

Sexual- and Gender-Minority Individuals in Survey Instruments: A Critical Examination of Demographic Information Collection. *Jason C. Garvey, The University of Alabama*

Changing the Frame: Queering Access to Higher Education for Trans* Students. *Susan Marine, Merrimack College*

"It's a Hard Line to Walk": Nonbinary Trans* Collegians' Perspectives on Passing, Realness, and Trans*-Normativity. *Z Nicolazzo, Miami University - Oxford*

72.057. Critical Academic and Public Policy Issues Affecting Minorities in STEM. SIG-Research Focus on Black Education; Symposium

Swissotel, Event Centre Second Level, Montreux 3; 10:35am to 12:05pm

Chair: *Marvin Lynn, Indiana University - South Bend*

Participants:

Black Male Educators and STEM. *Christine Callender, Institute of Education - London*

Factors Affecting Access to Postgraduate STEM Education: Perspectives of British Minority Ethnic Students. *Dominik Jackson-Cole, Institute of Education - London*; *Michael Jonathan Reiss, Institute of Education - London*; *Tamjid Mujtaba, Institute of Education*

Perspectives of American and English University Administrators: Fostering Minority Students' Graduation in Doctoral STEM Programs. *Eric J Simeon, The Pennsylvania State University - University Park*; *Beverly Lindsay, University College London*

Discussant: *Marvin Lynn, Indiana University - South Bend*

72.058. Research on Social Studies Teacher Education. SIG-Social Studies Research; Paper Session

Swissotel, Lucerne Level, Lucerne III; 10:35am to 12:05pm

Chair: *Katherina Ann Payne, The University of Texas - Austin*

Participants:

Mapping the Field: An Analysis of Research Design in Social Studies Teacher Education Literature. *Michelle Bauml, Texas Christian University*; *Cynthia L. Williams, Texas Christian University*

Preservice Teachers' Shifting Conceptions of Democracy. *Dean Patrick Vesperman, Luther College*

Social Media and a Critical Sense of Place in Social Studies Teacher Education. *Jason R. Harshman, The University of Iowa*

Teaching to Transform: Examination of Preservice Social Studies Teachers' Citizenship Conceptions and Their Pedagogical Practice. *Sunny Wells, Baylor University*

The Effects of Weekly Reflection on Preservice Teachers' Conceptions of Citizenship. *David R. Caulfield, Indiana University; Dean Patrick Vesperman, Luther College*

Discussant: *Christine Baron, Teachers College, Columbia University*

72.059. Supporting Students With Emotional/Behavioral Disorders and Attention Deficit Hyperactivity Disorders. SIG-Special Education Research; Paper Session
Sheraton, Second Level, Missouri; 10:35am to 12:05pm
Chair: *Jennie L. Farmer, Clemson University*

Participants:

Approaches to Learning and Medicated Attention Deficit Hyperactivity Disorder: Implications for Special Educators. *Feiya Xiao, Texas Tech University; Lucy Barnard-Brak, Texas Tech University; Steven Randall Chesnut, Texas Tech University; Tara Stevens, Texas Tech University*

A Longitudinal Study of the Impact of Inattention, Hyperactivity, and Impulsivity on Children's Attainment at Age 11. *Christine Merrell, Durham University; Peter B Tymms, Durham University; Kapil Sayal, Nottingham University; Adetayo Kasim, Durham University*

Curriculum Reform: Addressing the Needs of Learners With an Emotional Disturbance. *Carol Wilson, Miami Public Schools; Ying Ling, Grand Canyon University*

Self-Monitoring Effects on the On-Task Behavior of Students With Emotional and Behavioral Disorders: A Multilevel Meta-Analysis. *Pena Lasiste Bedesem, Kent State University; Jian Li, Kent State University; Brian Robert Barber, Kent State University*

Co-Teachers' Perspectives: The Experiences of Students With Emotional Disturbance Included in the General Education Classroom. *Kandace Wernsing, Towson University; Elisabeth K. Hess Rice, The George Washington University*

72.060. Reaching Students Whose Dreams Won't Matter: Reflections From Educators of Black Children. SIG-Spirituality & Education; Symposium
Hyatt, West Tower - Gold Level, Hong Kong; 10:35am to 12:05pm
Chair: *Cynthia A. Tyson, The Ohio State University - Columbus*

Participants:

For If Dreams Die: An Autoethnographic Examination of Redeeming Purpose in the Academy. *Kyra Tynisha Shahid, Mount St. Mary's University*

Cry Loud, Spare Not: Protecting the Dreams and Visions of Our African American Children. *Michael E. Dantley, Miami University*

Reconceptualizing Soul-Work in Education Through Womanist Intellectual Tradition. *Judy A. Alston, Ashland University; Philip Jay Bostic, University of Wisconsin - Madison*

A Pedagogy to (Re)Member: Black Identity, Culture, and the Spirit of an Endarkened Feminist Practice in Education. *Cynthia B. Dillard, University of Georgia*

Discussant: *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

72.061. Measuring Self-Regulated Learning: Issues and Innovations. SIG-Studying and Self-Regulated Learning; Symposium
Hyatt, East Tower - Gold Level, Grand B; 10:35am to 12:05pm
Chair: *Matthew L. Bernacki, University of Nevada - Las Vegas*

Participants:

Fusing Multichannel Trace Data to Understand Self-Regulated Learning With Advanced Learning Technologies. *Roger Azevedo, North Carolina State University*

Microanalytically Assessing Self-Regulated Learning During Task Performance: Conceptual Foundations and Relations With Aptitude and Event Measures. *Timothy J. Cleary, Rutgers University*

A Multimethod Approach to Examining Self-Regulated Learning With the Latest Classroom Technology. *Daniel Charles Moos, Gustavus Adolphus College*

Using Observations to Understand How Children's Self-Regulated Learning Is Supported in Classrooms. *Nancy E. Perry, The University of British Columbia*

Discussant: *Dale H. Schunk, University of North Carolina - Greensboro*

72.062. Understanding the Digital Evolution in K-12 Education: Policy and Practice Perspectives. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Marriott, Fourth Level, Armitage; 10:35am to 12:05pm
Chair: *Richard R. Halverson, University of Wisconsin - Madison*

Participants:

Equal Scrutiny: Data Use, Access, and Assessment in Digital Education Contracting. *Annalee G. Good, University of Wisconsin - Madison; Patricia Burch, University of Southern California*

K-12 Online Education: Tracing Developments in Policy and Adoption in Ohio. *June Ahn, University of Maryland - College Park; Andrew McEachin, North Carolina State University*

Drowning Digitally: How Disequilibrium Shapes Practice in a Blended Learning Charter School. *Andrea J. Bingham, University of Southern California*

Blended Learning in K-12 Education: What Do We Really Have, and Where Do We Go? *Peter Samuelson Wardrip, University of Pittsburgh; June Ahn, University of Maryland - College Park*

Discussant: *Patricia Burch, University of Southern California*

72.063. Identity Production in Progress! Multimodal and Creative Engagements With Media Across Genres. SIG-Writing and Literacies; Symposium
Hyatt, East Tower - Gold Level, Columbus AB; 10:35am to 12:05pm
Chair: *Wan Shun Eva Lam, Northwestern University*

Participants:

Identity Making in the Intertextual Space of New Media. *Sujin Kim, University of Missouri*

"We Make It Pop": Transforming Urban Youth Representations Through Community News. *Natalia Smirnov, Northwestern University; Wan Shun Eva Lam, Northwestern University*

Building a Hip-Hop Moral Vernacular: Rap Listeners Incorporate the Utterances of Rappers Into Their Personal Moral Voice. *Kalonji L. Nzinga, Northwestern University*

Building Blocks of Identity-Making: Semiotic Resources in Story Sharing and Construction Play Sites. *Ksenia A Korobkova, University of California - Irvine*

Girls, Vids, and the Past: Gender Discourse in Historical Media Production Practices. *Jolie Christine Matthews, Northwestern University*

Discussant: *Janice Radway, Northwestern University*

Division and SIG Roundtables

72.064. Roundtable Session 29; Roundtable Session

72.064-1. Data, Capital, and ... Oh Yeah, Children. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Jeanne Weiler, Hunter College - CUNY*

Participants:

A Discourse Analysis of Strategic Management in Public Education. *Thomas Greckhamer, Louisiana State University; Sebnem Cilesiz, University of Louisiana at Lafayette*

Power Structures in Massive Open Online Courses: Examining the Present and Imagining the Future. *Narmada Paul, The Ohio State University; Moonsoon Choi, The Ohio State University - Columbus; Jonathan Burbidge, The Ohio State University; Michael Glassman, The Ohio State University - Columbus*

Curricular Form and Pedagogic Codes: A Bernsteinian Analysis of Class Reproduction in Singapore's Elite Thinking Curriculum. *Lim Leonel, National Institute of Education - Nanyang Technological University*

Making All Children Count: Teach For All and the Universalizing Appeal of Data. *Daniel Friedrich, Teachers College, Columbia University; Mia Walter; Erica Eva Colmenares, Teachers College, Columbia University*

Teachers' Justifications for Testing Practices as Responses to Governmentality in Accountability. *Becky M. Atkinson, The University of Alabama - Tuscaloosa*

72.064-2. Do Something With It: Extreme Theory and Methodological Innovation. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Jim Burns, South Dakota State University*

Participants:

"Take an Object, Do Something With It, and Then Do Something Else

- With It": Or, Opening Research and the Research Space Through a School Garden. *Susan Jagger, Monmouth College*
- Extreme Theory and Liminal Practice in Art Education. *Mark A. Graham, Brigham Young University*
- Toward Resonance: A New Approach of Aesthetic Inquiry in Curriculum Studies. *Yen-wen Huang, National Taipei University of Education*
- Doing Reading Research With Young Students Rather Than on Them: New Methods to Consider. *Carolyn Strom, New York University*
- 72.064-3. Exorcising the Specters of Neoliberalism and Quantification: Intersections of Cultural Studies and Education.** Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Mark Helmsing, University of Wyoming*
Participants:
Cultural Studies and Quantification in Educational Research. *Ezekiel J. Dixon-Roman, The University of Pennsylvania*
Portrait of a Teach for All Teacher: Analyzing the Media Narratives of the Universal TFA Teacher in 12 Countries. *Michelle Gautreaux, The University of British Columbia; Sandra Ximena Delgado Betancourth, University of British Columbia*
Zombies, Hauntings, and Contagions: A Study of Embodied Neoliberal Education Reform. *Gabriel Stephen Huddleston, Texas Christian University*
- 72.064-4. Expanding Methodological Possibility Through Transnational Perspectives.** Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Ligia L. Lopez, University of Wisconsin - Madison*
Participants:
"Project of Global Access": Using Social Network Analysis to Study an Emerging International Curriculum Program. *Shuning Liu, University of Wisconsin - Madison*
Escuela Nueva: Fostering Student-Centered Participatory Pedagogy in Colombia. *Kate Reyes, Emory University; Clarita Arboleda, Fundacion Escuela Nueva; Vicky Colbert, Fundacion Escuela Nueva*
Commemorative Practices in Argentina: Exploring Our Response(abilities) as Readers, Researchers, and Citizens. *James S. Damico, Indiana University; Loren Lybarger, Ohio University*
- 72.064-5. Mobilizing Indigenous Epistemologies: Gender, Language, and Technology.** Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Rosa M. Jimenez, University of San Francisco*
Participants:
Conceptualizing Gender in Tanzania: An Analysis of the Tanzanian Civics Curriculum Using the Gender and Development Paradigm. *Stephanie Esperanca Ferrao, University of Ottawa*
Mobilizing an Australian Aboriginal Epistemology to Perform a Just Educational Practice. *Michael Christie, Charles Darwin University*
Decolonizing the Curriculum: Critical Spaces for Spiritualities and Identities. *Elizabeth Janson, University of Massachusetts - Dartmouth*
Education in Haiti: Changing Faculty Attitudes Vis-à-Vis Language, Pedagogy, and Technology. *Glenda Simonton Stump, Arizona State University - Tempe; Michel Anne-Frederic DeGraff, Massachusetts Institute of Technology*
- 72.064-6. Qualitative Studies on Justice, Teaching, and Research in the Elementary School.** Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Jennifer L. Milam, Our Lady of the Elms (Elementary School, Principal)*
Participants:
Critical Conversations: Exploring the "Criticalness" of Small-Group Literature Discussions With Black Elementary Males. *Summer Wood, Vanderbilt Peabody College*
Following Pebbles by Moonlight: Elementary Students Shed Light on Power, Peace, and Violence in Response to the Classic Tale "Hansel and Gretel." *Molly Quinn, Georgia Regents University; Debbie Sonu, Hunter College - CUNY*
Honoring Culture, Language, and Heritage in an Elementary Visual Arts Studio. *Debora Joy Nodelman, Norwalk-La Mirada Unified School District*
- When Drama and Conflict Make Social Justice Teaching Unpredictable. *Antonino Giambrone, York University*
- 72.064-7. Reimagining: Youth Translating Theory With Action.** Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Christopher B. Crowley, West Virginia University*
Participants:
Active Learning: Teaching Sociopolitical Analysis Skills. *Dana E. Wright, Connecticut College*
Pedagogies at Play: Critical Literacies With Street Youth. *Amanda Wager, The University of British Columbia*
Social Justice Art: A Framework for Activist Art Pedagogy. *Marit Dewhurst, City College of New York - CUNY*
- 72.064-8. Discursive Moves in Teacher Education.** SIG-Language and Social Processes Cosponsored with Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*
Participants:
Analyzing Discourses Toward Justice: Teacher Candidates and the Construction of Critical Literacy Pedagogies. *Maggie Struck, University of Minnesota; Erin Beeman Stutelberg, University of Minnesota*
Performance, Perspectives, and Power: Former English Learner Preservice Teacher Candidates Discuss Literacy in Secondary Classrooms. *Betina Hsieh, California State University - Long Beach; Jacqueline Paredes, California State University - Long Beach*
What Does Social Justice Sound Like? Discursive Moves to Prepare Teachers for Diversity. *Amy Carpenter Ford, Central Michigan University*
- 72.064-9. Building Social Emotional Learning Capacity: Lessons Learned and Future Directions.** SIG-Social and Emotional Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Stacy L. DeZutter, Millsaps College*
Participants:
Building Teachers' Social-Emotional Competence Through Mindfulness Practice. *Elizabeth Hope Dorman, Fort Lewis College*
Results From an Evaluation of a Demonstration Program to Build Systemic Social and Emotional Learning in Eight Large Urban School Districts. *Kimberly Trumbull Kendziora, American Institutes for Research; David M. Osher, American Institutes for Research; Lawrence B. Friedman, Learning Point Associates; Lisa Hoogstra, University of Chicago; Andrew P. Swanlund, American Institutes for Research; Paul Bailey, American Institutes for Research; Clare Halloran, American Institutes for Research; Mark Garibaldi, American Institutes for Research; Manolya Tanyu, Learning Point Associates; Andrea Boyle, American Institutes for Research; Michelle Olivia, Learning Point Associates; Matthew Raymond Burke, Learning Point Associates*
Social Problem-Solving Interventions: Past Findings, Current Status, and Future Directions. *Kristen L. Merrill, University of Florida; Stephen W. Smith, University of Florida; Michelle Cumming, University of Florida; Ann P. Daunic, University of Florida*
- 72.064-10. Faculty and Student Faiths in Higher Education.** SIG-Religion and Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
Chair: *Mary Rose McCarthy, Pace University*
Participants:
Emergent and Inclusive Theory of Religious and Spiritual Development. *Matthew Mayhew, New York University; Alyssa N. Rockenbach, North Carolina State University*
Investigating the Perceptions of Intellectual Diversity Among Socially Conservative Christian Seniors at Elite U.S. Colleges. *Mark Vincent Brow, University of Illinois at Chicago*
Preparing Faculty to Integrate Faith Traditions: Does Christian Higher Education Provide an Advantage? *Nathan Alleman, Baylor University*
- 72.064-11. Language and Literacy Research Issues.** SIG-Research in Reading and Literacy; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: *Jenny Tuten, Hunter College - CUNY*

Participants:

Deaf Learners With Cochlear Implants: The Impact on Literacy Outcomes. *Connie C. Mayer, York University; Sue Archbold, The Ear Foundation; Linda Watson, University of Birmingham; Imran Mulla, The Ear Foundation*

Globally Literate: Researching Children's Multilingualism. *Robyn Cox, Australian Catholic University*

Using Literacy Assessments With English Language Learners: Considerations and Benefits. *Melissa Anne Latham Keh, Bridgewater State University*

72.065. Roundtable Session 30; Roundtable Session

72.065-1. Rethinking Multicultural Doctoral Experiences. SIG-Doctoral Education Across the Disciplines; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Antonina Lukenchuk, National-Louis University*

Participants:

Mujeres Mexicanas in the Midwest: A Life History Approach to the Role of Early Education in the Making of a Doctoral Scholar. *Mariana G. Martinez, University of Illinois at Urbana-Champaign*

The Strength From Within: A Phenomenological Pilot Study Examining the Role of Self-Efficacy in the Academic Success of African American Women in Doctoral Studies. *Deniece Dortch, University of Wisconsin - Madison*

Stop Assuming: Aspiring Multicultural Women Scholars Speak About Stereotypes, Mentorship, and the Neoliberal University. *Stacia Cedillo, The University of Texas - Austin; Wei-Ling Sun, The University of Texas - Austin*

Struggling, Persisting, and Liberating: A Case Study on the Experiences of Future Doctoras in the Midwest. *Mariana G. Martinez, University of Illinois at Urbana-Champaign; Blanca E. Rincon, University of Illinois at Urbana-Champaign; Shantel Martinez, University of Illinois at Urbana-Champaign; Joanna Perez, University of Illinois at Urbana-Champaign*

72.065-2. Mathematics Students Attitudes and Beliefs. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Justin Kelly Dimmel, University of Michigan*

Participants:

Attitudes Toward Technology in Mathematics Learning and Perceived Teacher Practices in Technology Integration Among High School Students in China. *Xiongyi Liu, Cleveland State University; Patrick Wachira, Cleveland State University*

Effects of Math Self-Efficacy on Students' Math Achievement. *Youngsik Seo, University at Buffalo - SUNY*

Is China Shanghai? A Picture of Chinese Students' Math Studies and Achievement. *Haiying Long, Florida International University; Weiguo Pang, East China Normal University; Youqun Ren, East China Normal University*

Mathematics in the Charmed World: Affecting Power and Privilege Through Robotics Play. *Megan Nickels, Illinois State University*

Relating English Language Learners' Mathematics Attitudes to College STEM Degree: A Latent Class Analysis Approach. *Myley Dang, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara*

72.065-3. Student Issues in Higher Education: Race and Gender.

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

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Lisa D. Hobson, Prairie View A&M University*

Participants:

I'm a Black Female Adult Community College Student: Navigating and Resisting Gendered and Racial Microaggressions. *Glennnda M. Bivens, Iowa State University*

Undergraduates' School Satisfaction: Impact of Academic Experience and School Climate of Diversity. *Shuqiong Lin, Texas A&M University - College Station; Timothy R. Salazar, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station*

"No Racism Here": The Internalization of Color-Blind Racist Ideology

Among U.S. and Foreign-Born Black Undergraduates at Two Predominantly White Universities. *Alana C. Butler, Cornell University*

72.065-4. Self-Study in the Intersection of Culture and Gender. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

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

Participants:

Self-Trust in Context: An Autoethnographic Self-Study. *Lesley K. Coia, Agnes Scott College*

In a Different Context: A Feminist Co/Autoethnography of the First Day of Class. *Lesley K. Coia, Agnes Scott College; Monica Taylor, Montclair State University*

The Complexities and Triumphs of Navigating Multiple Worlds as a Mother, First-Generation Hispanic Doctoral Student, and Teacher Educator: A Feminist Chicana Testimonio as Praxis. *Diana Cortez-Castro, The University of Texas - Brownsville*

72.065-5. International Perspectives in Student Motivation. Division C - Learning and Instruction; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Sofie Loyens, University College Roosevelt*

Participants:

Intercultural Differences in Categorization Style: Israeli Jewish and Arab Students Perform Word Sorting Tasks. *Billie Eilam, University of Haifa; Ester Koilis, Intel Corporation*

Measuring Motivation in Young Children: A Comparison of Dutch, Finnish, and Israeli Children. *David L Brody, Efrata College of Education; Esther Scheiner, Efrata College; Mordecai Demri Ben Ari, Efrata College of Education; Yair Tzadok, Efrata College of Education; Geerdina M. Van Der Aalsvoort, Saxion University of Applied Sciences; Janne Lepola, U.S. Department of Education*

Parental Educational Level, Learning Approaches, and Student Achievement: A Comparative Mediation Path Analysis Between the United States and India. *Kathan Dushyant Shukla, University of Virginia; Devasmita Chakraverty, University of Virginia*

Personal Epistemology of Elementary School Students in the United States and Argentina. *Regina Rotshlein, University of Toledo; Florian C. Feucht, University of Toledo; Andres Acher, Martin Luther University Halle Wittenberg; Kristen Porter, University of Toledo; Lindsey Haubert, University of Toledo*

72.065-6. The Interaction of Problem Solving and Learning

Environments. Division C - Learning and Instruction; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Nancy Jo Hamilton, University of Arkansas at Little Rock*

Participants:

Characterizing Student-Generated Inscriptional Forms in the Context of Science News Infographics Authoring. *Engida Hailye Gebre, University of Colorado - Boulder; Joseph L. Polman, University of Colorado - Boulder*

The Affordances of Immediate Feedback in Making and Tinkering Activity: Shifting the Social Organization of Teaching and Learning. *Daniela Krueel DiGiacomo, University of Colorado - Boulder; Kris D. Gutierrez, University of California - Berkeley*

Student Problem-Solving Strategies in Inventing With Contrasting Cases. *Amanda Bell, Vanderbilt University - Peabody College; Melissa Sommefeld Gresalfi, Vanderbilt University*

Instructional Overlay for Collaborative Project-Based Learning. *Minkyoung Kim, Indiana University; Eulho Jung; Charles M. Reigeluth, Indiana University*

From Bumps to Parabolas: Elevating the Everyday in the Discourse of Learning. *Diana J. Arya, University of California, Santa Barbara*

72.065-7. Computational Methods for Qualitative Learning Sciences

Research: Affording Materiality to Text-Based Data. SIG-Learning Sciences; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Bruce Sherin, Northwestern University*

Participants:

Using Text Analysis and Clustering to Reveal Processes of Change in Engineering Knowledge and Innovation. *Taylor Martin, Utah State University; Philip Janisiewicz, The University of Texas - Austin*

Discovering How Language Patterns Evolve in Online Discourse. *Matthew W. Berland, University of Wisconsin - Madison; Benjamin Snyder, University of Wisconsin - Madison*

Interest Generators for Scientific Knowledge Building. *Christina R. Krist, Northwestern University*

Mechanism-Focused Approaches to Studying Student Thinking About Social Policy. *Arthur Hjorth, Northwestern University*

72.065-8. Thinking Anew About School Choice and Competition: Multiple Perspectives and Emerging Avenues for Research. Division L -

Educational Policies and Politics Cosponsored with SIG-Chararters & School Choice; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Benjamin Creed, Michigan State University*

Participants:

Using Subjective Measures to Better Understand How Public Schools Experience Competition: The Case of Nepal. *Priyadarshani Joshi, University of Pennsylvania*

Defining and Evaluating Measures of School Competition: Toward a Theoretically Grounded, Empirically Refined Competition Measure. *Benjamin Creed, Michigan State University*

Market-Like Competition and School Leader Strategy in New Orleans. *Huriya Jabbar, The University of Texas - Austin*

Fourth Time Is the Charm for Washington Charters: Influences of the Federal Government and Elites. *Andrew Saultz, Miami University - Oxford*

72.065-9. The Myth of the Rural Idyll. SIG-Rural Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Erika K Stump, University of Southern Maine*

Participants:

The Human Costs of Fueling Urban America: Youth Homelessness in Rural Communities. *Erin McHenry-Sorber, West Virginia University; Kathleen Provinzano, Drexel University*

School Climate and Risky Behaviors Among Rural Adolescents. *Marissa Green, The Ohio State University - Columbus; Jennifer L. Engelland, Illinois State University; Brenda J. Huber, Illinois State University; Adena B. Meyers, Illinois State University; Renée M. Tobin, Illinois State University*

Socioeconomic Status and Elementary Student Achievement in Rural South Texas. *Frances Ann Martinez-Perez, Freer Independent School District; Lori Kupczynski, Texas A&M University - Kingsville; Marie-Anne Mundy, Texas A&M University - Kingsville*

72.065-10. Taking the Animist Turn in Environmental Education? SIG-Environmental Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Sean Blenkinsop, Simon Fraser University*

Participants:

An Animist Worldview is an Indigenous Worldview. *Shauneen Pete, University of Regina*

Teaching in a World of Active, Communicating More-than-Human Others. *Laura Piersol, Simon Fraser University*

Reanimating our Relationship with the Natural World. *Heesoon Bai, Simon Fraser University*

Am I an Animist? An Auto-Reconnoiter. *Sean Blenkinsop, Simon Fraser University*

Embodying Animism in the Academy. *M.J. Barrett, University of Saskatchewan*

72.065-11. Current Issues in K-12 Music Education. SIG-Music Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Dale E. Bazan, University of Nebraska - Lincoln*

Participants:

Understanding Bullying From Inside the Band Classroom. *Jared R Rawlings, University of Michigan - Ann Arbor*

The Vulnerability of Elementary Arts Programs: A Policy Analysis. *Ryan Shaw, Michigan State University*

On the (Mis)Use of Data in Music Teacher Evaluation. *Mitchell Robinson, Michigan State University*

72.065-12. Issues in Early Childhood Teacher Training and Practice. SIG-

Early Education and Child Development; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm

Chair: *Julia T. Atiles, The University of Missouri-Kansas City*

Participants:

Evolving as Educators: An Examination of Pre-Kindergarten Teachers' Perceptions of "Best Practices" While Enrolled in an Accelerated Teacher Training Program. *Lindsay Portnoy, Hunter College - CUNY; Lacey Elizabeth Peters, Hunter College - CUNY*

Issues of Teaming in Early Childhood Classrooms. *Esther E Marshall, Brigham Young University-Provo; Kendra Hall-Kenyon, Brigham Young University*

What Preservice Students Can Learn About Infant Development and Practice Through Engagement With Primary Caregiving. *Minsun Shin, Montclair State University; Susan L. Recchia, Teachers College, Columbia University; Seung Yeon Lee, Ewha Womans University*

Division and SIG Posters

72.066. Poster Session 16; Poster Session

72.066-1. Teacher Professional Development Poster Session. Division K - Teaching and Teacher Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

1. A Novice Teacher's Development of Reflection and Adaptive Expertise: A Study of Reflection-in-Action. *Jennifer Reichenberg, University at Buffalo - SUNY; Mary B. McVee, University at Buffalo - SUNY*
2. Cambourne's Conditions for Learning as Framework for Teachers' Technological Pedagogical Content Knowledge (TPACK) Acquisition and Application Through Professional Development. *Kathryn Ann Caprino, University of North Carolina - Chapel Hill; Aubrey N. Comperatore, University of North Carolina - Chapel Hill; Mandy Bean, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill*
3. Effects of Teacher Professional Development on Child Learning Outcomes: A Meta-Analysis. *Xin Ma, University of Kentucky; Jianping Shen, Western Michigan University*
4. Empirical Estimates of Changes in Teacher Knowledge Associated With Mathematics Professional Development. *Geoffrey C. Phelps, Educational Testing Service; Shuangshuang Liu, Educational Testing Service; Nathan Jones, Boston University; Benjamin Kelcey, University of Cincinnati*
5. Examining the Impact of Focusing on Core Practices in Teacher Preparation. *Hala N. Ghousseini, University of Wisconsin - Madison*
6. Prompting Reflection on Video Cases of Elementary Mathematics in a Virtual Learning Community. *Shereen Oca Beilstein, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois*
7. Reflections of New Teacher Efficacy in Pedagogical Practice Dilemmas Related to Justice and Equity in 21st-Century Schools. *Ritsa Mallous, Santa Fe College; Harriet Able, University of North Carolina - Chapel Hill*
8. Reflexive Teaching for English Learners: Using Action Research Tools in ESL and Bilingual University Courses. *Ambareen Nasir, University of Illinois at Chicago; Joseph C. Rumenapp, Judson University; Beverly L. Troiano, University of Illinois at Chicago*
9. Shifting Pedagogy in a Civics Classroom: A Design-Based Implementation Research Exploration Into Project-Based Learning Strategies. *Carol Margaret Adams, University of Washington; Jane C Lo, University of Washington - Seattle; Alexandra Goodell, University of Washington - Seattle*
10. Systematic Descriptions of Mathematics Professional Development Interventions: A Synthesis Study. *Kwang Suk Yoon, American Institutes for Research; Paola Sztajn, North Carolina State University*
11. Teacher Professional Development for a Mobilized Science Curriculum: A Case Study of Teacher Changes in Singapore. *Mi Song Kim, University of Western Ontario; Chee-Kit Looi, National Institute of Education - Nanyang Technological University; Sun Daner*
12. Teachers' Pedagogical Knowledge: Does It Relate to Instructional Quality and Students' Learning Outcomes? *Gerlinde Lenske, University of Koblenz-Landau; Detlev Leutner, University of Duisburg-Essen; Joachim Wirth, Ruhr University Bochum; Hubertina Thillmann, Ruhr University Bochum*
13. The Difference One Student Makes! The Impact of Tutoring on Perspectives and Practices of Teachers. *Sandra M. Webb, Georgia*

College & State University

14. Transitioning Classrooms From Whole-Group to Small-Group Teaching. *Tasha R. Wyatt, University of Hawaii - Manoa; Elizabeth Brook Chapman de Sousa, University of Hawaii*
15. What Types of Schools and Teachers Improve Students' Character Skills? *Seth Gershenson, American University; Michael S. Hayes, American University; Katie Vinopal, American University*

72.066-2. Poster Session: Practical Issues in Measurement. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

16. Building a Learning Progression for Scientific Imagination: A Measurement Perspective. *Chia-chi Wang, National Sun Yat-Sen University; Hsiao-Chi Ho, National Sun Yat-Sen University; Ying-Yao Cheng, National Sun Yat-Sen University*
17. Cut Points and Item Grouping for Classification Accuracy in Three-Parameter Logistic (3-PL) Computerized Adaptive Tests. *Che-Ming Allen Lau, Pearson; Marc Johnson, Pearson*
18. Detecting Rater Effects in Writing Assessment: A Multilevel Modeling Approach. *Mihaela Ene, University of South Carolina; Robert L. Johnson, University of South Carolina; Edward W. Wolfe, Pearson*
19. Dimensionality Assessment in Factor Analysis: An Empirical Kaiser Criterion. *Johan Braeken, University of Oslo; Marcel van Assen, Tilburg University*
20. Enhance Classification Accuracy in Computerized Adaptive Testing via Test Administration Algorithm. *Jie Lin, Pearson; Che-Ming Allen Lau, Pearson*
21. Exploring the Effects of Rater Linking Designs and Rater Fit on Achievement Estimates Within the Context of Music Performance Assessments. *Stefanie Anne Wind, Georgia Institute of Technology; Brian Wesolowski, University of Georgia - Athens; George Engelhard, University of Georgia*
22. Modeling the Latent Structure of Rosenberg's Self-Esteem Scale: Combining Continuous and Categorical Variables. *Isa Steinmann, University of Dortmund; Rolf Strietholt, University of Dortmund*
23. The Conception of Test Validity and Methods Used to Gather Validity Evidence. *Michel Rousseau, Université du Québec - Trois-Rivières; Tristan Milot, Université du Québec à Trois-Rivières*
24. Understanding When and Why Elementary Students Change Their Answers to Multiple-Choice Items. *Ruth A. Childs, University of Toronto - OISE; Susan Elgie, Government of Ontario; Tian Tang, University of Toronto - OISE; Amanda K. Ferguson, University of Toronto - OISE*

72.066-3. Instructional Technology SIG Poster Session. SIG-Instructional Technology; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

25. A Case Study of Three Educational Technology Graduate Programs and Their Responses to Technological Change. *Kristen Alicia Sosulski, New York University*
26. Beware the Idiosyncrasies, or, Why Universal Learning Analytics Solutions May Fail. *Dirk Ifenthaler, University of Mannheim; Chath Widanapathirana*
27. Facilitated Versus Nonfacilitated Case Discussions: Comparing Differences in Problem Space Coverage. *Peggy A. Ertmer, Purdue University; Adrie A Koehler, Purdue University*
28. Facilitating Students' Individual and Collective Knowledge Construction Through Microblogs. *Ingvill Rasmussen, University of Oslo; Åste Hagen, University of Oslo*
29. Simulation-Based Evaluation of Learning Sequences for Instructional Technologies. *John E. McEaney, Oakland University*
30. Task-Specific and Global Scaffolds of Social Interaction in Computer-Supported Collaborative Problem Solving: Results of a Usability Study. *Pasha Antonenko, University of Florida; Kent J. Crippen, University of Florida; Lauren Eutsler, University of Florida; Jason Nichols, Oklahoma State University*
31. Technology Versus Teachers in Early Literacy Classrooms: Who Is the More Knowledgeable Other? *Rebecca Putman, Texas Christian University*
32. The Effects of Goal Instructions and Source Representation on College Students' Evidence Quality, Reasoning, and Conceptual Integration in Argumentation-Based Inquiry. *So Mi Kim, University of Missouri -*

Columbia

33. The Influence of the Computer on Third-Grade Primary School Students' Collaborative Skills and Performance in a History Lesson. *Antri Tsaggari, Charoula M. Angeli, University of Cyprus*

72.066-4. Emerging Trends and Issues in Immersive Environments for Learning. SIG-Applied Research in Immersive Environments for Learning; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

34. Augmented Reality-Enhanced Field Trips for Ecosystem Science. *Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard Graduate School of Education; Michael Shane Tutwiler, Harvard University; Meredith Thompson, Harvard University; Helen Poldsam; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University*
35. Examination of Virtual Lesson Engagement of Preservice Teachers. *Trina J. Davis, Texas A&M University - College Station; Gerald Kulm, Texas A&M University; Salvatore Enrico Paolo Indigine, Texas A&M University; Ayse Tugba Oner, Texas A&M University; Nickolaus Alexander Ortiz, Texas A&M University*
36. How Being in Flow Affects Engagement, Immersion, and Learning: An Empirical Study in Game-Based Learning Environments. *Juho Hamari, Game Research Lab; David J. Shernoff, Rutgers University; Elizabeth Rowe, TERC; Brianno D. Collier, Northern Illinois University; Jodi Asbell-Clarke, TERC; Teon Edwards, TERC*
37. New-Age Statistics Education: Leveraging Mobile Augmented Reality for Creating Collaborative, Problem-Based Learning Experiences. *Quincy Conley, Boise State University*

72.066-5. Society, Culture, and Change Poster Session. Division J - Postsecondary Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

38. Designing a Curriculum in Professionalism and Social Responsibility for Doctor of Physical Therapy Education. *Allison Guerin, University of California - San Francisco*
39. Exploring the Role of Work Ethic in Educating Students for the 21st-Century Workforce. *Amanda Oleson, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison*
40. Pathways or Parallel Lines? The (Absent) Discourse on K-12 Policy Initiatives in Higher Education Research. *Carrie Elizabeth Miller, University of California - Los Angeles; Abigail Kiyoko Bates, University of California, Los Angeles*
41. The Increasing Role of For-Profit Colleges in the San Francisco Bay Area. *Michael W. Kirst, Stanford University; W. Richard Scott, Stanford University; Manuelito Biag, Stanford University; Brian Holzman, Stanford University*
42. Discriminating Chicken: A Critical Discourse Analysis of Institutional Responses to the Chick-fil-A Debate. *Jonathan Thomas Pryor, University of Missouri*
43. Hunger in Higher Education: Examining Food Insecurity Among Low-Income College Students in Wisconsin. *Minhuyen Mai, University of Wisconsin - Madison*
44. Participatory Action Research Experiences for Undergraduates. *Laura B. Sample McMeeking, Colorado State University; Andrea Weinberg, Colorado State University; Kathryn Boyd, Colorado State University - Fort Collins*
45. The Big Reveal: How Generational Status Influences Educational Experience. *Clyde Henry Lewis, Lawrence Berkeley National Laboratory*
46. The Gender Gap Among Recent Liberal Arts College Graduates: Why Women Have Lower Pay, Job Prestige, and Benefits. *Serena Hinz, Vanderbilt University; Allison Hurst, Furman University; Debbie M Warnock, University of Louisville*

72.066-6. Questions About Students, Teachers, and Learning in Global Classrooms. SIG-International Studies; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

47. A Case Study of Teachers' Views on New First-Grade Curriculum Implementation in Turkey. *Duygu Cetin-Berber; Maria D. D. Vasquez-Colina, Florida Atlantic University*
48. An Emerging Paradigm: A Critique of Ideology in the Creation of a

Global Education Major. *Melanie Agnew, University of Wisconsin - Whitewater; Lucinda G. Heimer, University of Wisconsin - Whitewater; Katy E. Heyning, University of Wisconsin - Whitewater*

49. Education for Sustainable Development at a "Green" School in China: A Survey of Teachers' Concerns. *Forrest W. Parkay, Washington State University; Mei Wu, Yunnan University; Paul E. Pitre, Washington State University North Puget Sound at Everett*
50. Examining Jamaican Teachers' Global Perspectives: Prospects for Vision 2030 Jamaica. *Flavia E. Juspa, Florida International University; Sarah A. Mathews, Florida International University; George R. Dawkins, Shortwood Teachers' College*
51. Mobility to South Africa: Institutional Differences and Impact. *Jenny J. Lee, The University of Arizona; Chika Trevor Sehoole, University of Pretoria*
52. Teachers' Working Conditions: International Comparisons Using the Organisation for Economic Co-operation and Development Teaching and Learning International Survey and PISA (Programme for International Student Assessment) Data. *Motoko Akiba, Florida State University; Guodong Liang, Community Training and Assistance Center (CTAC)*

72.066-7. Division D Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

53. Investigating Responses and Missingness Using Item Response Tree Models: Illustration With Empirical Data. *Seohyun Kim, University of Georgia; Zhenqiu Lu, University of Georgia; Allan S. Cohen, University of Georgia*

72.066-8. Division D Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

54. Using Generalizability Theory to Explore the Trustworthiness of Survey Data From an International Development Evaluation. *Fen Fan, University of Massachusetts - Amherst; Louise M. Bahry, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts; Lisa A. Keller, University of Massachusetts - Amherst*

72.066-9. Surrounded by Science: Informal Learning in Museums, Media, and After-School and Everyday Contexts. SIG-Informal Learning Environment Research; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

55. Chemistry Research in the News: The Effect of Described Limitations on Public Understanding. *Mike Hands, Purdue University; Gabriela C. Weaver, Purdue University*
56. Cool Science: A Report on Project Impacts Upon Formal and Informal Audiences. *David S. Lustick, University of Massachusetts - Lowell; Jill Hendrickson Lohmeier, University of Massachusetts - Lowell; Robert Chen, University of Massachusetts - Boston*
57. Data Visualization Literacy of Youth and Adult Science Museum Visitors. *Katy Borner, Indiana University - Bloomington; Russ Balliet, Indiana University - Bloomington; Adam V. Maltese, Indiana University; Stephen Miles Uzzo, New York Hall of Science*
58. Impact of Participating in a Family Science Night Event on Adults' Perceptions of Children. *Karen L. Yanowitz, Arkansas State University; Debbie L. Hahs-Vaughn, University of Central Florida*
59. Serendipitous Engagement in Science: A Family Ethnographic Study. *Dana Vedder-Weiss, Ben Gurion University of the Negev*
60. The Importance of Quality in Out-of-School Science Programming. *Tamara Wilder Linkow, Abt Associates Inc.; Alina Martinez, Abt Associates Inc.*
61. Thinking Outside the School Box: Children's Services at Public Libraries. *Deanne W. Swan, Institute of Museum and Library Services*
62. Maker Booths, Stations, and Workshops in a Science Center: Materials, Supports, and Family Interactions in Pop-Up Makerspaces. *Yasmin B. Kafai, University of Pennsylvania; Barrie Adleberg, University of Pennsylvania; Karen J. Elinich, The Franklin Institute; Orkan Telhan, University of Pennsylvania*

Monday, 12:25 pm

Governance Meetings and Events

- 73.001. AERA 2016 Annual Meeting Program Committee: Closed Meeting.** AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Gold Coast; 12:25-3:00pm
Chairs: *Jeannie Oakes, University of California - Los Angeles; Kevin G. Welner, University of Colorado - Boulder; Michelle Renee, Brown University*

Presidential Sessions

- 73.010. Culture, Language, and the Politics of Forgetting: Beyond Restrictive Language Policies in Education.** AERA Presidential Session; Invited Speaker Session

Hyatt, East Tower - Gold Level, Grand EF; 12:25-1:55pm
Chair: *Ruben Donato, University of Colorado - Boulder*
Participant: *Antonia Darder, Loyola Marymount University*
Discussant: *João Menelau Paraskeva, University of Massachusetts*

- 73.011. Film Expo: Miss Chinatown USA.** AERA Presidential Session; Invited Speaker Session

Sheraton, Second Level, Michigan B; 12:25-1:55pm
Chairs: *Jonathan I Gayles, Georgia State University; Kathy Huang, The Huang Films*

- 73.012. Sylvia Wynter: On Being Human as Praxis.** AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency AB; 12:25-1:55pm
Chair: *Katherine McKittrick, Queens University, Kingston Ontario*
Participants:
Sylvia Wynter and Education as the Praxis of Human Freedom. Joyce E. King, Georgia State University
Performing the Human: *Sylvia Wynter's Maskerade, a Jonkonnu Musical Play. Sandra Richards, Northwestern University*
Conversations with Sylvia Wynter. *Katherine McKittrick, Queens University, Kingston Ontario*
Claiming the Flesh: *Wynter's Political Physiology. Alexander Weheliye, Northwestern University*
Discussant: *Rinaldo Walcott, University of Toronto*

- 73.013. The Paradox of Pursuing the American Dream for Immigrant Students and Families.** AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency C; 12:25-1:55pm
Chair: *Bic H. Ngo, University of Minnesota*
Participants:
Undocumented Immigrants Navigating Education and Citizenship. William Perez, Claremont University - Claremont Graduate University
Joining the African Diaspora: African Immigrants and Refugees and the Politics of Becoming "Black" in North America. Awad Ibrahim, University of Ottawa
Who Is in the Classroom Now? Teacher Preparation and the Education of Immigrant Children. A. Lin Goodwin, Teachers College, Columbia University
Drawing Lines in the Sand: Immigrant-Origin Children and the Politics of Language. Guadalupe Valdés, Stanford University
Racialization and the Process of Becoming "Americans." Stacey J. Lee, University of Wisconsin - Madison
Discussant: *Carola Suarez-Orozco, University of California - Los Angeles*

Committee Sessions

- 73.014. Division G Fireside Chat. Justice for Whom? Building Research and Praxis Capacities Committed to Educational Justice in Our Schools, Neighborhoods, and Communities and in the Academy.** Graduate Student Council Cosponsored with Graduate Student Council, Division G - Social Context of Education; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 12:25-1:55pm
 Chairs: *Sakeena G. Everett, Michigan State University; Adeyanju O. Odotola, Clemson University*
 Speakers: *Keisha L. Green, University of Massachusetts - Amherst; Christopher Emdin, Teachers College, Columbia University; Kevin Kumashiro, University of San Francisco; Erika C. Bullock, The University of Memphis; Linda T. Smith, The University of Waikato; David O. Stovall, University of Illinois at Chicago; Dolores Delgado Bernal, University of Utah*

Division Sessions

73.015. Innovative Leadership Preparation Programs: Processes and Practices to Facilitate Leader Development. Division A - Administration; Paper Session

Swissotel, Event Centre First Level, Zurich AB; 12:25-1:55pm

Chair: *Marla Susman Israel, Loyola University Chicago*

Participants:

Tracing the Evolution of Role Conceptualization and Leader Identity Development Among Urban School Principals in Training: A Longitudinal Study. *David Mayrowetz, University of Illinois at Chicago; Anne Hutchinson, University of Illinois at Chicago; Michelle McKenna Shabaker, University of Illinois at Chicago; Shelby A. Cosner, University of Illinois at Chicago; Samuel Paul Whalen, University of Illinois at Chicago; Lisa Walker, University of Illinois at Chicago; Martha Hebert, University of Illinois at Chicago*

A Data-Gathering System Valuing Multiple Ways of Learning and Leading Across the Principal Preparation Continuum. *Marla Susman Israel, Loyola University Chicago; Susan P Sostak, Loyola University Chicago; Michael J. Boyle, Loyola University Chicago; Tania Ann Rempert, University of Illinois; Felicia Stewart, Loyola University Chicago*

Leadership Preparation in an Era of School Turnarounds: The Promise of University/District Partnership Programs. *Chad Lochmiller, Indiana University; Daniel Reyes-Guerra, Florida Atlantic University; Colleen Chesnut, Indiana University - Bloomington; Molly Stewart, Indiana University - Bloomington*

Outstanding Innovations in Educational Leadership Preparation. *Stephen P. Gordon, Texas State University-San Marcos; John A. Oliver, Texas State University-San Marcos; Rachel Solis, Texas State University*

A Critical Conversation: Cultivating Socially Just Leaders. *Roderick Jones, University of South Florida; Angela C Passero, University of South Florida; Karen Ramlackhan, University of South Florida; Pakethia Harris, University of South Florida; Heather McConnell; Adrian Anthony, University of South Florida; Jennifer Rinck, Pasco County Schools; Michael Bailey, University of South Florida*

Discussant: *Jane Clark Lindle, Clemson University*

73.016. Mobility and Stability and the Principal's Well-Being. Division A - Administration; Paper Session

Swissotel, Lucerne Level, Alpine II; 12:25-1:55pm

Chair: *Crystal Machado, Indiana University of Pennsylvania*

Participants:

Health of School Leaders: Findings From a 2012 Study in Germany, Austria, Switzerland, and Liechtenstein. *Stephan Gerhard Huber, University of Teacher Education Zug; Selin Kilic, Institute for the Management & Economics of Education; Christine Wolfram, Institute for the Management & Economics of Education*

A Dream Attained or Deferred? An Examination of the Production and Placement of Latino Administrators. *Emily R. Crawford, University of Missouri - Columbia; Ed Fuller, The Pennsylvania State University; Heather Bennett, The Pennsylvania State University; Chi Nguyen, The Pennsylvania State University*

An Analysis of the Educational Leadership Faculty Job Market. *Jayson W. Richardson, University of Kentucky; Ericka Hollis, University of Kentucky*

What Factors Affect Principal Mobility and Departure? An Analysis of the 2007-2008 Schools and Staffing Survey and 2008-2009 Principal Follow-Up Survey. *Rui Yan, University of Utah; Yongmei Ni, University of Utah*

Bright Lights, Big Cities: How Generation X Women School Leaders in New York, Toronto, and London Are Configuring Leadership, Life, and Family. *Karen E. Edge, UCL Institute of Education - London*

Discussant: *Ellen W. Eckman, Marquette University*

73.017. Educational States of Suspension: Tinkering and Hacking.

Division B - Curriculum Studies; Symposium

Hyatt, West Tower - Gold Level, New Orleans; 12:25-1:55pm

Chair: *Daniel Friedrich, Teachers College, Columbia University*

Participants:

Tinkering With the Test: Rethinking Education Beyond Learning. *Tyson E. Lewis, University of North Texas*

Hacking as a Democratic Suspension. *Daniel Friedrich, Teachers College, Columbia University*

Reimagining Use and Uselessness in Education. *Alyssa D. Niccolini, Teachers College, Columbia University; Maya R. Pindyck, Teachers College, Columbia University*

Hack Like a Champion: Hacking Lemov. *Lauren Gatti, University of Nebraska - Lincoln; Daniel Friedrich, Teachers College, Columbia University*

Talking Tinkering: Dehiscence, Discussion, and Suspension. *David Backer, Cleveland State University*

Discussant: *Jan Masschelein, Katholieke Universiteit Leuven*

73.018. The Politics of Wisdom and the Politics of Knowledge: The Contemplative Turn in the Curriculum. Division B - Curriculum Studies; Symposium

Hyatt, East Tower - Gold Level, Columbus AB; 12:25-1:55pm

Chair: *Bernadette M. Baker, University of Wisconsin*

Participants:

The Wisdom of "Basic Goodness" and Contemplative Practice: Implications for Ethics and Social/Environmental Justice Education. *Heesoon Bai, Simon Fraser University; Jing Lin, University of Maryland - College Park*

Exploring Virtue and Its Connection to Knowledge and Creativity. *Dr. Tom E. Culham, The University of British Columbia*

Cultivating Virtue as a Practice of Freedom. *Robert James Hattam, University of South Australia; Bernadette M. Baker, University of Wisconsin*

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

The Wisdom Behind Mindfulness-Based Curricular "Interventions." *Oren Ergas, Hebrew University of Jerusalem*

Discussant: *Daniel P. Barbezat, Amherst College*

73.019. Enhancing Achievement and Creativity via Technology. Division C - Learning and Instruction; Paper Session

Sheraton, Second Level, Colorado; 12:25-1:55pm

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

Participants:

Do Educational Technology Products Improve Mathematics Outcomes of Students in Grades 7 and 8? *Soojeong Jeong, Utah State University; Taylor Martin, Utah State University; Sarah Jane Harris-Brasiel, Utah State University*

Improving Early Math Learning With Technology: The Role of Professional Development. *Courtney King Blackwell, Northwestern University; Naomi Hupert, Education Development Center, Inc.; Carlin Llorente, SRI International; Savitha Moorthy, SRI International*

Make and Play for Learning: Computational Thinking and Participation in High School Students' Collaborative Design of Augmented Board Games. *Veena Vasudevan, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania*

Understanding Achievement Emotions in Synchronous Hybrid Learning Environments: A Longitudinal Test of Control-Value Theory. *Nikolaus Theodor Butz, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Reinhard Pekrun, University of Munich*

Discussant: *Ellen W. Eckman, Marquette University*

73.020. Examinations of the Construct of Challenge: Readers, Texts, and Tasks. Division C - Learning and Instruction; Working Group Roundtable

Hyatt, West Tower - Bronze Level, Water Tower; 12:25-1:55pm

Chair: *Elfrieda H. Hiebert, TextProject*

Participants:

Does Text Challenge Level Matter? A Research Synthesis. *Steven J. Amendum, University of Delaware; Kristin Conradi, North Carolina State University*

How Do Text and Task Interact to Form Complexity? *John P. Sabatini, ETS; Tenaha P. O'Reilly, ETS; Laura Halderman, Educational Testing*

Service

Investigating Effects of the Complexity of Leveled Texts on Student Comprehension. *Yukie Toyama, University of California - Berkeley; Alexandra N. Spichtig, Reading Plus/Taylor Associates*
Examining Beginning Readers' Word Knowledge: What's Easy? What's Hard? *Rick Chan Frey, Mustard Seed N.D.C.; Elfrieda H. Hiebert, TextProject*

73.021. Measuring, Predicting, and Assessing Student Learning via Technology. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Missouri; 12:25-1:55pm

Chair: *Mahnaz Moallem, University of North Carolina - Wilmington*

Participants:

Application and Assessment of Multimedia E-Book Instruction and Learning. *Woori Kim, Purdue University*
Learning Analytics to Explore the Learner Participation in Discussion of a Massive Open Online Course. *Ji Yae Bong, Florida State University; Vanessa Paz Dennen, The Florida State University*
Making Sense of Big Data From Classroom Assessments: Teacher Case Studies and Facets-Based Physics Assessments. *Brian D. Gane, University of Illinois at Chicago; Chiaka Okoroh, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; Jim Minstrell, FACET Innovations*
Toward Performance Prediction Using In-Game Measures. *Sylvester Arnab, Coventry University; Odafe Imiruaye, Coventry University; Fotis Liarokapis, Masaryk University; Gemma Tombs, Coventry University; Petros Lameris, Coventry University; Angel Serrano-Laguna, Universidad Complutense de Madrid; Pablo Moreno-Ger, Universidad Complutense de Madrid*
Using Social Network Analytics to Provide Feedback on Course Discussion: Learner Preferences and Reactions. *Vanessa Paz Dennen, The Florida State University*

73.022. Asking Queer(er) Questions: Using Queer Scholarship to Reshape Qualitative Educational Research. Division D - Measurement and Research Methodology; Symposium

Marriott, Sixth Level, Northwestern/Ohio State; 12:25-1:55pm

Chair: *Janet L. Miller, Teachers College, Columbia University*

Participants:

Scavenging for Data: Queering Educational Research. *Catherine A. Lugg, Rutgers University; Jason Murphy, Rutgers University*
Queer, Quotidian, and Questioning in Global Times: Engaging Hybrid Identities and Cultures in Education. *Nina Asher, University of Minnesota - Twin Cities*
The Practice of Radical Love: Queer Theology as Pushing Methodological Boundaries in Qualitative Educational Research. *Reta Ugena Whitlock, Kennesaw State University*
Queering a Tempered Social Justice Discourse in Educational Research: Alternate Possibilities for Qualitative Inquirers. *Michael Patrick O'Malley, Texas State University; Colleen A. Capper, University of Wisconsin - Madison*

Discussant: *Janet L. Miller, Teachers College, Columbia University*

73.023. Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers. Division D - Measurement and Research Methodology; Symposium

Marriott, Sixth Level, Purdue/Wisconsin; 12:25-1:55pm

Chair: *Maria Teresa Tatto, Michigan State University*

Participants:

The Development and Assessment of Mathematical Teaching Expertise: Educational and Scientific Importance of the Study. *Maria Teresa Tatto, Michigan State University; Mark D. Reckase, Michigan State University; Michael C. Rodriguez, University of Minnesota; Kiril Bankov, University of Sofia; Wendy M. Smith, University of Nebraska - Lincoln*
Novice Teachers' Mathematical Knowledge for Teaching: Conceptualizing, Measuring, and Reporting on Pilot Results. *Kiril Bankov, University of Sofia; Michael C. Rodriguez, University of Minnesota*
Conceptualizing and Measuring Opportunities to Learn and the Contexts of Teaching. *Michael C. Rodriguez, University of Minnesota; Maria Teresa Tatto, Michigan State University*
Novice Mathematics Teachers' Enacted Practices: Developing an Observation Protocol to Use in International Settings. *Wendy M. Smith, University of Nebraska - Lincoln; Maria Teresa Tatto, Michigan State*

University

Conceptualizing and Measuring Teaching Quality and Effectiveness. *Mark D. Reckase, Michigan State University; Maria Teresa Tatto, Michigan State University; Michael C. Rodriguez, University of Minnesota*
Discussants: *Robert E. Floden, Michigan State University; Paul F. Conway, University of Limerick*

73.024. Reifying and Redefining Gender Roles in Higher Education and Beyond. Division F - History and Historiography; Paper Session

Swissotel, Lucerne Level, Lucerne II; 12:25-1:55pm

Chair: *Linda M. Perkins, Claremont Graduate University*

Participants:

Embodiment of the Southern Gentleman: Exploring Constructions of Masculinity Through Celebration of the Confederacy. *C. Rose Nelson, Stanford University*
Explaining Male Participation in the Biological Sciences, 1976-1986: Deferment and Its Aftermath. *Michael P Mastroianni, University at Albany - SUNY*
Overcoming Challenges in a Male-Dominated Leadership Field: A Historical Examination of School Administration. *Nicole A. Spencer, University of Missouri*
A Fair Chance For the Girls?: Discourse On Women's Health and Higher Education in Late 19th Century America. *Tiffany Lee Tsang, University of California - Los Angeles*

Discussant: *Linda M. Perkins, Claremont Graduate University*

73.025. Access for All? Preservice Teachers' Sources of Knowledge and Instructional Decisions for English Language Learners. Division G - Social Context of Education; Symposium

Marriott, Fifth Level, Kansas City; 12:25-1:55pm

Chair: *Ester J. de Jong, University of Florida*

Participants:

A Comparative Analysis of Conceptions of the Knowledge Base for Mainstream Teachers of English Language Learners. *Tamara F. Lucas, Montclair State University; Adrian D. Martin, Montclair State University; Cyrene Crooms, Montclair State University*
Preservice Teachers' Conceptualizations of Teaching English Language Learners. *Ester J. de Jong, University of Florida; Sultan Turkan, ETS*
Pedagogical Language Knowledge Development Among Preservice Single- and Multiple-Service Teachers: Sources of Knowledge. *Tomas Galguera, Mills College*
Instructional Decision Making in an English Language Learner Endorsement Program: Centralizing Knowledge About Students. *Lisa Pray, Vanderbilt University; Shannon Mary Daniel, Vanderbilt University - Peabody College*

Discussant: *Christian J. Faltis, University of California - Davis*

73.026. English Learner Access to Core Content: Critically Examining Linguistic Stratification in Schools. Division G - Social Context of Education; Symposium

Hyatt, West Tower - Bronze Level, Buckingham; 12:25-1:55pm

Chair: *Ilana Marice Umansky, Stanford University*

Participants:

The Consequences for Access to Core Curriculum of Continuing English Learner Status in Secondary School. *Peggy Estrada, University of California - Santa Cruz; Haiwen Wang, SRI International*
The Impact of English Learner Status on Academic Course-Taking. *Ilana Marice Umansky, Stanford University*
What Blocks the Gate? Exploring Current and Former English Learners' Math Course-Taking in Secondary School. *Karen D. Thompson, Oregon State University*
Why Even High-Achieving English Learners Do Not Always Go to Four-Year Colleges. *Yasuko Kanno, Temple University*
Undermatched? School-Based Linguistic Status, College-Going, and the Immigrant Advantage. *Rebecca M. Callahan, The University of Texas - Austin; Melissa H. Humphries*

Discussant: *Adam Gamoran, William T. Grant Foundation*

73.027. Race, Discourse, and Justice: Making Intelligible the Unconscious of Structural White Supremacy in Education. Division G - Social Context of Education; Symposium

Marriott, Sixth Level, Lincolnshire; 12:25-1:55pm

Chair: *Zeus Leonardo, University of California - Berkeley*

Participants:

Race and Critical Hermeneutics: Toward a Racial Conflict Theory of Interpretation. *Ricky Lee Allen, University of New Mexico*
 White Skin, Black Friend: A Fanonian Application to Theorize Racial Fetish in Teacher Education. *Cheryl E. Mattias, University of Colorado - Denver*

White Immunity: Working Through the Pedagogical Pitfalls of "Privilege." *Nolan L. Cabrera, The University of Arizona*
 Neighborhood Schools: Contradictory Spaces of Disenfranchisement and Hope. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington*

Discussant: *Mark Giles, The University of Texas - San Antonio*

73.028. Early-Warning Indicators and Indicators of Success. Division H - Research, Evaluation and Assessment in Schools; Paper Session
 Marriott, Fourth Level, Clark; 12:25-1:55pm

Chair: *Kecia L. Addison, Montgomery County Public Schools*

Participants:

Predictors of Dropout Status for Eighth- and Ninth-Grade Students in a Large School District. *Jonathan Darrell Rollins, University of North Carolina - Greensboro; Marty Ward, Winston-Salem - Forsyth County Schools*

Effects of an Early-Warning Indicator and Intervention System on Student Engagement. *Marcia H. Davis, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University; Marc L. Stein, Johns Hopkins University*

The Influence of Student Mobility on High School Graduation: A Statewide Study. *Lavetta Ross, Freehold Regional School District; Christopher H. Tienken, Seton Hall University*

Mentoring Students Back on Track to Graduation: Program Results From Five Communities. *Martha Abele Mac Iver, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Sarah Naeger, Johns Hopkins University; Emily Clark*

73.029. Systematizing Formative Assessment for English Learners: Teacher Change and Student Academic Language Outcomes.

Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott, Fifth Level, Denver/Houston; 12:25-1:55pm

Chairs: *Patricia A DiCerbo, The George Washington University; Mikyung Kim Wolf, ETS*

Participants:

Improving Teaching and Learning in Middle School English Learner Classrooms: A Usability Case Study of Formative Assessment. *Jane R. Shore, ETS; Mikyung Kim Wolf, ETS*

Teacher Adoption of Language Learning Progressions: First Signs of Impact on Language Development in Students With Diverse English Language Experiences. *Alison L. Bailey, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Margaret Heritage, WestEd*

Supporting Bilingual Teachers' Use of Formative Assessments in Their Spanish Literacy Instruction. *Georgia E. Garcia, University of Illinois at Urbana-Champaign*

Reshaping Teacher Practice Through Close Reading Formative Assessment Tasks. *Patricia A DiCerbo, The George Washington University; Keira Gebbie Ballantyne, The George Washington University; Charlene Rivera, The George Washington University*

Discussant: *Jan Lanier, Tennessee Department of Education*

73.030. Workplace Learning: Blurring Classroom and Practice Boundaries. Division I - Education in the Professions; Symposium
 Sheraton, Ballroom Level, Sheraton III; 12:25-1:55pm

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

Participants:

Workplace Learning: A Model for Exploring Learning Through Participation. *Bridget Colleen O'Brien, University of California - San Francisco*

Learning for Practice: Early, Integrated Workplace Experiences Matter. *Gail M. Jensen, Creighton University; Elizabeth Mostrom, Central Michigan University; Jan Gwyer, Duke University; Laurita Hack, Temple University; Terrence Nordstrom, Samuel Merritt University*

Learning Through Practice: Navigating Complexity, Care, and Competence. *Elizabeth Mostrom, Central Michigan University; Gail M. Jensen, Creighton University; Terrence Nordstrom, Samuel Merritt University; Laurita Hack, Temple University; Jan Gwyer, Duke*

University

Investigation into Physical Therapy Students' Interprofessional Experiences During an Eight-Week Clinical Clerkship: Qualitative Study. *Amber Fitzsimmons, University of California San Francisco*
 Discussant: *Pamela L. Grossman, University of Pennsylvania*

73.031. Affirmative Action and Intercollegiate Athletics: Historical and Contemporary Issues of Equity in College Sports. Division J -

Postsecondary Education; Invited Speaker Session
 Swissotel, Event Centre First Level, Zurich D; 12:25-1:55pm

Chairs: *Lori D. Patton, Indiana University; Derek M. Van Rhee, University of California - Berkeley*

Speakers: *Robin L. Hughes, Indiana University - Indianapolis; Lydia F. Bell, National Collegiate Athletic Association; Shaun R. Harper, University of Pennsylvania; Eddie Comeaux, University of California - Riverside; Joy Blanchard, Florida International University; Joy Gaston Gayles, North Carolina State University*

Discussants: *Kristina Navarro, University of Wisconsin; Molly Christina Ott, Arizona State University*

73.032. Educational Policy Reform and Issues of Justice. Division J -

Postsecondary Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 3; 12:25-1:55pm

Chair: *Jennifer Rippner, University of Georgia*

Participants:

Higher Education State Funding Indicators: Investigating Their Lagged Effects on Growth. *Ronald H. Heck, University of Hawaii - Manoa; Scott L. Thomas, Claremont Graduate University*

Quality, Value, and Justice in Higher Education: Engaging the Postsecondary Institutions Rating System. *Ray Franke, University of Massachusetts - Boston; Gerardo Blanco Ramirez, University of Massachusetts Boston*

Texas Legislator Representation and State Appropriations to Public Postsecondary Institutions in Austere Times. *Christopher Russell Marsicano, Vanderbilt University - Peabody College; Jason A. Grissom, Vanderbilt University; Gingle Lee, The Education Trust*

Toward a New Model of Student Debt Aversion and Tolerance: Evidence From English Higher Education. *Steven Jones, The University of Manchester*

Discussant: *Eboni M. Zamani-Gallaher, University of Illinois at Urbana-Champaign*

73.033. Financial and Socioeconomic Factors Affecting College Student Success. Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich E; 12:25-1:55pm

Chair: *Adrian H. Huerta, University of California - Los Angeles*

Participants:

Exploring the Influence of Socioeconomic Status and Involvement on Educational Expectations. *Marjorie L. Dorime-Williams, Baruch College - CUNY*

Navigating Financial Aid Black Students at a Predominately White Institution. *Antar Akari Tichavakunda, University of Southern California*

The Third Shift: Underserved Students' Demonstration of Strategic Success and Cultural Competency in Home, Work, and Academically Rigorous College Environments. *De'Sha Shantrell Wolf, Portland State University*

When Ability Cannot Be Blamed: Factors Associated With Degree Completion for High-Achieving Low-Income Students. *Sylvia Hurtado, University of California - Los Angeles; Adriana Ruiz Alvarado, University of California - Los Angeles; Theresa Jean Stewart, University of California - Los Angeles*

Discussant: *Rachelle Winkle-Wagner, University of Wisconsin*

73.034. Organizational Leadership for Social Change. Division J -

Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich F; 12:25-1:55pm

Chair: *Johnny D. Jones, Little Priest Tribal College*

Participants:

Institutional Logics as Resource: University Advocacy for Undocumented Immigrant Students. *Cassie L. Barnhardt, The University of Iowa; Kimberly Ann Reyes, University of Michigan - Ann Arbor; Angela Vidal-Rodriguez, Northeastern Illinois University*
 Integrating Equity-Focused Change Efforts in Higher Education. *Keith*

Witham, Temple University; Cheryl Dy Ching, University of Southern California; Alicia C. Dowd, University of Southern California

Leadership for Transformative Change: Lessons From Technology-Based Reform in Broad-Access Colleges. *Serena Klempin, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University; Hoori Santikian Kalamkarian, Community College Research Center; Jeffrey Fletcher, Teachers College, Columbia University*

Responding to Hate on Campus: Examining Administrative Leadership of Bias Response Teams. *Ryan Miller, The University of Texas - Austin; Tonia Guida, The University of Texas - Austin; Stella L. Smith, The University of Texas - Austin; Sarah Kiersten Ferguson, Southern Methodist University; Elizabeth Medina, The University of Texas - Austin*

Discussant: *Diane R. Dean, Illinois State University*

73.035. Revisiting Financial Literacy and Financial Aid. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre Second Level, Montreux 1&2; 12:25-1:55pm

Chair: *Monica Christina Esqueda, University of Southern California*

Participants:

American Indian College Students as Native Nation Builders: Tribal Financial Aid as a Lens for Understanding the Paradox of College-Going Messages. *Christine Nelson, The University of Arizona*
Privileging Performance While Sacrificing Need? The Unintended Consequences of Tying Need-Based Federal Aid to College Quality. *Edward Smith, University of Pennsylvania; Awilda Rodriguez, University of Michigan - Ann Arbor*

Financial Abundance and Financial Literacy: How Does Family Wealth Inform Successful Navigation of the College Financing Process? *Shannon M. Calderone, University of Denver*

Institutional Approaches to the Net Price Calculator Mandate: A Market-Based Analysis. *Jason Clark Lee, University of Georgia; Erin Beth Ciarimboli, University of Georgia*

Discussant: *Shannon M. Calderone, University of Denver*

73.036. The Power of Utilizing Qualitative Research to Advance Social Justice. Division J - Postsecondary Education Cosponsored with Division D - Measurement and Research Methodology; Invited Speaker Session
Swissotel, Event Centre First Level, Zurich C; 12:25-1:55pm

Chair: *Terrell Lamont Strayhorn, The Ohio State University*

Participant: *Ronald Hallett, University of the Pacific*

Presenters: *Norma T. Mertz, The University of Tennessee; Floyd D. Beachum, Lehigh University; Julie Renee Posselt, University of Michigan*

Participant:

Which Truths Shall We Speak to Power? Implications of Theoretical Choices in Qualitative Research With Elites. *Julie Renee Posselt, University of Michigan*

Discussant: *Royal Johnson, The Ohio State University - Columbus*

73.037. Beyond Reading, Writing, and 'Rithmetic: Engaging Content Instruction in the Lives of Teachers. Division K - Teaching and Teacher Education; Paper Session
Marriott, Third Level, Kane/McHenry; 12:25-1:55pm

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

Participants:

Case Study of a Secondary Science Teacher Incorporating Disciplinary Writing. *Naomi M. Watkins, University of La Verne; Nancy T. Walker, University of La Verne*

Learning to Teach Middle-Grades Reading: "I Think It Depends." *Katie Wester-Neal, University of Georgia*

Mathematics Teachers' Motivation to Seek and Engage in Professional Learning. *Aina K. Appova, The Ohio State University*

Toward (De)marginalization of Preservice Teachers With Reading Disabilities: A Multimodal Approach. *Julia Hagege, University of South Florida; Margaret Billings Krause, University of South Florida*

Using Critical Experiences to Understand the Development of Science Teacher Educators' Pedagogical Knowledge: The Early-Mid- and Mid-Career Stages. *Rebecca Cooper, Monash University*

Discussant: *Vanessa Diane Dodo Seriki, Loyola University Maryland*

73.038. Creative Instructional Practices in Teacher Education. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 12:25-1:55pm

Chair: *Shaoan Zhang, University of Nevada - Las Vegas*

Participants:

Building Disciplinary Literacy Through Popular Fiction. *Kristin Leigh Cook, Bellarmine University; Elizabeth G. Dinkins, Bellarmine University*

Future Professionals' Play Coursework and Their Intention to Integrate Play: Mediating Role of Perceptions of Play. *Eunjoon Jung, Syracuse University; Bora Jin, Syracuse University*

Teaching the Class With The Class. *Debra A. Miretzky, Western Illinois University*

The Importance of Multicultural Music Education in Developing Students' Multicultural Awareness. *Rien Safrina, State University of Jakarta*

Discussant: *John Michael Seybert, Seton Hill University*

73.039. Inquiry Within Professional Communities. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Belmont; 12:25-1:55pm

Chair: *Bridgette LaDonna Davis, Louisiana State University - Baton Rouge*

Participants:

Professional Development of Teachers Who Participate in Inquiry Communities. *Vanessa Moreira Crecci, São Paulo Research Foundation—FAPESP; Dario Fiorentini, State University of Campinas*

Teacher Research Partners: What Conditions Foster True Partnership Between University Researchers and Teacher Research Partners? *Kari Naomi Kokka, Stanford University; Jim Malamut, East Bay Innovation Academy; Allison Mok, REALM Charter School*

Teacher Learning Within a Research Community: Inquiry as Stance and Multicultural Education as Inquiry. *Jonghun Kim, University of Wisconsin - Madison*

Discussant: *Sandra M. Webb, Georgia College & State University*

73.040. Lessons Learned and Precautionary Notes to Inform Transformative Teacher Preparation Initiatives. Division K - Teaching and Teacher Education; Paper Session
Hyatt, West Tower - Gold Level, Hong Kong; 12:25-1:55pm

Chair: *Colleen M. Conway, University of Michigan*

Participants:

Embracing Transformation in Teacher Preparation: A Collaborative Case Study of Piloting Initiatives for Program Improvement. *Sherry Dismuke, Boise State University; Jennifer L. Snow, Boise State University; Carolyn Loffer, Boise State University; A.J. Zenkert, Boise State University*

Teacher Education Reform: What Can We Learn From Innovative Educators? *Joanne L. Reid, Brock University; Susan Drake, Brock University*

Using Web Sites to Compare the Objectives of Both Teach For America and Teach For India Within Local Contexts. *Megan Blumenreich, City College of New York - CUNY; Amita Gupta, City College of New York - CUNY*

Discussant: *Donna A. Breault, Missouri State University*

73.041. Material Practice and Materiality: Too Long Ignored in Science Education Research and Practice? Division K - Teaching and Teacher Education; Symposium
Marriott, Tenth Level, O'Hare; 12:25-1:55pm

Chair: *Catherine E. Milne, New York University*

Participants:

Connecting Material Feminism With Science Education. *Kathryn Scantlebury, University of Delaware; Anita Hussenius, Uppsala University; Kristina Andersson, Uppsala University; Annica Gullberg, University of Gävle; Anna T. Danielsson, Uppsala University*

The Materiality of Scientific Instruments and Why It Might Matter to Science Education. *Catherine E. Milne, New York University*

The Materiality of Materials and Artifacts Used in Science Classrooms. *Bronwen Cowie, University of Waikato; Kathrin Otrell-Cass, Aalborg University; Judy Moreland, The University of Waikato*

The Material Object and Patterns of Attention in Science Learning. *David Stewart Heywood, Manchester Metropolitan University*

Enculturation Into the Practice of Teaching Argumentation in Science Through Interacting With Web-Based Materials. *Shirley Simon, UCL Institute of Education; Paul Davies, UCL Institute of Education London*

73.042. Paired and Traditional Practicums in Clinically Rich and Non-Clinically Rich Teacher Education. Division K - Teaching and

Teacher Education; Paper Session
Marriott, Fifth Level, Chicago FGH; 12:25-1:55pm

Chair: *Heather A. Davis, San Diego State University*

Participants:

Clinically Rich Teacher Preparation: Promises and Challenges. *Long Peng, SUNY - College at Oswego; Jean Ann, SUNY - College at Oswego; Pat Russo, SUNY - College at Oswego; Anneke McEvoy, SUNY - College at Oswego*

Exploring the Relationship Between Preservice Teachers' Epistemological Beliefs and Efficacy in an Immersive and Traditional Practicum Experience. *Winnie Mucherah, Ball State University; Jon M. Clausen, Ball State University; Eva M. Zygmunt, Ball State University; Patricia Clark, Ball State University; Susan Tancock, Ball State University; Kendra Joy Edwards Thomas, Ball State University*

Preservice Teachers' Perceptions of Clinically Based and Non-Clinically Based Teacher Preparation Programs. *Jie Zhang, Western Kentucky University; Jill Cabrera, Delta State University; Cassie F. Zippay, Western Kentucky University; Sylvia Dietrich, Western Kentucky University; Kyong Hee Chon, Western Kentucky University; Chunling Niu, Western Kentucky University*

Understanding the Complexity of Teacher Collaborative Learning in a Paired-Placement Context. *Kim Anh Thi Dang, Vietnam National University*

Discussant: *Nicholas M. Michelli, City University of New York*

73.043. Teacher Candidates Learning From Practice. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Michigan/Michigan State; 12:25-1:55pm

Chair: *Janine Schank Davis, University of Mary Washington*

Participants:

Developing Expertise: Using Video to Hone Teacher Candidates' Classroom Observation Skills. *Sharilyn Steadman, East Carolina University; Kristen Cuthrell, East Carolina University; Joy Stapleton, East Carolina University; Elizabeth Marie Hodge, East Carolina University*

I'll Know It When I See It! Identifying Culturally Responsive Teaching With Videos. *Sherryl B. Graves, Hunter College School of Education; Tamar Schoen, Hunter College School of Education*

The Potential of Video to Support Literacy Preservice Teachers in Working Toward Social Justice. *Cheryl L. Rosaen, Michigan State University*

Theorizing in Practice: Effects of Collaborative Learning From Instructional Errors on Student Teachers' Theory Application Competences. *Martin Klein, Saarland University; Kai Wagner, Saarland University; Eric Klopp, Saarland University; Robin Stark, Saarland University*

Discussant: *Nicole Elaine Bannister, Clemson University*

73.044. The Politics of Policy and Teacher Assessment: Emerging Perspectives on edTPA. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Los Angeles/Miami; 12:25-1:55pm

Participants:

Engaging Faculty in the Work: An Institutional Case Study of edTPA Implementation. *Harriet R. Fayne, Lehman College - CUNY; Gaoyin Qian, Lehman College - CUNY*

Politics of Policy: Assessing the Evolution, Implementation, and Impact of the Performance Assessment for California Teachers and edTPA. *Emilie N. Reagan, University of New Hampshire; Thomas H. Schram, University of New Hampshire; Kathryn McCurdy, University of New Hampshire; Te-Hsin Chang, University of New Hampshire; Carla M Evans, University of New Hampshire*

Tensions Within Preservice Teachers' edTPA Experiences During Early Implementation in New York State. *Kevin W. Meuwissen, University of Rochester; Jeffrey M. Choppin, University of Rochester; Hairong Shang-Butler, University of Rochester; Kathryn Cloonan, University of Rochester*

Discussant: *Donna Marie Sacco, George Mason University*

73.045. New Approaches for Funding Schools: Illustrations From Australia, China, and the United States. Division L - Educational Policies and Politics; Paper Session
Swissotel, Lucerne Level, Lucerne I; 12:25-1:55pm

Chair: *Raegen Miller, Teach for America*

Participants:

Using Pot to Build Schools: An Analysis of Colorado's Legalization of Recreational Marijuana. *Brooke Midkiff, University of North Carolina - Chapel Hill; Eric A. Houck, University of North Carolina - Chapel Hill*

Crowding Out or Flypaper? The Causal Effects of China's Centralized Rural Education Finance Reform. *Fengming Lu, Duke University; Xiaoyang Ye, University of Michigan*

Consequences of Privatization: School Districts and Their Relationships With Private Financial Consultants. *Marialena Dawn Rivera, University of California - Berkeley*

Facing Realities: The Challenge of Advancing Fiscal Equity in Resource-Strapped Contexts. *Justin Dayhoff, University of Maryland - College Park; Betty Malen, University of Maryland; Laura Coward Egan, Westat; Robert G. Croninger, University of Maryland - College Park*

Is Formula-Based Equity Funding Enough? A Configurational Analysis of School Achievement in Victoria, Australia. *Katherine Marie Caves, ETH Zurich; Bandara Bandaranayake, Victorian Curriculum and Assessment Authority; Andrea Schenker-Wicki, University of Zurich*

Discussant: *Raegen Miller, Teach for America*

73.046. School Working Conditions and Teacher Turnover: Implications for Diversifying the Teacher Workforce. Division L - Educational Policies and Politics; Symposium

Hyatt, West Tower - Gold Level, Toronto; 12:25-1:55pm

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

Participants:

Teacher Turnover in High-Poverty Schools: What We Know and Can Do. *Nicole S. Simon, Harvard University; Susan M. Johnson, Harvard University*

The Effect of Subgroup-Specific Accountability on the Working Conditions, Turnover, and Attrition of Black Teachers in North Carolina. *Matthew A. Shirrell, Northwestern University*

Educators of Color in Urban Charter Schools: The Sociocultural Dimensions of Working Conditions and Teacher Turnover. *Terrenda Corisa White, University of Colorado-Boulder*

How School Working Conditions Influence Black Male Teachers' Decisions to Stay or Leave the Profession. *Travis Bristol, Stanford University*

Discussant: *Linda Darling-Hammond, Stanford University*

73.047. The Not-So-Lazy Days of Summer: Interventions to Improve Achievement and Attainment. Division L - Educational Policies and Politics; Symposium

Swissotel, Lucerne Level, Alpine I; 12:25-1:55pm

Chair: *Jennifer Sloan McCombs, RAND Corporation*

Participants:

Personal or Personalized? Investigating the Impact of Counselor Outreach Versus Automated and Personalized Messaging on Mitigating Summer Melt Among College-Intending, Low-Income High School Graduates. *Benjamin Castleman, University of Virginia; Lindsay Coleman Page, University of Pittsburgh*

How Teacher Expectations and Parent Involvement Predict Children's Summer Reading Behaviors. *James S. Kim, Harvard University; David Quinn, Harvard University*

Summer Engagement and Student Persistence at a Selective Private University. *Scott Bass, American University; Seth Gershenson, American University; David Pitts, American University*

The Impact of Summer Learning Loss on Measures of School Performance. *Andrew McEachin, North Carolina State University; Allison C. Atteberry, University of Colorado - Boulder*

Discussant: *Brent Joseph Evans, Vanderbilt University*

SIG Sessions

73.048. Action Research and Professional Development. SIG-Action Research; Paper Session
Sheraton, Second Level, Arkansas; 12:25-1:55pm

Chair: *Susan Finley, Washington State University - Vancouver*

Participants:

Developing Faculty Knowledge of Technology-Enhanced Teaching Through Collaborative Action Research. *Kamini Jaipal-Jamani, Brock University; Candace Figg, Brock University; Tiffany L. Gallagher, Brock University; Ruth McQuirter-Scott, Brock University; Katia Ciampa*

Knowledge Development for Enhanced Communicative Competence: A

Multiliteracies Approach. *Jean McNiff, York St John University; Peter McDonnell*

Professional Learning as Praxis Through Critical Participatory Action Research. *Rhonda L. Nixon, University of Alberta; Anna Kirova, University of Alberta*

Reflections on Collaboration: Three Instructors of a Collaboratory of Practice Graduate Course. *Barb Brown, University of Calgary; Roswita Dressler, University of Calgary; Sarah Elaine Eaton, University of Calgary; Michele Jacobsen, University of Calgary*

Working With Creativity in Teaching and Learning: Eight Teachers on Four School Levels. *Svanborg Rannveig Jónsdóttir, University of Iceland; Þórunn Blöndal, University of Iceland; Edda Kjartansdóttir, University of Iceland; Elsa Lyng Magnúsdóttir, Réttarholtsskóli; Halldóra Pálmarsdóttir, Öldutúnsskóli; Jóna S. Þorvaldsdóttir, Framhaldsskóli Mosfellsbæjar; Sverrir Árnason, Framhaldsskóli Mosfellsbæjar; Sigríður Einarisdóttir, Aðalþing Pree-school*

Discussant: *Rolf Straubhaar, University of Georgia*

73.049. Reconceptualizing Teacher Biographies Through Complex Embodiments, Material Engagements, and Arts-Based Research.

SIG-Arts-Based Educational Research; Symposium
Swissotel, Lucerne Level, Lucerne III; 12:25-1:55pm

Chair: *Laura Trafi-Prats, University of Wisconsin - Milwaukee*

Participants:

Aesthetic Material Biography as Pedagogical Method in Teacher Education. *Jaye Johnson Thiel, The University of Tennessee - Knoxville; Brooke Anne Hofsess, Appalachian State University*

Pedagogies of Contact. Tactic(al) Encounters: Performing Materiality Through Teachers' Biographies. *Judit Vidiella, University of Evora*
Becoming Artist-Teachers: Pursuing Rhizomatic Paths. *Christine M. Thompson, The Pennsylvania State University - University Park*

Embodying Disney: Experimenting With Radical Senses of Beauty, Feminist Remythification, and Teachers' Subjectivities. *Laura Trafi-Prats, University of Wisconsin - Milwaukee; Gina Ruchalski, University of Wisconsin - Milwaukee*

73.050. Impact of Technology From Multiple Perspectives. SIG-Computer and Internet Application in Education; Paper Session

Marriott, Fourth Level, Sheffield; 12:25-1:55pm

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

Participants:

1:1 Technology in K–12 Classrooms: A Review of the Literature 2004–2014. *Natalie B. Milman, The George Washington University; Benjamin Harper, The George Washington University*

A Quantitative Study on Learning Management Systems Acceptance Behavior in Higher Education Institutions: Faculty Members' Perspective. *Nafsaniath Fathema, Auburn University; David M. Shannon, Auburn University; Margaret E. Ross, Auburn University*

Examining an Online Community of Practice From a Cultural Historical Activity Theory Perspective. *Torrey Trust, University of Massachusetts Amherst*

Exploring Gender Differences in Publication Rates Within Educational Technology Journals: 2004–2013. *Cassandra Scharber, University of Minnesota; Angelica Pazurek, University of Minnesota - Twin Cities; Fan Ouyang, University of Minnesota*

P–12 Educational iPad Research: A Literature Review. *Joan E. Hughes, The University of Texas - Austin; Minwook Ok, The University of Texas - Austin; Audrey DeZeeuw, University of Texas - Austin*

73.051. Race(ing) Teacher Education: Critical Race Theory as a Transformative Practice in Teacher Education. SIG-Critical Educators for Social Justice; Symposium

Marriott, Third Level, Dupage; 12:25-1:55pm

Chair: *Rema Ella Reynolds, University of Illinois at Urbana-Champaign*

Participants:

Race, Isolation, and Exclusion: What Early Childhood Teacher Educators Need to Know About the Experiences of Preservice Teachers of Color. *Ranita Cheruvu, William Paterson University; Mariana Souto-Manning, Teachers College, Columbia University; Tara Lencl, Teachers College, Columbia University; Marisa Salome Chin-Calubaquib, Teachers College, Columbia University*

Teacher Education and the Enduring Significance of "False Empathy." *Chezare A. Warren, Michigan State University; Bryan Hotchkins, Ph.D., University of Utah*

Whiteness as Property: Innocence and Ability in Teacher Education. *Subini Ancy Annamma, University of Denver*

Where Is the Critical Conversation in Teacher Education? A Critical Race Perspective. *Brenda Gayle Juarez, University of Massachusetts - Amherst; Cleveland Hayes, University of La Verne*

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

73.052. Lessons From the Federal Investing in Innovation (i3) Grants for Building and Sustaining Meaningful Family, School, Community Partnerships. SIG-Family, School, Community Partnerships; Symposium

Swissotel, Event Centre Second Level, St. Gallen I; 12:25-1:55pm

Chair: *Karen L. Mapp, Harvard University*

Participants:

Building Powerful Family Leadership for Educational Success: PTA Comunitario in Texas' Rio Grande Valley. *Aurelio Montemayor, Intercultural Development Research Association; Hector Bojorquez, Intercultural Development Research Association; Josie D. Cortez, Intercultural Development Research Association; Nancy F. Chavkin, Texas State University - San Marcos*

What Does it Take to Form Meaningful Connections between Cultural Brokers, Parents, and Teachers? Lessons from the i3 We Are A Village Grant. *Joanna D. Geller, Annenberg Institute for School Reform; Vianna Alcantara, Annenberg Institute for School Reform; Danielle Boucher, Brown University; Ruth Maria Lopez, University of Colorado - Boulder; Elizabeth Joy Harris, Edumetrics; Keith C. Catone, Brown University; Jaemin Lee, Harvard University; Rosann Tung, Annenberg Institute for School Reform*

Families and Schools Together for All Kindergartners: A Randomized Controlled Trial on Family Engagement and School Climate Effects. *Lynn McDonald, Middlesex University; Tom Kratochwill; Doria Mitchell, Philadelphia School District; Tonya E. Wolford, School District of Philadelphia; Susan Smeltzer-Anderson, Wisconsin Center for Education Research*

Parent Involvement and Engagement in the Midwest Child-Parent Center Expansion Program. *Momoko Hayakawa, University of Minnesota - Twin Cities; Arthur J. Reynolds, University of Minnesota - Twin Cities*

Discussant: *Anne T. Henderson, Brown University*

73.053. Kindergarten Through 12th Grade. SIG-Hispanic Research Issues; Paper Session

Swissotel, Event Centre Second Level, Montreux 3; 12:25-1:55pm

Chair: *Augustina Reyes, University of Houston*

Participants:

Testing a Mind-Set Intervention as a Resilience Factor Among Latina/o Students in Science. *Lee Shumow, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; Hayal Zeynep Kackar-Cam, Northern Illinois University; Aldo Chopitea Rodriguez, Northern Illinois University*

Ethnic Identity and Self-Esteem Among Early Adolescents. *Erika Feinauer, Brigham Young University; Kimberlee Callister Everson, Western Kentucky University*

Examining the Interplay of Gender, Generational Status, and Engagement in Academic Achievement Among Latina/o Students. *Ioakim Phillipos Boutakidis, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton*

Evaluating a Community-Based Parent Involvement Program for Hispanic Parents. *Yolanda N. Padron, Texas A&M University; Elba Barahona, Texas A&M University - College Station; Kayla Braziel Rollins, Texas A&M University; Susana E Franco-Fuenmayor, Texas A&M University; Yoheily Cristina Widdison, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University*

Making Difficult Conversations Easier: Engaging High-Latino-Enrollment Nebraska High Schools in Interschool Communication About Successes. *Edmund T. Hamann, University of Nebraska - Lincoln; William Richard England, University of Nebraska - Lincoln*

73.054. Instruments, Tools, and Measures in Instructional Technology.

SIG-Instructional Technology; Paper Session
Marriott, Fourth Level, Addison; 12:25-1:55pm

Chair: *Albert Dieter Ritzhaupt, University of Florida*

Participants:

A Comparison of Three Visual Tools to Prompt Cultural Reflection During Study Abroad. *Kevin M. Oliver, North Carolina State University;*

Michael Patrick Cook, Millikin University; Ruie J. Pritchard, North Carolina State University

Developing an Instrument to Measure Student Readiness in Online Learning: Focused on Social, Communication, and Technical Competencies. *Taeho Yu, Purdue University; Jennifer C. Richardson, Purdue University*

Development and Validation of the Educational Technologist Competencies Survey: Knowledge, Skills, and Abilities. *Albert Dieter Ritzhaupt, University of Florida; Youngju Kang, University of Florida*
Not All Rubrics Are Equal: A Review of Rubrics for Evaluating the Quality of Open Educational Resources. *Min Yuan, Utah State University; Mimi M. Recker, Utah State University*

Measures of Community in an Online Open-Access Course. *Theresa A. Cullen, University of Oklahoma; Stephanie J Blackmon, The University of Oklahoma*

Discussant: *Mara Alagic, Wichita State University*

73.055. Reaching the Marginalized: Frameworks for National and International Actions on Education in Settings of Conflict and Fragility. SIG-International Studies; Symposium

Hyatt, West Tower - Gold Level, Atlanta; 12:25-1:55pm

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

Participants:

Governance, State Fragility, and Enrollment: A Latent Variable Approach. *Robin Shields, University of Bath; Julia Paulson, Bath Spa University*

Not All Education Is Created Equal: The Role of Universal Education in Strengthening Governance Globally. *Sarah Dryden-Peterson, Harvard University; Elizabeth Adelman, Harvard Graduate School of Education; Vidur Chopra, Harvard Graduate School of Education; Bethany Mulimbi*

Violence Against Education: Exploring the Prevalence of This Tactic, Why Insurgents Use It, and How Governments Respond. *Dana Burde, New York University; Amy Kapit, New York University*

The Global Partnership for Education's Evolving Support to Conflict-Affected and Fragile States. *Francine Menashy, University of Massachusetts - Boston; Sarah Dryden-Peterson, Harvard University*

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

73.056. Research Studies in Music Education. SIG-Music Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 2; 12:25-1:55pm

Chair: *Roy M. Legette, University of Georgia*

Participants:

How Quickly Are Researchers Citing Research Published in the Psychology of Music? A Bibliometric Analysis of a Journal Serving Multiple Disciplines. *Carl B. Hancock, The University of Alabama; Harry E. Price, Kennesaw State University*

Undergraduate Music Program Alumni's Career Path, Retrospective Institutional Satisfaction, and Financial Status. *Peter John Miksza, Indiana University Jacobs School of Music; Lauren Hime, Indiana University - Bloomington*

"You've Got to Be Carefully Taught" (or Not): Empathy and Early Childhood Interactive Musical Play. *Karin S. Hendricks, Ball State University*

"Communities of Musical Practice": Examining Musical Learning, Collaboration, and Participation Within Music-Making Communities. *Ailbhe Kenny, Mary Immaculate College*

Discussant: *William I. Bauer, University of Florida*

73.057. Writing the Posthuman "I": The Problem of the Human Subject in the More-Than-Human World. SIG-Qualitative Research; Symposium

Swissotel, Event Centre First Level, Zurich G; 12:25-1:55pm

Chair: *Mirka E. Koro-Ljungberg, Arizona State University*

Participants:

Children's Posthuman "I" in Love Your Lagoons. *Margaret Jean Somerville, University of Western Sydney*

Writing the Body Without Organs in Educational Research. *Lisa A. Mazzei, University of Oregon*

Prodigious Performances, Posthuman Subjectivities: Young Children Performing on YouTube. *Maggie Maclure, Manchester Metropolitan University*

Philosophy as a Method: De-Writing "I" in the More-Than-Human World. *Marek Tesar, The University of Auckland*

73.058. Students' Mathematical Thinking: Grades K-5. SIG-Research in Mathematics Education; Paper Session

Marriott, Third Level, Cook; 12:25-1:55pm

Chair: *Joi A. Spencer, University of San Diego*

Participants:

Finding Order in Early Grades Addition and Subtraction Problems With Negative Integers. *Laura Bofferding, Purdue University; Andrew Joseph Hoffman, Purdue University*

The Role of Action in the Development of Angle Concepts. *Carmen Petrick Smith, University of Vermont; Barbara Anne King, Florida International University; Diana Gonzalez; Natalie Paul, Florida International University*

First-Grade Students' Uses of Tables as They Explore Functional Relations. *Barbara M. Brizuela, Tufts University; Maria Blanton, TERC; Angela Gardiner, University of Massachusetts - Dartmouth; Katherine Sawrey, Tufts University; Ashley Newman-Owens, Tufts University*

Using I Poems to Illuminate Students' Mathematical Identities. *Jennifer Hall, University of Ottawa; Jo M. Towers, University of Calgary; Lyndon C. Martin, York University*

73.059. Toward an Operationalizable Model of Scaling Information and Communications Technology-Enabled Learning Innovations.

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

Marriott, Fourth Level, Armitage; 12:25-1:55pm

Chair: *Nancy Law, The University of Hong Kong*

Participants:

Scalability at the Level of Learning Technology: Case Studies of Two Virtual Environment-Based Curricula. *Christopher J. Dede, Harvard University; Shari J. Metcalf, Harvard University*

Precarious School-Level Scalability Amid Network-Level Resilience. *Nancy Law, The University of Hong Kong; Johnny Yuen, University of Hong Kong; Yeung Lee, The University of Hong Kong*

Scalability at the System Level Through a Shared Problem and Partnership Across Levels. *Therese Laferrriere, Laval University; Alain Breuleux, McGill University*

Discussant: *William R. Penuel, University of Colorado - Boulder*

Division and SIG Roundtables

73.060. Roundtable Session 31; Roundtable Session

73.060-1. Bilingual Students with Special Needs. SIG-Bilingual Education Research; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Renee Greenfield, University of Hartford*

Participants:

Increasing Equity for Multilingual Students With Disabilities Through Critical Sociocultural Pedagogical Practices. *Renee Greenfield, University of Hartford; Kara Mitchell Viesca, University of Colorado - Denver; Anne Oppenheim Davidson, University of Colorado*

Kanguka (Wake Up): Codeveloping Educational Supports for Children With Refugee Status. *Jessica Nina Lester, Indiana University; Allison Daniel Anders, University of South Carolina*

Expanding What Counts as Science With Bilingual Children Perceived as Having Disabilities. *Patricia Martínez-Álvarez, Teachers College, Columbia University*

Culturally Responsive Schema-Based Instruction: Improving Word-Problem Solving for English Language Learners With Mathematics Difficulties. *Melissa Kypraios Driver, University of Virginia*

73.060-2. Imagining the Road Ahead: The Elliot Eisner SIG Inaugural Roundtable. SIG-Elliot Eisner; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Christy M. Moroye, University of Northern Colorado*

Participants:

Understanding the Other Through Art: Fostering Narrative Imagination and Social Justice in Fifth-Grade Students. *Jeong-Hee Kim, Kansas State University; Anna Wiehe-Beck, Sherwood School District Oregon*

What Do Children Learn When They Do Math? *Wade Tillett, University of Wisconsin - Whitewater*

Engendering a Metacreative Becoming in Preservice Elementary Teachers.

Tammy C. Cline, University of Georgia - Athens

Situating the Possibilities of Arts Education in a High School Life Skills Classroom. *Jill L. Hare, Silver Consolidated Schools - Silver High School*

73.060-3. Correlates of Social and Emotional Learning Among Students and Teachers. SIG-Social and Emotional Learning; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Jennifer Briggs, University of Pittsburgh*

Participants:

Relationship Between Multiple Ratings of Students' Behaviors: A Case for Student- and Teacher-Reported Behavioral Measures. *Edwin Nduim, ACT, Inc.; Yi-Lung Kuo, Beijing Normal University - Hong Kong Baptist University United International College; Alex Casillas, ACT, Inc.; Jeff Michael Allen, ACT, Inc.; Mary Ann Hanson, ACT, Inc.*

Targeting Teacher-Student Relationships to Support Preschool Social Competence: What Really Matters in the Classroom? *Jennifer Briggs, University of Pittsburgh; Joseph W. Pieri, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh; Richard James Correnti, University of Pittsburgh*

Teacher-Child Relationships, Classroom Emotional Climate, and Elementary Students' Social-Emotional and Academic Development. *Christina Rucinski, Fordham University; Joshua L. Brown, Fordham University; Jason Downer, University of Virginia; Hannah Wertz; Benjamin Gologor; Megan Stuhlman, University of Virginia; Bridget Kathleen Hamre, University of Virginia*

The Roles of Psychosocial Factors in Achievement Gains: A Longitudinal Study. *Yi-Lung Kuo, Beijing Normal University - Hong Kong Baptist University United International College*

73.060-4. Exploration of Educational Experiences of Black Learners. SIG-

Research Focus on Black Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Mary E. Dilworth, Independent Consultant*

Participants:

"Playing the Numbers Game": High School Students' Attitudes Toward (and Resistance to) Racial Equity Reform in Academic Placement. *Ivory Marcel Berry, University of Illinois at Urbana-Champaign; Cecilia Elizabeth Suarez, University of Illinois at Urbana-Champaign*

Students of Color With Speech and Language Impairment: Giving Voice to the Voiceless. *Antonio Latrell Ellis, College of Charleston; Nicholas Daniel Hartlep, Illinois State University; Zollie Stevenson Jr, Howard University*

The Audacity of Cool: Contextualizing and Investigating Cool for Black Male College Students. *Kyle N. Boone, Huston-Tillotson University*

73.060-5. Poetry and Narrative in Education. SIG-Arts and Inquiry in the

Visual and Performing Arts in Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Marit Dewhurst, City College of New York - CUNY*

Participants:

A Move to the Poetic: Intergenerational Narratives. *Heather Skye McLeod, Memorial University; Gisela Ruebsaat*

Tender Methods and Transformative Translations: Seeking Critical Consciousness Through the Art of Words. *Vittoria S. Daiello, University of Cincinnati*

Wade in the Water: Storytelling as Cultivation of Openness. *Laurel Marie Hart, Concordia University; Mindy Roberta Carter, McGill University*

73.060-6. Technology and Understanding Our Work, Narratively. SIG-

Narrative and Research; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *M. Shaun Murphy, University of Saskatchewan*

Participants:

Re/making the Self in Research Blogs: Reflexivity and (Digital) Archives of the Present. *Shane Duggan, The University of Melbourne*

Understanding Jane Austen, Understanding Myself as a Technology Instructional Specialist: A Narrative Self-Study Portraiture. *Stephanie Hatten, Galena Park Independent School District; Denise M. McDonald, University of Houston - Clear Lake*

Understanding Online Teachers' Work With Students With Disabilities, Narratively. *Richard Allen Carter, The University of Kansas; Mary F. Rice, The University of Kansas*

73.060-7. The Environment and Its Impact on Early Childhood. SIG-Early

Education and Child Development; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Teresa Buchanan, Louisiana State University - Baton Rouge*

Participants:

A Pedagogy of Care for Well-Being. *Mary Benson McMullen, Indiana University; Cary A. Buzzelli, Indiana University - Bloomington; Na Ra Yun, Indiana University - Bloomington*

The Impact of Multiyear Learning Environments on Preschool Language and Social Skill Development. *Landry Leimalani Fukunaga, Kamehameha Schools; Zijin Yang, Kamehameha Schools*

Connecting Early Childhood Environments to Health and Development: An Ecological Approach to Obesity. *Abigail M. Jewkes, St. John's University*

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

73.060-8. The Role of Play in Early Childhood Education. SIG-Early

Education and Child Development; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm

Chair: *Mayra Almodovar, Oklahoma State University*

Participants:

Beyond Polarity: Conceptualizing a Pedagogy of Play and Happiness as a Continuum of Learning. *Scott Frederick Hughes, Mount Royal University*

Elementary Educator Beliefs on Developmentally Appropriate Practices: Supports and Barriers for Play. *Sarah Futrell Baron, Kern County Superintendent of Schools; Jason C. Immekus, University of Louisville; Cathy Yun, California State University - Fresno; Juan Carlos Gonzalez, California State University - Fresno*

Play History to Play Practice: Teachers' Playful Pasts and Pedagogical Present. *Katelyn Clark, Rutgers University*

73.061. Roundtable Session 32; Roundtable Session

73.061-1. Negotiating Multiple Literacies Across Social Contexts. SIG-

Language and Social Processes; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: *Stuart Greene, University of Notre Dame*

Participants:

Background and Relevance in Text Selection. *Kim Skinner, Louisiana State University; Audra Skukauskaite, University of the Incarnate Word*

Being and Becoming: Memory as a Discourse of Writerly Identity. *Beth A. Buchholz, Indiana University*

Clashing Frameworks: The Unexplored Issues Limiting Teachers' Professional Development Literacy Learning. *Danielle Lillge, University of Michigan - Ann Arbor*

73.061-2. Toward Pedagogies for Liberation and Transformation: The Possibilities of Humanizing Pedagogies. SIG-Paulo Freire, Critical

Pedagogy, and Emancipation; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Participants:

Cultivating Critical Community Literacies in the Midst of Antimigrant Hegemony. *Cati V. de los Rios, Teachers College, Columbia University*

Critical Teacher Inquiry: Humanization as a Vehicle for Developing Teachers as Intellectuals. *Antonio Nieves Martinez, University of Massachusetts - Amherst*

Critical Ethnic Studies Pedagogy in East Los Angeles. *Jorge Lopez, Claremont Graduate University*

The Transformative Potential of Preservice Ethnic Studies Courses With Chicana Teachers. *Elexia Reyes McGovern, University of California - Los Angeles*

73.061-3. Science Education Pedagogies 2. SIG-Science Teaching and

Learning; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: *Dimitrios Graikinis, Toronto District School Board*

Participants:

Structuring Chemistry Laboratories Around Argumentation: Examining the Effectiveness of Argumentation in Fostering Science for All. *Anna Margaret Strimaitis, Florida State University; Sherry A. Southerland,*

Florida State University; Jonathon Grooms, Florida State University; Patrick James Enderle, The University of Texas - Austin; Victor Dale Sampson, The University of Texas - Austin

Students' Conscientious Technology Designs as Actions on Socioscientific Issues. John Lawrence Bencze, OISE/University of Toronto; Mirjan Krstovic, Peel District School Board

Talking the Talk: Are We Getting There? Elizabeth Edmondson, Virginia Commonwealth University; Fahima Choudhry, George Mason University

The STEM Solar Lab: Bringing Science and Technology Into a Familiar, "Real World." Martina Nieswandt, University of Massachusetts - Amherst; Michael Lehan, Diversified Construction Services LLC

Using Technology-Rich Inquiry-Based Instruction to Foster the Development of Elementary Students' Views on the Nature of Science. Jennifer Schellinger, The Florida State University; Anne Mendenhall, University of Nevada - Las Vegas; Nicole D Alemanne; Sherry A. Southerland, Florida State University; Victor Dale Sampson, The University of Texas - Austin; Paul Marty, Florida State University

73.061-4. Advanced Technologies for Learning Roundtable. SIG-Advanced Technologies for Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Mike Tissenbaum, University of Wisconsin - Madison

Participants:

Educating Social Scholars: Examining Novice Researchers' Practices in Social Media Contexts. Christine M. Greenhow, Michigan State University; Minhtuyen Mai, University of Wisconsin - Madison; Benjamin William Gleason, Michigan State University

Teacher-Led Class Interventions Can Make the Difference in Computer-Supported Collaborative Science Learning. Annelies Raes, Ghent University; Tammy Schellens, Ghent University

Learning Communities as an Equitable Social Infrastructure to Promote Interdisciplinary Understanding in Higher Education. Adi Kidron, University of Haifa; Yael Kali, University of Haifa

Facilitating Student Interaction Through Liking and Linking Tools in a Computer-Supported Collaborative Learning Environment. Alexandra Makos, University of Toronto - OISE; Kyungmee Lee, University of Toronto - OISE; Daniel Zingaro, University of Toronto; Jim Hewitt, OISE/University of Toronto

73.061-5. Teacher Labor Market: Hiring, Distribution, and Retention. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Participants:

Stayers, Movers, and Leavers: Impact of the TAP System on Retaining Teachers Nationwide. Tanee Hudgens, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching

The Distribution of Decision Making in Teacher Hiring: Changes Over Time. Mimi Engel, Vanderbilt University; Marisa A. Cannata, Vanderbilt University

The Distribution of Effective Teachers Within and Across Districts in North Carolina. Allison Rose Socol, University of North Carolina - Chapel Hill; Sachi Takahashi-Rial, Duke University; Micah Guindon, University of North Carolina - Chapel Hill; Hunter Huffman, North Carolina State University

The Effects of No Child Left Behind School Accountability on Teacher Turnover. Min Sun, University of Washington - Seattle; Andrew Saultz, Miami University - Oxford; Yincheng Ye, Virginia Polytechnic Institute and State University

The Teacher Labor Market and Hiring Decisions: A Quantitative Analysis of Applicant Data. Diana D'Amico, George Mason University; Penelope M. Earley, George Mason University; Robert Pawlewicz, George Mason University; Heather Keenan, George Mason University

73.061-6. Teacher and Teacher Education Research in Environmental Education. SIG-Environmental Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Sybil Kelley, Portland State University

Participants:

Climate Change Professional Development in the Context of the Next Generation Science Standards: Design, Implementation, and Initial Outcomes. Nicole A. Shea, University of Delaware; Chrystalla Mouza, University of Delaware; Andrea Drewes, University of Delaware

Exploring Preservice Teachers' Images of Environmental Sustainability Through Photojournals. Lauren P. Madden, The College of New Jersey; Tabitha Dell'Angelo, The College of New Jersey

Environmental Educator and Classroom Teacher Perspectives on Teaching Climate Change. Megan C. McGinty, University of Washington - Seattle

Developing and Assessing Conceptual Thinking About Vulnerability Toward Global Climate Change in Teachers Serving Native American Communities. Devarati Bhattacharya, University of Minnesota; Gillian Roehrig, University of Minnesota; Engin Karahan, University of Minnesota - Twin Cities

73.061-7. Teaching About Politics and Controversial Political Issues in Social Studies Education. SIG-Social Studies Research; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: J. Spencer Clark, Utah State University

Participants:

A Few Good Men: Canadian High School Students' Conceptions of Politics as a Man's World. Alan M. Sears, University of New Brunswick; Carla L. Peck, University of Alberta

Breaking News: Examining Teachers' Perceptions and Pedagogy of Global Current Events in Social Studies. James Scott Brown, Indiana University

Just Clowning: Employing Political Cartoons as Pedagogical Counterdiscourse. David W. Kupferman, University of Hawaii West Oahu

Turning Up the Heat: Classroom Discussion of Elections in an Era of Political Polarization—How Teachers and Students Respond. Ann Herrera Ward, University of Wisconsin - Madison

"There Is No Easy Solution": Singapore Teachers' Practice and Perspectives on Climate Change Education. Tricia Seow, National Institute of Education - Nanyang Technological University; Li-Ching Ho, University of Wisconsin - Madison

73.061-8. Thought-Provoking Issues in Catholic Education. SIG-Catholic Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Ursula S. Aldana, University of San Francisco

Participants:

A White Nun, a Black Man, and a Wedding Dress: Extracurricular Activities in a Black Catholic School, 1950–1971. Katrina M. Sanders, University of Iowa

An Inclusive STEM Program in a Catholic School. Dr. Marian Hobbie, Diocese of Rockville Centre

Contra/Diction: Homophobia in Canadian Catholic Schools. Tonya D. Callaghan, University of Calgary

Religious Education in Urban Catholic High Schools and Its Social Impact on Minority Male Youth. Ursula S. Aldana, University of San Francisco

Division and SIG Posters

73.062. Poster Session 17; Poster Session

73.062-1. Race Issues in Educational Policy. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

1. District Leaders Advancing a Race-Conscious Policy Agenda: Borrowing Strength in the Local Context. Lisa Marshall Black, University of Wisconsin - Madison
2. Honoring Diversity: The Politics of Critical Race Theory and Culturally Responsive Teaching in the Classroom. Sandy Lizaire-Duff, New Jersey City University

73.062-2. Motivational and Cognitive Processes: Language, Literacy, Communication, and Reasoning. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

3. A Diary Study of Daily Need Satisfaction and Academic Dishonesty in College. Erika Alisha Patall, The University of Texas - Austin
4. A Naturalistic Study of Tutor Guidance During Invention Tasks. Catherine C. Chase, Teachers College, Columbia University; Jenna Marks, Teachers College, Columbia University; Jessica Wille, Teachers

- College, Columbia University; Melissa Bradley, Teachers College, Columbia University
5. Age and Attentional Control in Spanish–English Bilingual Preschoolers. *Sibylla Leon Guerrero, Harvard University; Sara Ashley Smith, California State University - Hayward; Sarah Huckabay Surrain, Harvard University; Gigi Luk, Harvard Graduate School of Education*
 6. Applying Knowledge to Different Contexts During Learning Promotes Subsequent Transfer. *Andrew C. Butler, The University of Texas - Austin; Allison D. Cantor, Duke University; Elizabeth Marsh, Duke University*
 7. Development of Relational Reasoning in Primary and Secondary School Students. *Sophie Jablansky, University of Maryland - College Park; Denis Dumas, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park; Vicki Compton*
 8. Examining the Mediating Role of Auditory Memory in How Perceived Knowledge Affects Lecture Notes Quality. *Ruomeng Zhao, University of Nebraska - Lincoln; Christy A. Horn, University of Nebraska; Lanyan Ding, University of Nebraska - Lincoln; Jeremy Sydik, University of Nebraska - Lincoln; Kate Sydik, University of Nebraska - Lincoln; Shiyuan Wang, University of Nebraska - Lincoln*
 9. Exploring Sources of Student Writing Self-Efficacy Beliefs. *Sharon Zumbunn, Virginia Commonwealth University; Marcie J. Walsh, Virginia Commonwealth University; Andrew Baker, Virginia Commonwealth University*
 10. How Does It Happen? A Moment-by-Moment Examination of Knowledge Revision During Reading. *Panayiota Kendeou, University of Minnesota; Isabella Albright, University of Minnesota - Twin Cities; Jean-Baptiste Quillien, University of Minnesota - Twin Cities; Martin Van Boekel, University of Minnesota - Twin Cities*
 11. Relational Reasoning in Figure and Word. *Patricia A. Alexander, University of Maryland - College Park; Lauren M Singer, University of Maryland - College Park; Sophie Jablansky, University of Maryland - College Park; Courtney Hattan, University of Maryland - College Park*
 12. Self-Efficacy for Metalinguistics and Its Relationship to Writing Quality: Exploring the Translation Box. *Michael S. Dempsey, University of Nebraska - Lincoln*
 13. The Effects of Self-Explanation Prompts and Diagram Comprehension Ability on Task Performance in Multimedia Learning. *Peggy N. Van Meter, The Pennsylvania State University; John R Waters, The Pennsylvania State University; Chelsea Cameron, The Pennsylvania State University - University Park*
 14. The Influence of Epistemic Beliefs on Reading Processes Based on Eye Tracking Data. *Benjamin Robert Forsyth, University of Northern Iowa; Judson Kuffel, University of Northern Iowa; Kelsey Hunerdosse, University of Northern Iowa; Christina Nolte*
 15. Understanding Fluency and Originality: A Latent Variable Perspective. *Denis Dumas, University of Maryland - College Park; Kevin Niall Dunbar, University of Toronto*
 16. Literacy Learning: The Efficacy of a Community of Practice Designed to Foster Socially Shared Regulation. *Miriam Alfassi, Bar-Ilan University*

73.062-3. Online/Mobile Learning: Tools, Strategies, and Mentorship.

Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

17. Cooperative Online Learning Tools for Middle School Science: Lessons Learned from a Design-Based Research Study. *Fatima Elvira Terrazas-Arellanes, University of Oregon; Lisa Strycker, University of Oregon; Emily Walden, University of Oregon*
18. Double-Voicing and Digital Literacies: Case Studies in Online Learning. *Jennifer K. Dizio, University of California - Berkeley*
19. Learning Analytics: Exploring Academic Achievement and Learning Outcomes in a Hybrid Course. *Amit Chauhan, Florida State University; Geoffery Miller, Florida State University*
20. Mentorship in Blended Spaces: What Is the Value of Face-to-Face Mentorship for Participation and Learning? *Ugochi Cynthia Acholonu, DePaul University; Caitlin Kennedy Martin, DePaul University - Digital Youth Network; Denise C. Nacu, University of Chicago; Nichole D. Pinkard, DePaul University*
21. Predictors of Retention and Achievement in Massive Open Online Courses: Student Characteristics and Motivation. *Jeffrey A. Greene, University of North Carolina - Chapel Hill; Christopher Oswald, University of North Carolina - Chapel Hill; Jeffrey Pomerantz*

22. Promoting Self-Determined Extrinsic Motivation for Meaningful Engagement in Online Learning: Online Peer Tutoring. *Jackie HeeYoung Kim, Armstrong Atlantic State University; Moon-Heum Cho, Sungkyunkwan University*
23. Reaching Rural Teachers: A Comparison Between Webcam and Face-to-Face Coaching. *Cheryl Varghese, University of North Carolina - Chapel Hill; Mandy Bean, University of North Carolina - Chapel Hill; Mary Bratsch, University of North Carolina - Chapel Hill; Lynne Vernon-Feagans, University of North Carolina - Chapel Hill*
24. Student Expectations and Beliefs About Online, Hybrid, and Face-to-Face Courses. *Sara Jolly Jones, University of Houston; Saira S Rab, University of Houston; Aaron Boyce, University of Houston*

73.062-4. Motivation in Education SIG Poster Session 1. SIG-Motivation in Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

25. Students' Achievement Goals, Learning-Related Emotions, and Academic Performance. *Marko Lüftenegger, Universität Wien; Christiane Spiel, University of Vienna; Barbara Schober, University of Vienna*
26. Perceived Sources of Effort Influence Students' Ability Judgments. *Katherine Marie Muenks, University of Maryland; David B. Miele, Boston College; Allan L. Wigfield, University of Maryland - College Park*
27. Investigating the Relationship Between Task Value Beliefs, Employment, and Behavioral Engagement in a Sample of Graduate and Undergraduate Students. *Amanda R. Baker, The Ohio State University*
28. The Development of the Perceived Academic Underachievement Scale. *Kate E. Snyder, University of Louisville; Jill L. Adelson, University of Louisville*
29. Sources of College-Going Self-Efficacy Among Rural Appalachian Students. *Trisha Anne Turner, University of Kentucky; Chelsea G Adams, University of Kentucky; Meriah A Rose, University of Kentucky; Amanda R. Butz, University of Kentucky; Ellen L. Usher, University of Kentucky*
30. The Effects of Regulatory Focus on College Course Exam Performance. *Emily Quinn Rosenzweig, University of Maryland - College Park; David B. Miele, Boston College*
31. University-Wide Relevance Appraisals: A Mixed-Methods Examination. *Jeffrey R Albrecht, University of Michigan - Ann Arbor; Stuart A. Karabenick, University of Michigan*
32. Investigating the Role of Parental Values in Secondary School Girls' Value for Science Content. *Benjamin C. Heddy, University of Oklahoma; Gale M. Sinatra, University of Southern California; Barbara A. Greene, University of Oklahoma; Ananya Mukhopadhyay, University of Southern California*
33. Achievement Goal Orientations in Cooperative Classroom Contexts: Predicting Student Enjoyment, Community, and Group Processing. *Nathaniel David Raley, The University of Texas - Austin; Jung-In Kim, University of Colorado - Denver; Hyewon Chung, Chungnam National University; Marilla D. Svinicki, The University of Texas - Austin*
34. Motivation Profiles of Upper Elementary and Middle School Students in Science. *Jessica Chittum, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University*
35. Motivated Loss of Interest in Mathematics. *Kerstin Schuette, Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education*
36. The Role of Students' Stereotypes in the Gender Gap Regarding Mathematics and Language Arts Interest: The Use of a Variable-Centered and a Person-Centered Approach. *Isabelle Plante, University of Quebec - Montreal; Simon-Benoît Kinch, Université du Québec à Montréal; Jonathan Bruneau St-Onge, Université du Québec à Montréal*
37. Modeling Motivational and Strategic Factors in English Vocabulary Learning. *Yining Zhang, Michigan State University; Chin-Hsi Lin, Michigan State University; Dongbo Zhang, Michigan State University; Yunjeong Choi, Michigan State University*
38. Predictive Effects of Reading Motivation on Boys' SAT Scores. *Amanda Rabidue Bozack, University of New Haven; Amy Nicole Salvaggio, University of New Haven*

73.062-5. Current Topics in Counseling and Education. Division E -

Counseling and Human Development; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

39. A Comparative Study of Teachers' Perceptions of Psychological Well-Being in Pakistan, Turkey, and the United States. *Muhammad Akram, University of Education Lahore; Oyku Ozu, Sally J. Zepeda, University of Georgia; Abdurrahman Ilgan, Düzce University, Turkey; Atakan Ata, University of Georgia*
40. An Exploration of How Multiple Identities Impact Help-Seeking Behaviors for College Students. *Jennifer Miller, California State University - Channel Islands*
41. Combining Teaching and Counseling Roles: Implications for Students' Willingness to Seek Help From School Counselors. *Yaacov Yablon, Bar-Illan University*
42. Teacher Support for Student Mental Health Following the 2013 Boston Marathon Attack. *Jennifer Greif Green, Boston University; Ziming Xuan; Lana Kwong; Melissa K. Holt, Boston University; Anna Fasman; Jonathan Comer*
43. Classroom-Level Feedback About Student Mental Health: Results of a College-Based Pilot Study and Future Directions. *Jennifer Greif Green, Boston University; Claire Brown, Boston University; Suzanne Vinnos, Boston University; Kayla Cody, Hamilton College; Anna Fasman*
44. Exploring the Relationships Between College-Going Culture and Students' Advanced Placement Course and Exam Participation. *Chenoa S. Woods, Florida State University*
45. Identifying Relational Bullying Through Attitudes, Bullying Experiences, and Status Among a Diverse Group of Adolescents. *Ann Young Kim, Seattle Pacific University; Chad Allen Rose, University of Missouri - Columbia; Cynthia G. Simpson, Houston Baptist University*
46. School-Level Predictors of Homophobic Name-Calling and Sexual Harassment Victimization/Perpetration Among Middle School Youth. *Sarah J Rinehart, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*
47. Development of a Home Functioning Scale for People With Multiple Sclerosis. *Jian Li, Kent State University; Shawn M. Fitzgerald, Widener University; Phillip D. Rumrill, Kent State University; Han Zhang, Kent State University - Kent; Malachy Bishop, University of Kentucky*

Operationalizing Cultural Validity in the Assessment of Culturally and Linguistically Diverse Populations: Implementation Challenges and Approaches. *Guillermo Solano-Flores, University of Colorado - Boulder*

Discussant: *A. Wade Boykin, Howard University*

75.011. Preparation for Inclusive Education in the Era of High-Stakes Teacher Education Accountability: Mapping the Territory for New Directions in Theory and Practice. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency AB; 2:15-3:45pm

Chair: *Srikala Naraiyan, Teachers College, Columbia University*

Participants:

Can Disability Studies in Education Really Help? A Framework of Action for Teacher Education. *Dianne L. Ferguson, Chapman University*
Disrupting the Conventional Discourse of Inclusive Teacher Education in an Era of Chaos. *Marleen Carol Pugach, University of Wisconsin - Milwaukee*

This New Field of Inclusive Education: Beginning a Dialogue on Conceptual Foundations. *Scot Danforth, San Diego State University*

A Model Cohort, the edTPA, and the Social Model of Disability: Reviewing the Foundations for Teacher Preparation for Inclusive Education. *Srikala Naraiyan, Teachers College, Columbia University; Sarah L. Schlessinger, Teachers College, Columbia University*

Discussant: *Dianne L. Ferguson, Chapman University*

Committee Sessions

75.012. Rethinking Bilingual Education: New Research on the Economic Benefits of Bilingualism. Committee on Scholars of Color in Education; Symposium

Hyatt, West Tower - Gold Level, Hong Kong; 2:15-3:45pm

Chair: *Rebecca M. Callahan, The University of Texas - Austin*

Participants:

Labor Market Differences Between Bilingual and Monolingual Hispanics. *Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign*

The Literal Cost of Language Assimilation. *Orhan Agirdag, University of Amsterdam*

Bilinguals, College Enrollment, and Labor Market Consequences. *Lucrecia Santibanez, Claremont Graduate University*

Employer Preferences: Do Bilingual Applicants and Employees Experience an Advantage? *Diana A. Porras, University of California - Los Angeles*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

Monday, 1:00 pm

AERA Related Activities

74.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 1 of 2). AERA Related Activities; Workshop
Sheraton, Second Level, Ontario; 1:00-6:00pm

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

Monday, 2:15 pm

Presidential Sessions

75.010. Building a Bridge Between Culturally Responsive Pedagogy and Culturally Responsive Assessment to Educate Racial-Minority Students: Revisiting the Conversation Nearly Two Decades Later. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency C; 2:15-3:45pm

Chair: *Stafford Hood, University of Illinois at Urbana-Champaign*

Participants:

The Four Tiers of Fairness: Examining the Complexities of Test Fairness and the Assessment of Diverse Populations of Test Takers. *Keena N. Arbuthnot, Louisiana State University*

From Culturally Relevant to Culturally Sustaining: Toward a More Justice Focused Pedagogy. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

The Dilemmas of Ecological Validity in Culturally Responsive Pedagogy and Assessments. *Carol D. Lee, Northwestern University*

Community Knowledge, Culture, and Assessment. *Sharon Nelson-Barber, WestEd*

Division Sessions

75.013. How Leaders Negotiate the Influence of Social Context on Organizational Structures and School Policies. Division A - Administration; Paper Session

Swissotel, Event Centre First Level, Zurich AB; 2:15-3:45pm

Chair: *Nathern S. Okilwa, The University of Texas - San Antonio*

Participants:

Policy and Leadership in Changing Landscapes: A School Board's Response in a New Immigrant Destination. *Kristina Brezicha, The Pennsylvania State University; Erica Beth Sausner, Pennsylvania State University; Hilario Junior Lomeli, The Pennsylvania State University - University Park*

The Morality of Safety: Leveraging Collective Efficacy, Student Bullying, and Teacher Protection of Students. *Tonya Hyde, Fort Sam Houston Independent School District; Page A. Smith, The University of Texas - San Antonio; Sean Kearney, Texas A&M University - San Antonio*

"Creatively Ambiguous": How Structural Changes Impact Policy and Practice for Principals in Urban School Districts Under Mayoral Control. *Marsha E. Modeste, University of Wisconsin - Madison*

No Indians Allowed: Exclusion, Role Allocation, and Functionalization in Reservation Border Town District Policies. *Christine Rogers Stanton, Montana State University*

Constructing Policy Problems and Solutions: A Critical Policy Analysis of Bullying Policies in Ontario, Canada. *Stephanie Diane Tuters, OISE/*

University of Toronto; Sue Winton, York University
 Discussant: Katherine Cumings Mansfield, Virginia Commonwealth University

75.014. Organizational Improvement, School Climate, and Educational Reform: Inspiring Hope, Massaging Tensions, and Encouraging Reflection. Division A - Administration; Paper Session
 Swissotel, Lucerne Level, Alpine II; 2:15-3:45pm

Chair: Jennie Weiner, University of Connecticut

Participants:

Administrator Certification in the Context of a Consequential Teacher Evaluation System. Courtney A. Bell, ETS; Nathan Jones, Boston University; Jennifer M. Lewis, Wayne State University; Yi Qi, Educational Testing Service; David Kirui; Monica McLeod, Detroit Public Schools

Creating Coherence, Negotiating Fit: The Competing Demands of Two Professional Learning Initiatives. Candice Bocala, WestEd

Evaluation, Pay for Performance, and Teacher Learning around Instruction: Inducements, Incentives, and Obligated Practices in the Organizational Life of Public Charter Schools. Rick Mintrop, University of California - Berkeley; Miguel Ordenes, University of California - Berkeley; Erin Coghlan, University of California - Berkeley; Laura Pryor, University of California - Berkeley; Cristóbal Madero, University of California - Berkeley

School Improvement Lessons Learned From Teacher Incentive Fund Sites. Jonathan Eckert, Wheaton College

Turnaround, Hope, and the Ephemeral Durability of Urban Education Reform. Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro

Discussant: Bernard Oliver, University of Florida

75.015. Advocacy and Activism in Curriculum Studies: Reconceptualizing the Field. Division B - Curriculum Studies; Symposium
 Hyatt, East Tower - Gold Level, Columbus AB; 2:15-3:45pm

Chair: Ming Fang He, Georgia Southern University

Participants:

Tracing the Field: Toward a Different Narrative of the Growth and Decline of Curriculum Studies in North America. Erik L. Malewski, Kennesaw State University

Mothering While Black in the Academy. Nichole A. Guillory, Kennesaw State University

"In Relation": The Radical Act of Curriculum as Theological Text. Reta Ugena Whitlock, Kennesaw State University

When the Walls Talk: A Counterstory for Curriculum Studies. Denise M. Taliaferro Baszile, Miami University

Decolonial Philosophy of Praxis: Resituating "Activism" in Curriculum Studies. Nathalia E Jaramillo, Kennesaw State University

Discussant: Ming Fang He, Georgia Southern University

75.016. Historicizing the Present: Logics of Knowledge and Constructions of School Subjects in the Modern Era. Division B - Curriculum Studies; Symposium

Hyatt, West Tower - Gold Level, New Orleans; 2:15-3:45pm

Chair: Thomas S. Popkewitz, University of Wisconsin

Participants:

21st-Century Knowledge Worker: Historicizing the Making of Teachers as Professionals in South Korea. Ji-Hye Kim, University of Wisconsin - Madison

General Science: Making Different "Kinds" of Students in Need of Different Kinds of Science Education. Kathryn Lewkowicz Kirchgasser, University of Wisconsin - Madison

Assemblages of Western Modernity and Chinese Classic Learning: Styles of Reason in Taiwan's Educational History. Chen-Ju Liu, University of Wisconsin - Madison

Constructing Difference in Puerto Rican Education at the Turn of the 20th Century. Bethsaida Nieves, University of Wisconsin - Madison

Discussants: Noah W. Sobe, Loyola University Chicago; Daniel Troehler, The University of Luxembourg

75.017. Emotions and Their Role in STEM Learning. Division C - Learning and Instruction; Paper Session
 Sheraton, Ballroom Level, Sheraton I; 2:15-3:45pm

Chair: Lisa Linnenbrink-Garcia, Michigan State University

Participants:

Examining Undergraduate STEM Success: Testing Emotions and Stereotype Threat as Predictors. Lindsey Beth Leker, University of North Dakota; Robert H. Stupnisky, University of North Dakota
 Measuring Interest and Emotion in a Fourth-Grade STEM Unit. Robert William Danielson, University of Southern California; Gale M. Sinatra, University of Southern California; Viviane Seyranian, University of Southern California; Ananya Mukhopadhyay, University of Southern California; Benjamin C. Heddy, University of Oklahoma; Julie A. Marsh, University of Southern California; Morgan S. Polikoff, University of Southern California; Nan Zhou, University of Southern California; Kristene Hossepian, University of Southern California
 Effects of Experimentally Manipulated Text Difficulty and Text Value on Trajectories of Emotional Engagement. Sara M. Fulmer, SUNY - College at Oneonta; Paul C. Stey; Caitlin Mills, University of Notre Dame; Sidney K. D'Mello, University of Notre Dame
 Mood and Focus of Attention During Reading. Catherine M. Bohn-Gettler, College of Saint Benedict; Virginia E. Clinton, University of North Dakota; David Rapp, Northwestern University

When I Am in a Good Mood, I Read and Learn Better: An Eye-Movement Study. Sara Scrimin, University of Padova; Veronica Ranon, University of Padova; Eleonora Danielli, University of Padova; Lucia Mason, University of Padova

Discussant: Mary D. Ainley, University of Melbourne

75.018. Motivation and Learning in Groups. Division C - Learning and Instruction; Paper Session
 Sheraton, Ballroom Level, Sheraton II; 2:15-3:45pm

Chair: Heather A. Davis, San Diego State University

Participants:

Affective, Cognitive, and Social Dynamics in Collaborative Small Groups During Science Inquiry-Based Activities. Martina Nieswandt, University of Massachusetts - Amherst; Elizabeth McEaney, University of Massachusetts - Amherst; Renee A. Affolter, University of Massachusetts - Amherst

Because We Trusted Each Other: An Adjustment of Attribution Theory in the Light of Group-Work Assignments. Marold S. Wosnitza, RWTH Aachen University; Karen Zschocke; Kerstin Helker, RWTH Aachen University

The Role of Coping in Small-Group Socially Shared Regulation of Learning. Ruby Inez Vega, The University of Arizona

Transfer of Multi-link Causal Reasoning in Collaborative Group Work? Shufeng Ma, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign

The Interplay of Peer Relationships, Classroom Discourse, and Reasoning. Jingjing Sun, University of Illinois at Urbana-Champaign; Joshua Morris, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign; Brianne Delisi, University of Illinois at Urbana-Champaign; Samantha Shah, University of Illinois at Urbana-Champaign; Ruotian Wang, University of Illinois at Urbana-Champaign

75.019. Scaffolding Students' Learning in Formal and Informal Contexts.

Division C - Learning and Instruction; Structured Poster Session
 Sheraton, Ballroom Level, Sheraton V; 2:15-3:45pm

Chairs: Nicole Danielle Martin, University of Wisconsin - Madison; Catherine Louise Dornfeld, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin

Participants:

1. Fading Distributed Scaffolds: The Interplay Between Instructor and Material-Based Scaffolds. Nicole Danielle Martin, University of Wisconsin - Madison; Catherine Louise Dornfeld, University of Wisconsin - Madison; Dana Gnesdilow, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin
2. The Synergy of Heuristic Worked Examples and Collaboration Scripts in Fostering Mathematical Argumentation Skills. Freydis Vogel, University of Munich; Elisabeth Reichersdorfer, Technical University of Munich; Ingo Kollar, University of Munich; Stefan Ufer, University of Munich; Kristina Maria Reiss, Technische Universität München; Frank Fischer, University of Munich
3. Scaffolding Learning With Pedagogical Agents in Advanced Learning Technologies: Understanding the Role of Self- Versus External Regulation. Michelle Taub, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Roger Azevedo, North Carolina State University

4. Opportunities for Scaffolding Elementary Students' Engagement in Scientific Practices. *John-Carlos Marino, University of Michigan; Anna Maria Arias, University of Michigan; Elizabeth A. Davis, University of Michigan; Annemarie S. Palincsar, University of Michigan*
 5. Distributed Scaffolding in a Service-Learning in Literacy Education Class. *Peter Smagorinsky, University of Georgia; Lindy L. Johnson, The College of William and Mary*
 6. Affordances of Different Genres of Scaffolds for Learning in a Science Museum. *Susan A. Yoon, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Joyce Lin, Knowles Science Teaching Foundation; Karen J. Elinich, The Franklin Institute*
- Discussant: *Iris Tabak, Ben-Gurion University of the Negev*

75.020. Social-Mediated Learning, Intelligent Tutoring, and Knowledge-Building Discourse. Division C - Learning and Instruction; Paper Session

Hyatt, West Tower - Bronze Level, Buckingham; 2:15-3:45pm

Chair: *Amy E. Berger, Embry-Riddle Aeronautical University*

Participants:

- Collaborative Design-Based Science Learning Among Rural Youth Enhanced by Social Networking Forums. *Michael A. Evans, North Carolina State University; Samantha Won, Virginia Polytechnic Institute and State University*
- Efficacy of the Web-Based Intelligent Tutoring System for the Structure Strategy With Fourth- and Fifth-Grade Students in High-Poverty Schools. *Kausalai K. Wijekumar, Texas A&M University - College Station; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*
- Metadiscourse on Collective Knowledge Progress to Inform Sustained Knowledge-Building Discourse. *Jianwei Zhang, University at Albany - SUNY; Dan Tao, University at Albany - SUNY; Yanqing Sun, University at Albany - SUNY; Mei-Hwa Chen, University at Albany - SUNY; Ben Peebles, University of Toronto - OISE; Sarah Naqvi Naqvi, University of Toronto - OISE*
- Social Scholars: Teaching and Research Practices in Social-Mediated Environments. *Christine M. Greenhow, Michigan State University; Beth A Robelia, Walden University; Benjamin William Gleason, Michigan State University; Emilia Askari, Michigan State University*
- The Canonical Correlations Between Undergraduates' Psychological Characteristics and Learning Outcomes in Social Media Learning. *Soyoung Kim, Seoul National University of Science & Technology*

75.021. Text Difficulty, Genre, and Medium Effects on Reading. Division C - Learning and Instruction; Paper Session

Hyatt, East Tower - Gold Level, Columbus CD; 2:15-3:45pm

Chair: *Denis Dumas, University of Maryland - College Park*

Participants:

- Investigating the Impact of Text Difficulty on Children's Reading Progress. *Emily M. Rodgers, The Ohio State University; Jerome V. D'Agostino, The Ohio State University; Robert H Kelly, The Ohio State University - Columbus; Sinead J Harme, The Ohio State University - Columbus; Katherine Brownfield, The Ohio State University - Columbus*
- Making Sense of Science Texts: A Mixed-Method Examination of Predictors and Processes of Expository Text Comprehension. *Dennis S. Davis, The University of Texas - San Antonio; Becky H. Huang, The University of Texas - San Antonio; Tanisha Yi, The University of Texas at San Antonio*
- Reading Across Mediums. *Lauren M Singer, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park*
- The Informational Text Structure Survey (ITS2): An Exploration of Primary-Grade Teachers' Sensitivity to Text Structure in Young Children's Informational Texts. *D. Ray Reutzel, Utah State University*
- The Relationship Between Students' Reading Achievement in Different Text Formats and Cognitive Aspects to Reading. *Agnes Hodi, MTA-SZTE Research Group on the Development of Competencies; Tímea Török, University of Szeged*

75.022. Dilemmas, Tensions, and Trade-Offs: Some Methodological Conundrums in Education Research. Division D - Measurement and Research Methodology; Symposium

Marriott, Fifth Level, Denver/Houston; 2:15-3:45pm

Chair: *Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning*

Participants:

- The Challenge of International Comparison: Seven Variants of the Validity-Comparability Compromise. *David J. Clarke, University of Melbourne*
- Conundrums in Measuring Change in Achievement Over Time. *John G. Ainley, Australian Council for Educational Research; Julian M.S. Frailton, Australian Council for Educational Research; Eveline Gebhardt, Australian Council for Educational Research*
- Improving Learning and Teaching Through Learning Analytics: Dilemmas, Tensions, and Trade-Offs. *Charles Lang, Harvard University; Man Ching Esther Chan, The University of Melbourne*
- Rummaging Through Data? Dilemmas in the Secondary Analysis of PISA (Programme for International Student Assessment). *Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning*

Discussant: *Hans Wagemaker, Independent Consultant*

75.023. Validity: Methods and Applications. Division D - Measurement and Research Methodology; Paper Session

Marriott, Sixth Level, Northwestern/Ohio State; 2:15-3:45pm

Chair: *Heng Patrick Luo, The Pennsylvania State University*

Participants:

- Content Validity Evidence: Test-Taker Influence. *William James Trapp, College Board; Carol M. Myford, University of Illinois at Chicago*
- Development of STEM Readiness Benchmarks to Assist Students in Making Informed Educational and Career Decisions. *Krista D. Mattern, ACT, Inc.; Justine Radunzel, ACT, Inc.; Paul A. Westrick, ACT, Inc.*
- Predicting College Readiness From Interim Assessment Results: A Growth Model With Selection and Missing Data. *Yeow Meng Thum, Northwest Evaluation Association; Tyler H. Matta, University of Oregon*
- Relating Non-Cognitive Characteristics to Performance on The ACT®: An Application of Sparsely Clustered Data Methods. *Daniel McNeish, University of Maryland; Justine Radunzel, ACT, Inc.; Edgar I. Sanchez, ACT, Inc.*
- Who Goes to Graduate School? Tracking 2003 ACT®-Tested High School Graduates for Over a Decade. *Krista D. Mattern, ACT, Inc.; Justine Radunzel, ACT, Inc.*

Discussant: *Ryan J. Kettler, Rutgers University*

75.024. The Jumpstart Intervention Program: Effects of Rich Early Learning Experiences on Learning Behaviors and Cognitive Skills. Division E - Counseling and Human Development; Symposium

Hyatt, West Tower - Gold Level, San Francisco; 2:15-3:45pm

Chair: *Katelyn E. Kurkul, Boston University*

Participants:

- Home Is Where Learning Begins: Motivations for Early Intervention Programs That Target School Readiness. *Katelyn E. Kurkul, Boston University; Kathleen H. Corriveau, Boston University*
- Narrowing the Gap: Jumpstart's Impact on Reducing the Vocabulary Gap Between Children With Low and High Vocabularies. *Julie Dwyer, Boston University*
- Children's Use of Explanations to Develop Critical-Thinking Skills in Jumpstart Classrooms. *Kathleen H. Corriveau, Boston University; Katelyn E. Kurkul, Boston University; Pratima Patil, Boston University*

Discussant: *Amie Grills, Boston University*

75.025. Achieving Social Justice for LGBTQQ and Gender-Creative People in Schools: Learning From the Stories of Students, Families, Teachers, Administrators and Other School Personnel, and Community Members. Division G - Social Context of Education; Symposium

Marriott, Sixth Level, Lincolnshire; 2:15-3:45pm

Chair: *SJ Miller, University of Colorado - Boulder*

Participants:

- The Paradox of Visibility: Families Impacted by Homophobia, Heterosexism, and Transphobia in Schools. *Mollie V. Blackburn, The Ohio State University; Iane Vanderhule, Hilliard Davidson High School*
- High School Experiences of Support and Nonsupport: Stories From LGBTQQ and Gender-Creative Students. *Courtney Johnson, Columbus City Schools; Kimberly Swensen, The Ohio State University - Columbus; Jenell Penn, Columbus City Schools*
- When, Where, and How Do We Do This? Stories From Teachers Who Support LGBTQQ and Gender-Creative Students and Some Who Don't. *Ryan Schey, The Ohio State University - Columbus; Dorothy*

Sutton, Metro Early College High School; Megan Brown, Bishop Hartley High School

Leading Toward Justice: Stories From Administrators and Other School Personnel Supporting LGBTQQ and Gender-Creative Students, Families, and Teachers. *Caroline T. Clark, The Ohio State University - Columbus; Jill Marie Smith, The Ohio State University - Columbus*

Discussant: *Elizabeth M. Dutro, University of Colorado Boulder*

75.026. Beyond Empowerment: Accompaniment and Sociolinguistic Justice Through Youth Research. Division G - Social Context of Education; Symposium

Marriott, Sixth Level, Purdue/Wisconsin; 2:15-3:45pm

Chair: *Doroles Ines Casillas, University of California - Santa Barbara*

Participants:

Accompaniment, Sociolinguistic Justice, and Youth Agency. *Mary Bucholtz, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara; Doroles Ines Casillas, University of California - Santa Barbara*

From Isolation to Collaboration: The Connection Between Language Beliefs and Teaching Philosophies. *Elizabeth Anne Mainz, University of California - Santa Barbara*

Empathy and Affect in Latina/o Peer Discussions of Language Brokering.

Audrey Noelle Lopez, University of California - Santa Barbara

Bringing Academic Concepts to Life: Latina/o Students' Experiences Within and Between "Communities of Practice." *Maria Jose Aragon, University of California - Santa Barbara*

"It's Just Funny": Laughing About Race and Racism in a Cross-Racial Classroom. *Meghan Corella Morales, University of California - Santa Barbara*

75.027. Black American Students' Achievement in the Suburbs: Academic Success Through Family Engagement. Division G - Social Context of Education; Symposium

Marriott, Third Level, Dupage; 2:15-3:45pm

Chair: *Vilma Seeberg, Kent State University*

Participants:

Black American Family Engagement and Success and the Formation of a Soft Racial Class. *Vilma Seeberg, Kent State University*

Perceptions of Teacher Expectations Among Academically Successful Black American Students and Their Families. *Larissa Malone, Kent State University*

Understanding the Experience of Black American Students Who Migrated From the Inner-City to the Suburbs. *Xiaoqi Yu, Kent State University*

Discussant: *Beth Blue Swadener, Arizona State University*

75.028. Rethorizing Violence in Education: Moving Toward Critical Pedagogies of Love, Healing, and Transformation. Division G - Social Context of Education; Symposium

Marriott, Fifth Level, Kansas City; 2:15-3:45pm

Chair: *Zeus Leonardo, University of California - Berkeley*

Participants:

A Theory of Disappearance: Toward a Spiritual Idea of Violence Within Educational Spaces. *Gema Cardona, Berkeley University of California*

Loosening the Noose: Shifting From Colonial Violence Within Urban Schooling Toward Critical Pedagogies of Love. *Tiffani Johnson*

Frantz Fanon and Education: Toward Decolonial Praxis. *Michael Singh, UC Berkeley*

Discussant: *Sofia A. Villenas, Cornell University*

75.029. What Reviewers Want You to Know: The Dos and Don'ts of Writing Successful AERA Annual Meeting Submissions. Division G - Social Context of Education; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 2:15-3:45pm

Chairs: *Sakeena G. Everett, Michigan State University; Adeyanju O. Oduola, Clemson University*

Participants: *Kevin S. Carroll, Emirates College for Advanced Education; Kevin C. Roxas, Western Washington University; Ann Mogush Mason, University of Wisconsin - River Falls; Leah Stauber, The University of Arizona; Curtis Anthony Brewer, The University of Texas - San Antonio; Kathy Carter, The University of Arizona; Edmund T. Hamann, University of Nebraska - Lincoln; Chiara Cannella, Fort Lewis College*

75.030. Emerging Perspectives of Research on Learning at Work: Uncovering Processes of Professional Development. Division I -

Education in the Professions; Symposium

Sheraton, Ballroom Level, Sheraton III; 2:15-3:45pm

Chair: *Christian Harteis, Paderborn University*

Participants:

Studying Teachers' Informal Learning With Mixed Methods. *Eva Kyndt, University of Leuven*

Understanding Work-Related Learning During Internships: The Role of Individual and Job-Related Variables. *Vincent Donche, University of Antwerp; David Gijbels, University of Antwerp; Piet Van den Bossche, Maastricht University; Christian Harteis, Paderborn University*

A Multilevel Analysis of Individual and Situational Influences on Learning Within Social Interactions in the Workplace. *Andreas Rausch, University of Bamberg*

Seeing the Others: The Advocatory Approach as a Learning Tool for Vocational In-Service Teachers. *Sarah Heinzer, University of Zuerich; Fritz K. Oser, University of Fribourg*

Discussant: *Bridget N. O'Connor, New York University*

75.031. Deepening Our Understanding of Student Mathematics Knowledge in Community Colleges. Division J - Postsecondary Education; Symposium

Swissotel, Event Centre Second Level, St. Gallen 3; 2:15-3:45pm

Chair: *Nikki Edgecombe, Teachers College, Columbia University*

Participants:

When Memory Fails: Community College Developmental Math Students' Deference to Memory Over Meaning. *Karen B. Givvin, University of California - Los Angeles; Belinda Thompson, University of California - Los Angeles*

Preparing Students in Developmental Math for College and Beyond: An Assessment of Student Understandings. *Susan Bickerstaff, Teachers College, Columbia University; Madeline Joy Trimble, Teachers College, Columbia University*

An Analysis of Conceptions of Inverse Trigonometric Functions. *Vilma M. Mesa, University of Michigan*

Discussant: *Steve Hinds, Director, Active Learning in Adult Numeracy*

75.032. Engaging With Students and Student Affairs Professionals.

Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich C; 2:15-3:45pm

Chair: *Aurora Kamimura, University of Michigan - Ann Arbor*

Participants:

A Steeper Hill to Climb: The Role and Experience of Student Trustees in the 21st Century. *Raquel M. Rall, University of Southern California; Daniel Maxey, University of Southern California*

Developmental Evaluation of an International Student Program in the United States: Factors Influencing Satisfaction and Academic Success. *Katherine Joy Nilsen, University of California - Santa Barbara; Anissa R. Stewart, University of California - Santa Barbara*

Managing Multiple Roles: Metaphors of Supervising New Professionals in Student Affairs. *Tiffany J Davis, North Carolina State University*

Race and Rhetoric: An Analysis of College Presidents' Statements on Campus Racial Incidents. *Eddie R. Cole, College of William and Mary; Shaun R. Harper, University of Pennsylvania*

Discussant: *Jason Laker, San José State University*

75.033. Factors Affecting Diverse Students in STEM. Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre First Level, Zurich E; 2:15-3:45pm

Chair: *Luis Antonio Leyva, Rutgers University*

Participants:

Are College Women Less Engaged in Computer Science Classrooms Than Men? Results of a Smartphone Experience Sampling Method Study. *Carolina Milesi, NORC at the University of Chicago; Barbara Schneider, Michigan State University; Kevin L. Brown, NORC at the University of Chicago; Lara Perez-Felkner, Florida State University; Iliya Gutin, NORC at the University of Chicago; Eric Dropkin, NORC at the University of Chicago*

Examining Engagement in Diverse Learning Environments Between Native-Born and Foreign-Born Students of Color in STEM. *Crystal George Mwangi, University of Massachusetts - Amherst; Sharon L. Fries-Britt, University of Maryland; Alicia M. Peralta, University of Maryland - College Park; Nina Davud, University of Maryland - College Park*

Factors Impacting Mentor Relationships Among STEM Students of

Color. *Joseph A. Kitchen, The Ohio State University; Terrell Lamont Strayhorn, The Ohio State University; Leroy L. Long, The Ohio State University*

Women Preparing for Careers in Technology-Related Fields: A Case in Japan. *Masako Hosaka, University of Missouri*

Discussant: *Gina Ann Garcia, University of Pittsburgh*

75.034. Pluralistic and Global Dimensions of College Student Outcomes.

Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 2:15-3:45pm

Chair: *Ah Ra Cho, University of North Texas*

Participants:

An Exploration of the Leadership Development of International Students Compared to Domestic Peers. *Daniel A Collier, University of Illinois at Urbana-Champaign; David Michael Rosch, University of Illinois at Urbana-Champaign*

Diversity Engagement and the Development of a Global Perspective. *Mark E. Engberg, Loyola University Chicago*

Institutional Environment, Student Motivation and Study Abroad Participation. *Lanlan Mu, Indiana University - Bloomington; Victor Borden*

The Role of High-Impact Educational Practices in the Development of College Students' Pluralistic Outcomes. *Krista M. Soria, University of Minnesota; Matthew Johnson, Central Michigan University*

Discussant: *Eric M Hartman, Kansas State University*

75.035. Context Matters: Understanding the Multiple Dimensions of

Teachers' Lives. Division K - Teaching and Teacher Education; Paper Session

Marriott, Third Level, Kane/McHenry; 2:15-3:45pm

Chair: *Suzanne C. Carothers, New York University*

Participants:

A Day in the Life: Teachers' Nonschool Time Use. *Seth Gershenson, American University; Steve Holt, American University; Kristine L. West, St. Catherine University*

Barriers to Career Opportunities for Female Teachers in Boys' Schools. *Daniela Acquaro, The University of Melbourne*

Second-Career Teachers: Professional Identities Within the Landscape of Teaching. *Ann Walker Nielsen, Arizona State University*

The Personal Is Educational: Teachers' Development of Self and the Facilitation of Family-School Partnerships. *Olivia Soutullo, University of Florida; Tina M Smith-Bonahue, University of Florida; Stephanie C. Smith, University of Illinois at Urbana-Champaign*

Transnational Teachers and the Teaching of Literacy. *Brooke Ward, University of Wisconsin - Madison*

Discussant: *Suzanne C. Carothers, New York University*

75.036. Critical Perspectives on Pedagogy Across Content Areas. Division

K - Teaching and Teacher Education; Paper Session

Marriott, Tenth Level, O'Hare; 2:15-3:45pm

Chair: *Wayne Journell, University of North Carolina - Greensboro*

Participants:

Expanding Approaches to Teaching for Diversity and Justice: Infusing Global Competency Across the Content Areas. *Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Hillary Parkhouse, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Jessie Montana Cain, University of North Carolina - Chapel Hill*

Posture, Pivot, Rift: Ecological Mathematical Agency in Pre-service Teacher Education. *Jeremiah Isaac Holden, University of Colorado - Denver*

Preservice English Teachers' Development of Critical Language Pedagogy. *Amanda J. Godley, University of Pittsburgh; Jeffrey Reaser, North Carolina State University; Kaylan Moore, University of Pittsburgh; Jessica Hatcher, North Carolina State University*

Response-ability: A Bakhtinian Analysis of the Scripted Discourse Within Mandated Early Elementary English Language Arts Curricula. *Susan A. Sturm, SUNY - College at Fredonia; Tina M. Bampton, University at Buffalo*

Teacher Enactment of an Educative Inquiry Curriculum in History. *Abby Reisman, University of Pennsylvania; Bradley Fogo, Stanford University*

Discussant: *Kristal Clemons, Florida Agricultural & Mechanical University*

75.037. Literacy and Silences: Diversity, Social Justice, and Student Voice.

Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Addison; 2:15-3:45pm

Chair: *Yvonne E. Gonzalez-Rodriguez, Rowan University*

Participants:

Critical Theory and Early Childhood: Understanding How Teacher Perceptions Shape the Literacy Instruction English Language Learners Receive. *Kerry Rizzuto, Monmouth University; Lilly M. Steiner, Boston University*

Culturally Responsive Professional Learning and Development for Capacity-Building and Innovation in Literacy Practices That Support Diverse Learners. *Letitia C. Fickel, University of Canterbury; Christine Henderson, EducationPlus/University of Canterbury; Gaylene Price, EducationPlus/University of Canterbury; Adie Bonisch, Education Plus/University of Canterbury*

Enacting Justice in the Age of the Common Core: Approaches to Praxis in Secondary English Language Arts. *Alison George Dover, Northeastern Illinois University*

Investigating Diversity Issues in Literacy Teacher Education: A National Research Study. *Sue A. Sharma, Oakland University; Abha Gupta, Old Dominion University; Lynn A. Smolen, The University of Akron*

Listening to the Voices of Silenced Readers: A Comparison of Third-Grade Online and Face-to-Face Book Discussions. *Beth M Brendler, University of Missouri - Columbia; Vanessa E Adams, University of Missouri - Columbia*

Discussant: *Tamara T. Butler, Michigan State University*

75.038. Moving Beyond Cultural Competency: Supporting Teachers to Build Cultural Humility. Division K - Teaching and Teacher

Education; Symposium

Marriott, Third Level, Cook; 2:15-3:45pm

Chair: *Erica Hodgkin, Mills College*

Participants:

In-Service Teachers Draw on Cultural Humility to Build Effective Learning Relationships With Students Across Difference. *Erica Hodgkin, Mills College*

Designing Service-Learning to Foster Cultural Humility Among Preservice Teachers. *Darren E. Lund, University of Calgary; Lianne Lee, University of Calgary*

Nurturing Cultural Humility and Self-Reflexivity in Preservice Teachers Through Short-Term Community Service-Learning Projects. *Vanessa de Oliveira Andreotti, The University of British Columbia; Kari Grain, University of British Columbia*

Discussant: *Alan Scott Tinkler, The University of Vermont*

75.039. Social Foundations for Teaching Practice. Division K - Teaching

and Teacher Education; Symposium

Marriott, Fifth Level, Los Angeles/Miami; 2:15-3:45pm

Chair: *Karen M. Hammerness, American Museum of Natural History*

Participants:

Context-Specific High-Leverage Practices: Findings From Two Urban-Focused Foundations Courses. *Karen M. Hammerness, American Museum of Natural History; Bill Kennedy, University of Chicago*

Resisting Myopia: Why Practice-Centered Programs Must See and Engage the Places Teachers "Practice." *Michael Bowman, University of Washington; Isaac Gottesman, Iowa State University*

Learning to Enact Social Justice Through Practice: The Case of Advocacy Practices. *Susannah Davis, University of Washington - Seattle*

Using Performance-Based Assessments of Equitable Teaching Practice to Assess Actual Teaching Practice. *Debi Khasnabis, University of Michigan; Simona Goldin, University of Michigan; Kelly McMahon, University of Michigan*

Discussant: *Kenneth M Zeichner, University of Washington*

75.040. Teacher Candidates' Beliefs, Perceptions, and Assumptions.

Division K - Teaching and Teacher Education; Paper Session

Marriott, Sixth Level, Michigan/Michigan State; 2:15-3:45pm

Participants:

Investigating Beginning and Graduating Preservice Teachers' Beliefs About Intelligence and Endorsement of Instructional Strategies.

Kathleen M. Cauley, Virginia Commonwealth University; Christy Tyndall, Virginia Commonwealth University; Erika K Dumke,

Virginia Commonwealth University; Jennifer Goldsmith, Virginia Commonwealth University

Preservice Teachers' Perceptions of School Organization and Development. *Dirk Ifenthaler, University of Mannheim; Nicole Bellin-Mularski, University of Potsdam; Dana-Kristin Mah, University of Potsdam*

Preservice Teachers' Beliefs About Causes of Motivation and Academic Success! *Jennifer Le' Shay Harper, Tusculum College*

"Hard Work Can Lead You Anywhere": Deconstructing Teacher Candidates' Assumptions About Meritocracy, Educational Equity, and School Achievement. *Althier M. Lazar, Saint Joseph's University; Suniti Sharma, Saint Joseph's University*

75.041. Teacher Education Programs Address the Implementation of edTPA. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Belmont; 2:15-3:45pm

Chair: *Wafaa Abdel Kader, University of Phoenix*

Participants:

Reframing Guiding Principles for Teacher Education. *Rachel Stickles, Carroll University; Edie White, Carroll University; Kimberly Hofkamp, Carroll University; Kimberly R. White, Carroll University*

Supporting Teacher Candidates on the edTPA: How Rubric Conceptions Align Between Preservice Teachers and Evaluators. *Kelly Mills, University of Maryland - College Park*

A Critical Look at Nonneutralities in Mathematics as Represented in the edTPA. *Karen Colum, Minnesota State University - Mankato*

Supporting Candidate Preparation for the edTPA Through a Web-Based Interdisciplinary Tool. *Michael R. Vitale, East Carolina University; Jamin Carson, East Carolina University; Mark L'Esperance, East Carolina University*

Discussant: *Dorothea M. Anagnostopoulos, The University of Connecticut*

75.042. The Power of Teacher Beliefs in Shaping Policy and Practice.

Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 2:15-3:45pm

Chair: *Roderick LaMar Carey, University of Maryland - College Park*

Participants:

Becoming Teacher Activists: Purpose Derived From the Past. *Keith C. Catone, Brown University*

Exploring That Which Makes Us Human: Vulnerability, Family, and Profession. *Cheryl L. Beverly, James Madison University; Aaron Thomas Bodle, James Madison University; Jane B. Thall, James Madison University*

Possible Selves as an Explanation for the Power of Preservice Teachers' School Memories. *Kyle Elizabeth Miller, Illinois State University; Rena Shifflet, Illinois State University*

Teacher Language Ideologies and Top-Down Dual Language Bilingual Education Policy Implementation. *Kathryn I. Henderson, The University of Texas - Austin*

Teaching With Self: The Power of Authenticity in Alternative Education. *Jessica Blum-DeStefano, Teachers College, Columbia University*

Discussant: *Debra A. Miretzky, Western Illinois University*

SIG Sessions

75.043. Research on Students' Motivation and Learning in Augmented Realities. SIG-Applied Research in Immersive Environments for Learning; Symposium

Marriott, Fourth Level, Armitage; 2:15-3:45pm

Chair: *Christopher J. Dede, Harvard University*

Participants:

Mixed-Methods Assessment of Scientific Practices Demonstrated During a Vision-Based Augmented Reality Game. *Denise Bressler, Stevens Institute of Technology*

Mobile Technologies Support Student Understanding of Variability in Messy Real-World Data in Ecosystem Science. *Amy M. Kamarainen, Harvard Graduate School of Education; Denise Bressler, Stevens Institute of Technology; Shari J. Metcalf, Harvard University; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University*

Designing for Designers: Designing Augmented Reality Tools to Facilitate Youth Ownership. *Judy Perry, The Education Arcade; Eric D. Klopfer, Massachusetts Institute of Technology*

Discussant: *Matt Dunleavy, Radford University*

75.044. Teaching Academic Content to English Language Learners in the Context of New Common Standards. SIG-Bilingual Education Research; Symposium

Swissotel, Event Centre Second Level, Montreux 3; 2:15-3:45pm

Chair: *Sultan Turkan, ETS*

Participants:

Teacher Expertise and English Learners: Theoretical and Practical Considerations. *Aida Walqui, WestEd*

Developing Teachers' Pedagogical Language Knowledge for English Language Learners and the Common Core Standards. *George C. Bunch, University of California - Santa Cruz*

Disciplinary Linguistic Knowledge for Teaching Content to English Language Learners. *Sultan Turkan, ETS*

What Do Teachers Need to Know to Support Academic Literacy in Mathematics for English Learners? *Judit N. Moschkovich, University of California - Santa Cruz*

Discussants: *Guadalupe Valdés, Stanford University; Mary J. Schleppegrell, University of Michigan*

75.045. Leadership and Formation in Catholic Schools. SIG-Catholic Education; Paper Session

Swissotel, Event Centre Second Level, St. Gallen 2; 2:15-3:45pm

Chair: *Karie Huchting, Loyola Marymount University*

Participants:

Developing University-Catholic School Collaborations in the Service of Social Justice: Lessons Learned From Two Early-Career Scholars. *Margarita Zisselsberger, Loyola University Maryland; Kalinda Jones, Loyola University Maryland*

Sisters Teaching Sistahs: An Autoethnographic Narrative. *Pamela M. Christian, Azusa Pacific University; Mary Teixeira, California State University San Bernardino*

Faith Leadership Development in Novice Principals. *Barbara Stacy Rieckhoff, DePaul University*

Organizational Identities and Urban Catholic/Charter School Reform: Legitimacy and Levels. *Kari A Carr, Indiana University - Bloomington; Samantha Paredes Scribner, Indiana University - Indianapolis*

Discussant: *Mary K. McCullough, Loyola Marymount University*

75.046. Designing Supportive Doctoral Learning Environments. SIG-

Doctoral Education Across the Disciplines; Paper Session

Swissotel, Event Centre First Level, Zurich D; 2:15-3:45pm

Chair: *Diane R. Dean, Illinois State University*

Participants:

An International Comparison of Doctoral Student Support Programs: Similarities and Differences Across National Contexts. *Karri A. Holley, The University of Alabama; Omer Caliskan, Middle East Technical University*

Building an Educational Leadership Studio: Collaboration Among Three Universities. *Barbara J Mallory, High Point University; Robert Kelly Crow, Western Carolina University; Jim McDowelle, East Carolina University; William Rouse, East Carolina University; Kathleen Topolka Jorissen, Western Carolina University*

Acts of Transformational Resistance: Doctoral Students of Color in Schools and Colleges of Education. *Tuesda Roberts, Michigan State University; ThedaMarie Danyale Gibbs, Michigan State University; Lorena Gutierrez, Michigan State University*

Getting Learning Communities Into the Carnegie Project on the Education Doctorate: The Successes and Challenges. *Debby M. Zambo, Carnegie Project on the Education Doctorate; Audrey Hovannessian, California State University; Jill Alexa Perry, Duquesne University*

Teaching Assistant Instructional Development in Engineering: A Test of Four Programs. *Carlton Jing Fong, The University of Texas - Austin; Joanna Angeline Gilmore, The University of Texas - Austin; Tershia Pinder-Grover, University of Michigan - Ann Arbor; Molly Hatcher, The University of Texas - Austin*

Discussant: *Hironao Okahana, Council of Graduate Schools*

75.047. Culturally Responsive Approaches to Preparing Early Childhood Teachers for Inclusive Classrooms. SIG-Early Education and Child Development; Symposium

Hyatt, East Tower - Gold Level, Grand B; 2:15-3:45pm

Chair: *Elisa L. Klein, University of Maryland*

Participants:

Collaborative Development of a Culturally Responsive Early

Childhood/Early Childhood Special Education Certification Program. *Elisa L. Klein, University of Maryland; Christy Tirrell-Corbin, University of Maryland - College Park; Joan A. Lieber, University of Maryland*

A Unique Model for Promoting Equity in Education Focused on Teacher Preparation for Urban Settings. *Christine M McWayne, Tufts University; Jayanthi Mistry, Tufts University; Cindy Ballenger, Tufts University; Bruce Johnson, Tufts University*

Preparing Teachers of Color to Engage in Quality Universally Inclusive Early Responsive Education. *Mariana Souto-Manning, Teachers College, Columbia University; Celia S. Genishi, Teachers College, Columbia University*

Cross-Disciplinary Unification: Preparing Teachers for Inclusion. *Hazel A. Jones, University of Florida; Kristen Mary Kemple, University of Florida*

Discussant: *Martha Zaslow, Society for Research in Child Development*

75.048. The Animal Question in Educational Praxis and Research: Rethinking “Justice” With Other Animals. SIG-Environmental Education; Symposium

Swissotel, Lucerne Level, Lucerne III; 2:15-3:45pm

Chair: *Teresa Katrina Lloro-Bidart, California State University - Chico*

Participants:

“They’re Hugging Each Other”: Constructing and Co-Teaching With the (Dis) Embodied Shark. *Teresa Katrina Lloro-Bidart, California State University - Chico*

Reimagining Convivial Cohabitation With Urban “Pest” Animals. *Leesa K. Fawcett, York University*

Children’s Experiences of Animal Death: Implications for Ecological Learning. *Joshua James Russell, Canisius College*

Discussant: *Constance L. Russell, Lakehead University*

75.049. Globalized Contexts for Collaboration, Change, and Reform. SIG-International Studies; Paper Session

Hyatt, West Tower - Gold Level, Atlanta; 2:15-3:45pm

Chair: *David C. Miller, American Institutes for Research*

Participants:

A Higher Education Capacity Assessment Framework: A Case Study in Malawi. *Lucas Benjamin Hill, Michigan State University; Inese Berzina-Pitcher, Michigan State University; John Bonnell; John M. Dirkx, Michigan State University; Sekanawo Kasiya, Lilongwe University of Agriculture and Natural Resources, Malawi; Tom Smith; Mary Vann*

Higher Education Reform in Ecuador: Accountability, Access, and National Interest. *Raul Leon, Eastern Michigan University; Blanca E. Elizabeth Vega, Teachers College, Columbia University*

Leadership for Reforms in Canada, Jamaica, China, and Taiwan. *Disraeli M. Hutton, University of the West Indies; Peter Yee Han Joong, The University of the West Indies; Ming-Dih Lin, National Chung Cheng University; Clyde Glasgow, Ontario College of Teachers*

Teacher Collaboration in Asian Schools: Does It Impact Student Performance? *Asih Asikin-Garmager, University of Iowa; Weilin Chen, University of Iowa*

The Ecology of Organizational Change: School Principals’ Perspectives on Green Schools in Israel. *Oren Pizmony Levy, Teachers College, Columbia University; Dafna Gan, Society for the Protection of Nature in Israel*

Discussant: *David C. Miller, American Institutes for Research*

75.050. On Creating and Maintaining the Experience of Interest. SIG-

Motivation in Education; Symposium

Sheraton, Second Level, Colorado; 2:15-3:45pm

Chair: *Carol Sansone, University of Utah*

Participants:

Students’ Basic Psychological Needs and the Development of Situational Interest During Problem-Based Learning. *Maximilian Knogler, Technische Universität München; Alexander Gröschner, TU München; Katrin Neubauer, Technical University Munich; Doris Lewalter, Technical University of Munich*

Undergraduates’ Implicit Theories of Interest Regulation. *Dustin Thoman, California State University - Long Beach; Carol Sansone, University of Utah*

Life Science Students Learning Physics With Life Science Examples. *K. Ann Renninger, Swarthmore College; Catherine H. Crouch,*

Swarthmore College; Panchompoo Wisittanawat, Swarthmore College; Ming Cai, Swarthmore College

Context Personalization and Example Choice Increase Situational Interest in Mathematics for Students With Low Individual Interest. *Sigve Høgheim, University of Bergen; Rolf Reber, University of Oslo*
Discussant: *Suzanne Hidi, University of Toronto*

75.051. Music Education in Middle Schools. SIG-Music Education; Paper Session

Swissotel, Event Centre Second Level, Montreux 1&2; 2:15-3:45pm

Chair: *Elizabeth Cassidy Parker, Temple University*

Participants:

This We Believe in Middle-Level General Music Curriculum and Pedagogy. *Stephanie Cronenberg, University of Illinois at Urbana-Champaign*

Gender Differences in the Choral Classroom: Examining Participation and Teacher–Student Interactions. *Jamey Kelley, University of Washington*

Cooperation and Collaboration: The Influences of Classroom Culture on Students’ Participation in Creative Musical Activities. *Daniel Albert, Michigan State University*

Investigating Adjudicator Bias in Concert Band Evaluations: An Application of the Many-Facets Rasch Model. *D. Gregory Springer, Boise State University; Kelly D. Bradley, University of Kentucky*

Discussant: *Susan Wharton Conkling, Boston University*

75.052. Research De/sign: Theory as a Thimble for Tailoring Methodological Excess. SIG-Qualitative Research; Symposium

Swissotel, Event Centre First Level, Zurich G; 2:15-3:45pm

Chair: *Brooke Madden, The University of British Columbia*

Participants:

Mending a Frayed and Fraught Photovoice: Moving From a Metaphysics of Individualism Toward Relational Ways-of-Knowing-in-Being. *Marc Roderick Higgins, The University of British Columbia*

Embroidering the Signified Teacher: Documents and the Production of Identity in School-Based Indigenous Education. *Brooke Madden, The University of British Columbia*

Stitching Together Arts-Based Mapping with Emergent Cartography. *Elsa Lenz Kothe, The University of British Columbia*

Unraveling “Queer” and “Trans”: On Getting to Unknow Youth. *Sam Stiegler, The University of British Columbia*

Investigating the Art Encounter With Deleuzian Concepts: Tailoring Research as a Desiring-Assemblage. *Marie France Berard, The University of British Columbia*

Discussant: *Susan Naomi Nordstrom, The University of Memphis*

75.053. Strategic Approaches to Literacy Development. SIG-Research in Reading and Literacy; Paper Session

Sheraton, Second Level, Arkansas; 2:15-3:45pm

Chair: *Monica Gordon-Pershey, Cleveland State University*

Participants:

A Tandem Model of Reading: Interpreting the Relationship Between Fluency and Silent Reading Comprehension in Secondary Students. *Theresa Magpuri-Lavell, Bellarmine University; David D. Paige, Bellarmine University; Timothy Rasinski, Kent State University; Grant Smith, Bellarmine University*

Exploring the Impact of Culturally Responsive Young Adult Literature When Teaching Common Core Literacy Standards. *Janine J. Darragh, University of Idaho; Elaine Radmer, Gonzaga University*

The Effects of Using Dialogic Reading on Young Dual Language Learners’ Emergent Literacy Skills. *Mary Ellen Huennekens, Virginia Commonwealth University; Yaoying Xu, Virginia Commonwealth University*

The Relations Between Cultural Relevance and Reading Performance. *Tanya M. Christ, Oakland University; Ming Ming Chiu, Purdue University; Stephanie Rider; Deborah Kitson; Renae Hieber, Anderson elementary; Elizabeth McConnell, Romeo Community Schools; Heather Mayernik, Oakland University*

The Use and Misuse of Second Language Reading Strategies: Findings From Qatari Science Students’ Think-Alouds. *Katherine Landau Wright, Texas A&M University - College Station; Sunni L. Sonnenburg, Texas A&M University - College Station; Zohreh R. Eslami, Texas A&M University - College Station*

Thinking Aloud in Reading Research: Still Controversial but Still Valuable. *Lois Ann Knezek, University of North Texas; Nancy J. Nelson,*

University of North Texas

Discussant: Julie Warner, Georgia Southern University

75.054. Understanding Educational Opportunity in Rural School Districts: An Examination of Community, Demography, and Policy.

SIG-Rural Education; Symposium

Swissotel, Lucerne Level, Alpine I; 2:15-3:45pm

Chair: Sheneka M. Williams, University of Georgia

Participants:

School Funding and Rural Districts. Jerry Johnson, University of West Florida; Brian P. Zoellner, University of North Florida

Location, Location, Location: School Choice in the Rural Context. Ain A. Grooms, University of Georgia - Athens

A New Narrative on Rural Education: How One High School Takes on 21st-Century Challenges. Erica Lopatofsky Kryst, The Pennsylvania State University - University Park; Stephen Kotok, The Pennsylvania State University; Annelise Hagedorn

It Takes a Community: Preparing Teachers for Rural African American Early Childhood Students. Janeula M. Burt, Bowie State University; Daniel Boyd, Lowndes County Public Schools

75.055. Issues of Race and the Social Studies. SIG-Social Studies Research; Paper Session

Swissotel, Lucerne Level, Lucerne II; 2:15-3:45pm

Chair: Ashley Nicole Woodson, University of Pittsburgh

Participants:

Culturally Responsive Pedagogy in the Social Studies: Case Studies of Teacher Perceptions of their Practices and Higher Education Programs. Tracy Pelkowski, University of Pittsburgh

Learning to Teach About Race in Elementary Social Studies. Christopher C. Martell, Boston University

Race and Economics: A Content Analysis of the Voluntary National Content Standards in Economics. Shakealia Yvette Finley, Georgia Perimeter College

The Evolution of Race in Social Studies Research: A Content Analysis of College and University Faculty Assembly Programs. Christopher Busey, Texas State University; Shakealia Yvette Finley, Georgia Perimeter College

Using Racial Identity Development Theory to Teach About Race and Racism in Social Studies. Andrea M Hawkman, University of Missouri; Antonio J. Castro, University of Missouri - Columbia

Discussant: Cynthia A. Tyson, The Ohio State University - Columbus

75.056. STEM Education and Society. SIG-Sociology of Education; Paper Session

Swissotel, Lucerne Level, Lucerne I; 2:15-3:45pm

Chair: S. Michael Gaddis, University of Michigan

Participants:

Science Achievement Gaps by Gender and Race in Elementary and Middle School: Trends and Predictors. David Quinn, Harvard University; North Cooc, The University of Texas - Austin

Shifting STEM Stereotypes? The Role of Teacher Gender and Peer Gender Composition in Shaping the Views of Male and Female Students. Catherine C. Rieggle-Crumb, The University of Texas; Chelsea Moore, The University of Texas - Austin; Jenny Buontempo

Leaning In or Blocked Out? Female STEM Graduates. Karly Ford, The Pennsylvania State University

Trailblazing Without Feminists? Gendered Expectations of "Major Minorities" on a Conservative Campus. Benjamin G. Gibbs, Brigham Young University; Jacob Mortensen, Brigham Young University; Ian G Peacock, Brigham Young University; Martha Shepard, Brigham Young University

Are Two-Year Colleges the Key to Expanding the Scientific Labor Force? Lara Perez-Felkner, Florida State University; Kirby Thomas, Florida State University; Samantha Nix, Florida State University; Jordan Hopkins, Florida State University

Discussant: Peter Willis Cookson, American Institutes for Research

75.057. Transition Planning and Postsecondary Outcomes for Individuals With Disabilities. SIG-Special Education Research; Paper Session

Sheraton, Second Level, Missouri; 2:15-3:45pm

Chair: Edward G. Fierros, Villanova University

Participants:

Teaching Students With Significant Disabilities: Qualities and

Characteristics of Experts. Andrea Ruppard, University of Wisconsin; Carly A. Roberts, Purdue University

Using Research-Based Transition-Focused Community Conversations to Identify School and Community Needs. June Watters Gothberg, Western Michigan University

Effect of Postsecondary Supports on Two- or Four-Year College Completion for Students in High- and Low-Incidence Disability Categories. Lynn A. Newman, SRI International; Joseph W. Madaus, University of Connecticut; Harold Javitz, SRI International

The Impact of Relationship Types and Social Support Satisfaction on Academic Success for College Students With Disabilities. Jennifer S. Kowitz, University of Connecticut; Allison Lombardi, University of Connecticut

Silent No More: Using Photo-Essays to Reveal the Perspectives of Adults With Intellectual Disability. Kharon Denise Grimmet, Purdue University; Gretchen D. Butera, Indiana University

75.058. Student and Teacher Experiences in Diverse, Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session

Swissotel, Event Centre Second Level, St. Gallen I; 2:15-3:45pm

Chair: Joi A. Spencer, University of San Diego

Participants:

Engage Me: Walking With Bourdieu at the Intersection of Language and Capital in Urban Education. Abigail Rombalski, University of Minnesota - Twin Cities

How Youths Experience and Make Meaning of Place, Race, and Citizenship. Jason R. Harshman, The University of Iowa

Urban Students: Facing Problems or "Problem" Embodied? Urban Teachers Construct Students Through/Against Discourses of Lack. Heidi Pitzer, St. Lawrence University

"I Did This and So Can You!" Exploring the Experiences and Perspectives of Male Teachers of Color in a Grow Your Own Teacher Preparation Program for Urban Schools. Djanna A. Hill, William Paterson University

Discussant: Jessica Shiller, Towson University

75.059. Public Authoring: Creating New Publics Through Literacies That Move Toward Justice. SIG-Writing and Literacies; Symposium

Hyatt, East Tower - Gold Level, Grand A; 2:15-3:45pm

Chair: Stephanie R. Jones, University of Georgia

Participants:

Public Authoring for Others to Use: Young Children's Intra-Activity With Materials. Candace Ross Kuby, University of Missouri - Columbia; Shonna Crawford, Evangel University; Tara Gutshall, Columbia Public Schools

Public Authoring and Speaking Truth: "You're Gonna Miss Me When I'm Gone." Michelle Honeyford, University of Manitoba

Writing Possibilities in Local Public Life: The "Call-and-Response" of Public Listening and Public Authoring. Jennifer L. Clifton, University of Missouri

Discussant: Jennifer Rowsell, Brock University

Division and SIG Roundtables

75.060. Roundtable Session 33; Roundtable Session

75.060-1. Understanding the Experiences of Black Academics in Higher Education. SIG-Research Focus on Black Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: Iesha Jackson, Teachers College, Columbia University

Participants:

Understanding Black and Minority Ethnic Flight From U.K. to Overseas Higher Education. Kalwant Bhopal, University of Southampton; Hazel Brown; June Jackson

Examining Postracial Ideology in Higher Education Policy and Practice. Lorenzo DuBois Baber, University of Illinois

Strategic Approaches to Increasing Faculty Diversity at Research Universities. Wayne D. Lewis, University of Kentucky; Ericka Hollis, University of Kentucky; Willis A. Jones, University of Kentucky; Neal H. Hutchens, The Pennsylvania State University - University Park

Deconstructing Hybrid Spaces: The Lived Experiences of Internationally Educated Nurses of Color. Nadia M. Prendergast, University of Toronto

75.060-2. The Critical Roles of Fathers and Mothers: Gendered

Perspectives. SIG-Family, School, Community Partnerships;
Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Hengameh Kermani, University of North Carolina*

Participants:

A Portrait of Father Involvement in a K–6 School. *Elena Levine-Melendez, Pepperdine University; Diana B. Hiatt-Michael, Pepperdine University*
Early Socialization for Science: Stories From African American Women SME Baccalaureate Recipients. *Ezella McPherson, Indiana University South Bend*

Latino Family Engagement in Science Education: Fathers' Journeys With Their Children From Middle School to High School to College. *Martha A. Allexsaht-Snider, University of Georgia; Elif Kararli, TED University; Cory A. Buxton, University of Georgia - Athens; Shakhnoza Kayumova, University of Massachusetts - Dartmouth*

Learning to Live With Ambiguity: Rethinking Ambiguous Loss and Emotional Boundary for Mothers of Children With Disabilities. *Hye Jun Park, Seoul National University Research Institution of Human Ecology; Yoon-Joo Lee, Brooklyn College - CUNY; Susan L. Recchia, Teachers College, Columbia University; Seung Yeon Lee, Ewha Womans University; Minsun Shin, Montclair State University; Jeeseun Jung, Ohio University - Athens*

“Cómo Nos Ven” (How They See Us): Latina Mothers Confronting U.S. Representations of Latino Disadvantage. *Katherine Rodela, Washington State University*

75.060-3. Roundtable 1: Social Justice in Access to Higher Education.

SIG-Hispanic Research Issues; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Sylvia Martinez, Indiana University*

Participants:

A Conceptual Model of Academic Resilience: Implications for Research on Academically Successful Latino Students. *Daisy Denise Alfaro, California State University - Los Angeles*

It Is a Family Affair: Creating Supporting Partnerships With Latino Parents as First-Generation Students Transition to Higher Education. *Lisceth Brazil - Cruz, University of California - Davis; Siria Martinez, University of California - Davis*

Latino High School Students' Funds of Knowledge: A Sociocultural Analysis of Engineering Design Challenges. *Joel Alejandro Mejia, West Virginia University; Amy Alexandra Wilson, Utah State University*

Latino Student College Choice: Public Versus Private Historically Black Colleges and Universities. *Taryn O. Allen, The University of Texas - Arlington; Dina C. Maramba, Binghamton University - SUNY; Robert Terry Palmer, Binghamton University - SUNY*

The Fence Builders: Case Studies of Latinas Constructing Agentive Selves Toward Studying Engineering. *Elsa Quiroz Villa, The University of Texas - El Paso; Alberto Esquinca, The University of Texas - El Paso; Luciene Soares Wandermurem, The University of Texas - El Paso; Elaine M. Hampton, The University of Texas - El Paso*

75.060-4. What Makes a School/Campus Climate Queer-Friendly? SIG-

Queer Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Participants:

How a North Carolina School District Extended Employment Protections to Transgender Educators. *Clyde Harrelson, University of North Carolina - Chapel Hill*

LGBTQ Resource Availability and Demand at Two-Year Institutions. *David Joseph Nguyen, Michigan State University; Blue Brazelton, Michigan State University; Kristen A. Renn, Michigan State University; Michael R Woodford, University of Michigan*

Perceptions of Campus Climate Among LGBTQ Alumni. *Jason C. Garvey, The University of Alabama*

75.060-5. The Politics and Policy of Responding to the Crisis of Campus

Sexual Violence. Division L - Educational Policies and Politics;
Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Roland W. Mitchell, Louisiana State University*

Participants:

Embodied Policy: A Discourse Analysis of Sexual Violence Policies in Higher Education. *Susan V. Iverson, Kent State University*

Combating Sexual Violence in the Ivy League: Reflections on Politics, Pain, and Progress. *Susan Marine, Merrimack College*

Heterosexist Discourses: A Critical Analysis of the History of Sexual Violence Prevention in Higher Education. *Sara Carrigan Wooten, Louisiana State University*

75.060-6. Action Research in Diverse Contexts. SIG-Action Research;
Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Sheetal Sood, University of Hartford*

Participants:

Access to Mathematics: Teachers' Choices for Students With Learning Disabilities. *Leah Herner-Patnode, The Ohio State University - Lima; Hea-Jin Lee, The Ohio State University - Lima*

Critical Inquiry in the University Classroom: Reflections on Teaching The Diary of a Young Girl and Night. *Irene Ann Resenly, University of Wisconsin - Madison*

Global Educators and Action Research. *Margaret M. Riel, Pepperdine University*

Teaching Emancipatory Action Research: Possibilities and Challenges in Technical Times. *Jeremy N. Price, Montclair State University*

75.060-7. Examining Poetic Inquiry, Autoethnography, and Emancipatory

Disability Research. SIG-Arts-Based Educational Research;
Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Participants:

Coloring Hope Theory: An Autoethnographic Sketch of Pain, Silent Killers, and Dream Hope for Social Justice. *Wilson Rick Sellner, University of Wyoming; Jeasik Cho, University of Wyoming*

The Place of the Poem in Poetic Inquiry. *Laura Apol, Michigan State University*

Critically (Re)examining Research Methods: Intersecting Arts-Based Methods and Emancipatory Disability Research. *Holly Pearson, Chapman University*

75.060-8. Federalism and Governing Education Today. Division L -

Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Kathryn A. McDermott, University of Massachusetts - Amherst*

Participants:

A Theoretical Examination of Borrowing Strength and Race to the Top. *Andrew Saultz, Miami University - Oxford*

Executive Federalism and Flexibility in Education Policy. *Cheryl O'Connor, George Mason University*

Historical Trends in Educational Decentralization in the United States and Developing Countries: A Periodization and Comparison in the Post-World War II Context. *D. Brent Edwards, University of Maryland - College Park; David Edward DeMatthews, The University of Texas - El Paso*

Pushmipullyu Politics and the Common Core in Indiana. *Tara Star Johnson, Purdue University; Tiffany Sedberry, Purdue University*

75.060-9. Politics and Access in Early Childhood Education. Division L -

Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm

Chair: *Xiaoli Wen, National-Louis University*

Participants:

Local Control in the Era of Accountability: A Case Study of Wisconsin 4K. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Bethany Wilinski, Michigan State University; Amato Nocera, University of Wisconsin - Madison*

Plays Well With Others: Negotiating a School District-Community Partnership for Pre-Kindergarten Provision. *Bethany Wilinski, Michigan State University*

The Availability and Quality of Early Childhood Education and Care Programs in Low-Socioeconomic-Status Areas. *Dan Cloney, University of Melbourne; Gordon Cleveland, University of Toronto; John A.C. Hattie, The University of Melbourne; Collette Tayler, University of Melbourne*

“Bottom-Line” Choices: Effects of Market Ideology in Florida's Voluntary Preschool Policies. *Angela C Passero, University of South Florida; Roderick Jones, University of South Florida*

75.061. Roundtable Session 34; Roundtable Session**75.061-1. Critical Issues in the Education of Minorities in the United States.** Division F - History and Historiography; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pmChair: *Carter Julian Savage, Morehouse College*

Participants:

- Casting Shadows: How Rural Northeast Texas Dimmed the Light of Progress. *Ashley N. Stone, The University of Texas at Austin*
- Challenging Inequalities: The First African American Female Ph.D.s. *Kijua Sanders-McMurtry, 141 E. College Avenue*
- Institutional Histories of Three Historically Black Colleges and Universities in Mississippi: A Micro-Level Illustration of Civil Rights Movement Activism. *Cindy Ann Kilgo, University of Iowa*
- A Pragmatic Approach Towards Educational Justice: Examining the Purpose of Education Through the Historical Gaze of Black Youth. *Vincent DeWayne Willis, University of Houston*

75.061-2. Mathematics Teacher Education. SIG-Research in Mathematics Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

Chair: *Yan Ping Xin, Purdue University*

Participants:

- Envisioning Mathematics Teaching: A Study of Prospective Teachers' Representations of a Class Discussion. *Sandra M. Crespo, Michigan State University*
- Investigating Preservice Teachers' Perspectives of Disciplinary Literacy in Mathematics to Prompt Programmatic Change. *Jamie Colwell, Old Dominion University; Mary Enderson, Old Dominion University*
- Preservice Teachers' Conceptions of and Evaluation About Good Mathematics Assessment Practices. *Ji-Won Son, University at Buffalo - SUNY; Ji-Eun Lee, Oakland University; Woong Lim, Kennesaw State University*
- Seeing It All Versus Not Seeing Anything: How Two Prospective Teachers Interpreted Similar Experiences. *AnnaMarie Conner, University of Georgia; Carlos Nicolas Gomez, University of Georgia*

75.061-3. Voices of Students and Professionals at Elite, Faith-Based, and International Institutions. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pmChair: *Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*

Participants:

- Pathways From Pain to Peace: An African American Woman Finding Voice in Black Womanist Theology and Leadership. *Angela Louise Abney, Texas A&M University*
- Reconciled to Difference: The Experience of Ethnically Underrepresented Professionals at Evangelical Colleges and Universities. *Andrew Pollom, Benedictine University*
- Sense of Belonging Among Undergraduate Students of Color at Predominantly White Faith-Based Institutions. *David Edens, California State Polytechnic University - Pomona; Kizzy Jones-Lopez, California State University - Fresno; Oscar Espinoza-Parra, Touro University - Nevada; Young K. Kim, Azusa Pacific University*
- Engineered Struggle and "Earned" Success: Preparation for Upward Social Mobility via Elite Boarding Schools. *Amanda Barrett Cox, University of Pennsylvania*

75.061-4. Evaluating Programs Designed to Enhance College and Career Readiness. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

Chair: *Karen Elizabeth Banks, WERA Educational Journal*

Participants:

- Career Pathways Advancing Life Opportunities for Students: Results From a Longitudinal Evaluation. *Marisa E. Castellano, University of Illinois at Urbana-Champaign; George Richardson, University of Cincinnati; Kirsten Ewart Sundell, Southern Regional Education Board; Laura Overman, University of Louisville; James R. Stone, University of Louisville*
- Evaluating the Effectiveness of a Program Designed to Increase Academic Readiness for Postsecondary Education. *Jacqueline R. Stillitano, Texas A&M University - College Station; Kim Boddie Wright, Texas A&M University - College Station; Danielle Bairrington Brown, University of*

- Nevada - Las Vegas; Hersh C. Waxman, Texas A&M University*
- Increasing Middle School Engagement: Impacts of a Robotics Summer School Program. *Douglas J. Mac Iver, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University*
- Investigating a One-on-One Tutoring Program's Impact on Struggling Readers' Attitudes About Reading and School. *Susana E Franco-Fuenmayor, Texas A&M University; Kayla Brazier Rollins, Texas A&M University; Yoheily Cristina Widdison, Texas A&M University - College Station; Elba Barahona, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University*

75.061-5. Evaluating Programs for At-Risk Youth. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pmChair: *Jeffrey A. Anderson, Indiana University*

Participants:

- A Mixed-Methods Evaluation of an Integrated Secondary-Postsecondary Model of Schooling for Students Identified as Failing in the Traditional School Setting. *Colleen Young, The University of Auckland*
- Check & Connect: The Impact of a Dropout Prevention Program on Course Completion and Graduation. *Kristina Lillian Zeiser, American Institutes for Research; Jessica Heppen, American Institutes for Research; Mindee M. Ocumings, American Institutes for Research; Nicholas Mills, American Institutes for Research; Lindsay Poland, American Institutes for Research*
- How Socioemotional Support Affects Education Decisions in Rural China: An Application of "Delphi-Propensity Score Matching." *Haogen Yao, UNICEF*
- Rural School Resource Officers: An Examination of Impact. *Bill Sullivan, Eastern Kentucky University*

75.061-6. Examining Student Achievement: Impact of Magnet Programs, Extracurricular Activities, and Incentives. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pmChair: *Edwin Ndam, ACT, Inc.*

Participants:

- Advanced Course Completion in Comprehensive and Magnet High Schools: A Study in Clark County School District. *John Rice, WestEd; Min Huang, WestEd; Andrea Anne Lash, WestEd; Loan Tran, WestEd*
- Internal Versus External Assessment of Student Learning: The Case of a Mexican Elementary School. *Maika Maria Dorantes Moguel, Secretaria de Educacion Publica; Edith J. Cisneros-Cohernour, Autonomous University of Yucatan*
- The Relationship Between Activity Participation and Academic Success of Hispanic Students. *Verneda Edwards, Baker University; Britton Hart, Emporia High School*
- The Influence of Incentives on Student Performance on Low- and High-Stakes, Large-Scale Assessments. *Carl Dean McGee, Kern High School District; Jason C. Immekus, University of Louisville*

75.061-7. Investigating the Student Perspective: Assessment, College Experiences, and Instruction. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

Participants:

- Alternative Conceptions Held by Elementary School Students Surrounding Figural Patterns. *Nicole Ralston, University of Portland*
- Examining Kindergarten-Entry Skills in Literacy and Mathematics Across the Urban-Suburban-Town-Rural Continuum. *Michael Thier, University of Oregon; Phillip Shawn Irvin, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*
- Analysis of Students' College Experiences: Many-Facet Rasch Rating Scale Analysis. *Zongmin Kang, DePaul University; Gregory E. Stone, University of Toledo*
- Student Perceptions of Assessment Related to Goal Orientation. *James H. McMillan, Virginia Commonwealth University; Amanda Turner, Connecticut State Department of Education*

75.061-8. Online Teaching and Learning SIG Roundtable Session 2. SIG-Online Teaching and Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pmChair: *Patrick Mose, Ohio University - Athens*

Participants:

Click Here If 13 or Older: Achievement Outcomes and Grade-Level Differences in Texas Online Schools. *Bryan Arthur Mann, Pennsylvania State University*

Comparing High-Quality Online Professional Development Features to a Statewide Online Professional Development Program. *Linda Collins, The University of Akron; Xin Liang, The University of Akron*

Connectedness, Learning, and the Social Presence Model: A Decade of Research on Online and Blended Learning in Higher and K-12 Education. *Aimee Whiteside, University of Tampa; Amy E. Garrett Dikkers, University of North Carolina - Wilmington; Somer Lewis, University of North Carolina - Wilmington*

Implementation of Constructivist Online Game-Based Learning at School: Teacher Facilitation in the Academically Achieving Classroom. *Morris S.Y. Jong, The Chinese University of Hong Kong; Chin-Chung Tsai, National Taiwan University of Science and Technology; Tianchong Wang, The Chinese University of Hong Kong*

Social Studies Research in the Age of Wikipedia: How Do Secondary School Teachers Guide Students? *Demetrius C Roberts, Chester County Intermediate Unit; Margaret D. Roblyer, Nova Southeastern University*

75.061-9. Community-Based Education Reform: Implications for Policy and Governance. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

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

Participants:

Here Comes the Neighborhood: The Promise and Politics of Community-Based Education Reform. *Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada - Las Vegas*

Community Schools as Urban District Reform: Analyzing Oakland's Political and Racial Landscape Through Oral Histories. *Tina M. Trujillo, University of California - Berkeley; Laura Elena Hernandez, University of California - Berkeley; Tonja Michelle Jarrell, University of California - Berkeley; Rene Espinoza Kissell, University of California - Berkeley*

Transforming Out-of-School Challenges Into Opportunities: The Case of a Community School Implementation in the Midwestern United States. *Terrance Green, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin*

Community-Based Accountability: A New Era of Democratic and Local Control for ESEA? *Julian Vasquez Heilig, California State University - Sacramento; Derrick Ward, National Education Association; Eric Weisman, The University of Texas - Austin; Heather Cole, Raise Your Hand Texas*

75.061-10. Comparative Perspectives: Learning From Large International Data Sets. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

Chair: *Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*

Participants:

Class Size Effects on Fourth-Grade Mathematics Achievement: Evidence From TIMSS (Trends in International Mathematics and Science Study) 2011. *Wei Li, Michigan State University; Spyros Konstantopoulos, Michigan State University*

Country-Level Income Inequality and Educational Outcomes. *Chrissie Edmunds, Brigham Young University; Kristie J.R. Phillips, Brigham Young University; Mikaela J. Dufur, Brigham Young University; Lance Erickson, Brigham Young University*

School Autonomy's Impact on the Private School Effect: Does Autonomy Mediate the Effect of Private Schools on Student Math and Reading Performance on PISA (Programme for International Student Assessment)? *Ngaire Honey, Vanderbilt University*

75.061-11. Education Markets and Social Inequalities: A Global Perspective. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm

Chair: *Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

Participants:

Tutoring in the United States. *Patricia Burch, University of Southern California; Jahni Madrica Ann Smith, University of Southern*

California

The Visible Hand: Markets, Politics, and Regulation in Post-Katrina New Orleans. *Huriya Jabbar, The University of Texas - Austin*

Marketization and School Choice: South Africa and the United States Compared. *Bekisizwe S. Ndimande, The University of Texas - San Antonio*

From Common Schools to Marketization: A Review of the Literature on the Political Economy of Urban School Privatization. *Janelle T. Scott, University of California - Berkeley; Jennifer Jellison Holme, The University of Texas - Austin*

Have Neoliberal Education Policies Narrowed the Socioeconomic Achievement Gap in England? *Geoff Whitty, UCL Institute of Education-London*

Division and SIG Posters

75.062. Poster Session 18; Poster Session

75.062-1. View From the Margins: Inclusive Solutions to Challenges for Teachers and Teacher Educators. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:

1. (Re)Imagining Our Foundations: One Social Foundations of Education Program's Attempt to Reclaim, Reestablish, and Redefine Itself. *Kelly McFaden, University of North Georgia; Sheri Carmel Hardee, University of North Georgia*
2. Exploring Elementary School Teacher Candidates' Perspectives on How They Are Prepared for Diversity. *Jiyoun Kim, University of Washington - Seattle*
3. Muslim Students in American Public Schools: Rising to the Challenge. *Seema A. Imam, National Louis University; Patricia A. Hanson, Islamic Society of Milwaukee*
4. Mapping Critical Humility: A Study of the Complexities of Cultivating a Critical Consciousness for White Educators. *Amanda Borow, Tufts University*
5. Practicing What We Preach: Asset-Based Pedagogy in the Multicultural Education Course. *Jim L. Hollar, Central Washington University*
6. Work Readiness Programs and the Creation of Homogenized Refugee Identity. *Ana Carolina Fernandes de Bessa Antunes, University of Utah; Alyssa M Crow, University of Utah*
7. "Speak Truth to Power Ourselves": Teaching Social Justice in an Urban Teacher Residency Program. *Jori S. Beck, University of Nevada - Las Vegas*

75.062-2. Motivational and Cognitive Processes: Self-Regulation, Emotions, and Memory. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:

8. A Double-Edged Sword: On the Net Effect of Dimensional Comparison. *Hanno Müller-Kalthoff, University of Kiel; Friederike Helm, University of Kiel; Jens Moeller, University of Kiel*
9. A Look at Executive Control in the Lab, in the Classroom, and in Real-World Achievement. *Teomara Rutherford, North Carolina State University; Martin Buschkuehl, MIND Research Institute; Susanne M. Jaeggi, University of California - Irvine; George Farkas, University of California - Irvine*
10. Deconstructing Performance Goal Orientations: The Merit of a Two-Dimensional Approach. *Stefan Janke, University of Mannheim; Sebastian Nitsche, University of Mannheim; Oliver Dickhäuser, University of Mannheim; Anna-Katharina Praetorius, University of Augsburg; Katharina Drexler, University of Augsburg; Michaela Fasching, University of Augsburg; Markus Dresel*
11. Formation of Academic Self-Concepts: Does Perceived Similarity of School Subjects Play a Role? *Friederike Helm, University of Kiel; Hanno Müller-Kalthoff, University of Kiel; Jens Moeller, University of Kiel*
12. Homework Management Scale: Confirming the Factor Structure With Chinese Middle School Students. *Jianzhong Xu, Mississippi State University; Xitao Fan, University of Macau; Jianxia Du, University of Macau; Ruiping Yuan, Mississippi State University; Fuyi Yang, East China Normal University; Huashan Zhu, Admission and Examination Authority; Tongyi Liu, Haiyuan Jianyu-Zhuhai*
13. Motivational Processes and the Pursuit of Postsecondary Education. *Lauren Elizabeth Musu-Gillette, National Center for Education*

Statistics

14. Teacher Candidates' Risk for Burnout: Results of Cross-Sectional and Longitudinal Approaches. *F.-Sophie Wach, Saarland University; Corinna Reichl, Heidelberg University; Julia Karbach, Saarland University; Roland Bruenken, Saarland University; Frank M. Spinath, Saarland University*
15. The More, the Better? Examining Choice and Self-Regulated Learning Strategies. *Jinyoung Koh, Michigan State University*
16. Willpower in Achievement Tests: The Interplay Between Test Effort and Self-Control Depletion in Test Situations. *Christoph Lindner, IPN - Leibniz Institute for Science and Mathematics Education; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education; Gabriel Nagy, Leibniz-Institute*
17. The Relationship Between Teachers' Autonomy Support and Academic Emotions: Analysis of the Mediated Effect of Cognitive Appraisal Variables. *Ying-Chuan Lai; Bing-Lin Cherng, National Cheng Kung University; Po-Han Wu, National Sun Yat-sen University*
18. Instructional Intervention Including Professional Development, Teachers' Time Allocation, and English Learners' Cognitive and Academic Language Development. *Fuhui Tong, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Hector H. Rivera, Texas A&M University - College Station*

75.062-3. Issues in Second Language Research. SIG-Second Language Research; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:

19. Meta-Analysis: Building Theory Through the Relationship Between Content-Based Instruction and Grammar Accuracy. *Clara Lee Brown, The University of Tennessee - Knoxville; Kyoungwon Lee Bishop, Data Recognition Corporation*
20. Promoting Critical Thinking for All Ability Levels in an Online English as a Second Language Course. *Linor Lea Hadar, University of Haifa; Lynne Genser, Efrata College of Education*

75.062-4. Poster Session: Research on Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity and Talent; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:

21. A Community-Based Assessment of Teacher Competencies at a University-Based Enrichment Program for the Gifted. *Maria Paz Gomez-Ariza, Universidad de los Andes; Leonor Conejeros-Solar, Pontificia Universidad Catolica de Valparaiso*
22. Achievement and Aspirations in Mathematics and Science: Associations With Gifted Students' Flow Experiences. *Anna Collins, Northern Illinois University*
23. Are Executive Functions and Intelligence the Same Thing? A Systematic Review of Research on the Relationships Between Executive Functions and Intelligence Across Multiple Disciplines. *Saiying Steenbergen-Hu, Northwestern University; Paula M. Olszewski-Kubilius, Northwestern University; Eric Calvert, Northwestern University*
24. Assessing Measurement Invariance of the Implicit Theories of Intelligence Scale Between Nonidentified and Identified Gifted. *Sunhee Park, University of Virginia; Carolyn M. Callahan, University of Virginia; Ji Hoon Ryoo, University of Virginia*
25. Excellence Gaps and Native American Youth: An Examination of the NAEP Data 2000–2011. *Jiayi Wu, Purdue University; Marcia L. Gentry, Purdue University*
26. Gender and Grade-Related Differences in Gifted Students' Preferences for Learning Alone and in Groups. *Lannie S. Kanevsky, Simon Fraser University*
27. Lifting the Cloak of Invisibility: A Collective Case Study of Girls Who Are Gifted With Attention Deficit Hyperactivity Disorder. *Matthew Fugate, Purdue University*
28. The Effectiveness of Multiple Criteria for Addressing Underrepresentation. *Matthew McBee, East Tennessee State University; Scott Joseph Peters, University of Wisconsin - Whitewater; Samantha Fields, East Tennessee State University; Kayla Mitchell, East Tennessee State University*
29. Using the New General Ability Index for Preschool Gifted Screening. *Maria E. Hernandez Finch, Ball State University; Audra Leigh Cook,*

Ball State University; William Holmes Finch, Ball State University; Valerie Jean Rice, Ball State University; Eric Eugene Pierson, Ball State University

75.062-5. Shifting Paradigms in Schools and Classrooms. SIG-International Studies; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:

30. Crossing Borders With Origami in Mathematics Education. *Norma J. Boakes, Richard Stockton College of New Jersey*
31. Inclusive Education Throughout the World: A Comparison. *Carla Lisa DiGiorgio, Brandon University*
32. International Test Rankings in Mathematics and the Relationship to Innovation. *Christopher H. Tienken, Seton Hall University; Carol A. Mullen, Virginia Polytechnic Institute and State University*
33. Korean International Students' Cultural and Educational Experiences and Their Identities in U.S. School Contexts. *Ho Ryong Park, Murray State University*
34. National Culture, Creativity, and Economic Productivity: What's the Relationship With Student Achievement? *Zheng Fang, South China Normal University; Xianxuan Xu, College of William and Mary; Leslie Grant, Old Dominion University; James H. Stronge, College of William and Mary; Thomas Joseph Ward, College of William and Mary*
35. National Education Policy and Classroom Instructional Practices: A Comparative Analysis of Science Achievement. *Genine Lorraine Blue, University of South Carolina - Columbia; Bethany A. Bell, University of South Carolina; Mihaela Ene, University of South Carolina; Elizabeth Leighton, University of South Carolina*
36. New Curriculum Reform in the People's Republic of China: A Paradigm Shift and Impacts on Secondary School Teachers. *Gulbahar H. Beckett, University of Cincinnati; Juanjuan Zhao, University of Cincinnati*
37. Standing Out: Chinese Secondary Students in U.S. Classrooms and the Struggle for "Best." *Ann Marie Frkovich, Lake Forest Academy*

Monday, 4:00 pm

AERA Related Activities

- 76.010. WERA 2016 Focal Meeting Planning.** AERA Related Activities; Seminar
Hyatt, Executive Director's Suite; 4:00-5:30pm

Monday, 6:30 pm

AERA Related Activities

- 77.010. AERA–World Education Research Association Executive Committee Meeting.** AERA Related Activities; Board Meeting
Hyatt, Executive Director's Suite; 6:30-9:00pm

Tuesday, 7:00 am

AERA Related Activities

- 78.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2).** AERA Related Activities; Workshop
Sheraton, Second Level, Ontario; 7:00-11:30am
Chair: *George L. Wimberly, American Educational Research Association*

Tuesday, 8:30 am

AERA Related Activities

- 79.010. AERA–World Education Research Association Council Breakouts: Closed Session.** AERA Related Activities; Seminar
Sheraton, Ballroom Level, Chicago IX; 8:30am to 5:00pm
- 79.011. AERA–World Education Research Association Meeting Council Meeting.** AERA Related Activities; Board Meeting
Sheraton, Ballroom Level, Chicago X; 8:30am to 5:00pm