AERA Division H: Research, Evaluation, and Assessment in Schools

Modifications to the Four Sections – DRAFT 5

Division H encourages poster, roundtable, symposium, and paper session submissions that focus on research, evaluation, assessment, and accountability across schools and school districts to inform decision-making and establish advances in methodology. Such studies can include:

* Identifying educational interventions that improve instructional and student outcomes;
* Evaluating school reform, program, professional development, and/or policy implementation;
* Developing innovative methods and approaches that improve program evaluation practice, student assessment, and accountability practice;
* Investigating ways to improve the classroom assessment process;
* Investigating the validity of data used for effective decision making and differentiated instruction;
* Investigating school district, educator or student accountability;
* Evaluating the impact of teacher and principal evaluations on students and teachers;
* Investigating the implementation and impact of new standards, educational policies, and testing mandates on districts, schools, and students; and
* Examining the implementation of college and career readiness strategies, promotion practices, and graduate requirements.

**Section 1: Applied Research in Schools**

This section encourages submissions that (a) are based on research conducted within or between school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement and increased student achievement. Submissions may include but are not limited to in-house institutional research, action research, or studies conducted by external researchers.

**Section 2: Program Evaluation in Schools**

Submissions for this section are formal evaluations of school or district programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; or (e) professional development evaluations.

**Section 3: Assessment in Schools**

We encourage submissions dealing with the development of effective assessments or assessment systems, the use of assessment results to inform instructional decisions/practice, validations of state, district or school assessment systems and results (including sensitivity), and studies focused on perceptions of assessment as well as participants involvement in their own assessments. Submissions can include studies related to (a) district, state, and national assessment programs; (b) large scale assessment development; (c) formative, benchmark and performance assessments (ranging from informal to formal academic assessments and including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments and/or practices.

**Section 4: Accountability in Schools**

This section seeks submissions examining the characteristics, implementation or impact of state, national or local accountability systems in the schools. Submissions can include (a) accountability of teachers, principals, school districts and/or schools; (b)validity of accountability results; (c) accountability criteria (e.g., student achievement, college and career readiness, student dispositions); (d) accountability models (e.g., growth/value added); or (e) the impact of such systems on students, teachers, schools or districts, including intended and unintended consequences, as appropriate.