Educational Researcher

Volume 41, Number 6 August/September 2012

Feature Articles

Breaking Down the Forgotten Half: Exploratory Profiles of Youths in Quebec's Adult Education Centers	
The Minimum Grading Controversy: Results of a Quantitative Study of Seven Years of Grading Data From an Urban High School	
Translating Autoethnography Across the AERA Standards: Toward Understanding Autoethnographic Scholarship as Empirical Research	
Reviews/Essays	
Conceptual and Methodological Issues in Research on School Administrator Career Behavior	
Books et al.	
Some Lessons in Educational Equality	230
Black Educational Choice: Race (Still) Matters	233

۲

Read AERA Highlights on the Web

For the latest news on the Association and on education research, visit

www.aera.net/AERAHighlights.htm

Members also will receive monthly email alerts.





۲

Educational Researcher

۲

http://er.aera.net

EDITOR

Steven R. Yussen University of Minnesota–Twin Cities **Deborah R. Dillon** University of Minnesota–Twin Cities **Michael R. Harwell** University of Minnesota–Twin Cities

EDITORIAL BOARD

James C. Hearn University of Georgia

Associate Editors

Frances Lawrenz University of Minnesota–Twin Cities

Jacob Adams, Jr. Claremont Graduate University

Michael Apple University of Wisconsin–Madison

Steven Athanases University of California, Davis

Mike Cheung National University of Singapore

Paul Cobb Vanderbilt University

Christopher Dede Harvard University

Thomas Dee University of Virginia

David Flinders Indiana University

Lance Fusarelli North Carolina State University

Margaret Goertz University of Pennsylvania

Ellen Goldring Vanderbilt University

Deborah Harris ACT, Inc.

Shouping Hu Florida State University

Jeroen Huisman University of Bath

Sylvia Hurtado University of California, Los Angeles Joseph Krajcik University of Michigan

Kevin Kumashiro University of Illinois at Chicago

David Labaree Stanford University

Suzanne Lane University of Pittsburgh

Valerie Lee University of Michigan

Stacey Lee University of Wisconsin–Madison

David Lohman University of Iowa

Sarah Lubienski University of Illinois at Urbana-Champaign

Christopher Lubienski University of Illinois at Urbana-Champaign

Allan Luke Queensland University of Technology

Betty Malen University of Maryland

Simon Marginson University of Melbourne

Catherine McBride-Chang The Chinese University of Hong Kong

Kathryn McDermott University of Massachusetts Pamela Moss University of Michigan

Pedro Noguera New York University

David O'Brien University of Minnesota

Ernest Pascarella University of Iowa

Laura Perna University of Pennsylvania

Arthur Reynolds University of Minnesota

William Schmidt Michigan State University

Ronald Serlin University of Wisconsin–Madison

Robert J. Sternberg Oklahoma State University

Maria Torres-Guzman Teachers College, Columbia University

Sharon Weinberg New York University

Suzanne Wilson Michigan State University

Priscilla Wohlstetter University of Southern California

Kenneth Zeichner University of Washington

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Tel: 202-238-3200 Fax: 202-238-3250 http://www.aera.net/pubs

Felice J. Levine Executive Director Alana Schwartz *ER* Editorial Assistant ۲

۲

Educational Researcher

http://mc.manuscriptcentral.com/edr

Educational Researcher publishes scholarly articles that are of general significance to the education research community and that come from a wide range of areas of education research and related disciplines. Published nine times a year, *ER* aims to make major programmatic research and new findings of broad importance widely accessible.

- Feature Articles present important new research results of broad significance. Feature articles should include an abstract, an introductory paragraph, up to five figures or tables, and up to 40 references, with text totaling no more than 5,000 words. Significant feature articles may be somewhat longer than 5,000 words at the discretion of the editors. Methods need to be sufficiently presented in the research article to warrant results, but information should usually be included in supplementary online material to further support the paper's conclusions. All Feature Articles undergo peer review; they may be solicited or unsolicited.
- Reviews/Essays describe new developments of broad significance and highlight unresolved questions and future directions. Reviews/Essays are research-based and aim to convey new developments in the state of the knowledge and its implications, whether theoretical, empirical, or methodological. Reviews/Essays should include an abstract, an introduction that outlines the main point, brief subheadings, and up to 40 references, with text totaling no more than 4,000 words. All Reviews/Essays undergo peer review; they may be solicited or unsolicited.
- Briefs are brief analyses focusing on a specific topic or question using new data or existing databases (e.g., available from the National Center for Education Statistics). Briefs should include a brief introduction of the issue or question, a brief discussion of the data, up to two figures or tables, and a maximum six references, with text totaling no more than 1,000 words. Titles should be no more than eight words in length. Authors should also submit an abstract of 100 words or less, which will appear online only. Methods (quantitative and/or qualitative) should be included in supporting online material. Manuscripts are peer-reviewed in the usual manner.
- Technical Comments discuss articles published in *ER* within the previous six months. Technical Comments should have no more than two figures or tables; authors should submit a brief abstract of no more than 50 words to accompany their comment, with text totaling no more than 1,000 words. The authors of the original *ER* article are given an opportunity to reply. Comments and responses are peer-reviewed and edited as needed. The full text of comments and responses is published online only; abstracts of the discussions appear in the Letters section of the print journal.
- **Policy Forum** presents issues related to the intersections between education research and policy. Essays should be 1,000-2,000 words long plus 1-2 figures. Submissions may be solicited or unsolicited.
- Letters discuss material published in ER in the last three months or issues of general interest. Letters may total up to 300 words.
- Books et al. presents reviews of current books, multimedia, exhibitions, and films of interest to *ER* readers. They may total up to 1,000 words. Submissions are solicited.

Visit http://mc.manuscriptcentral.com/edr to submit your contribution to Educational Researcher.

Educational Researcher (ISSN 0013-189X) (J591) is published nine times a year—in January-February, March, April, May, June-July, August-September, October, November, and December—on behalf of the American Educational Research Association,1430 K St., NW, Suite 1200, Washington, DC 20005, by SAGE Publications, 2455 Teller Rd., Thousand Oaks, CA 91320. Periodicals postage paid at Thousand Oaks, California, and at additional mailing offices. POSTMASTER: Send address changes to AERA Membership Department, 1430 K St., NW, Suite 1200, Washington, DC 20005.

Copyright © 2012 by American Educational Research Association. All rights reserved. No portion of the contents may be reproduced in any form without written permission from the publisher.

Member Subscription Information: American Educational Research Association (AERA) member inquiries, member renewal requests, changes of address, and membership subscription inquiries should be addressed to the AERA Membership Department, 1430 K St., NW, Suite 1200, Washington, DC 20005; fax 202-238-3250; e-mail: members@aera.net. AERA annual membership dues are \$150 (Regular and Affiliate Members), \$110 (International Affiliates), and \$40 (Graduate and Undergraduate Student Affiliates). Claims: Requests for replacement issues should be made within six months of the missing or damaged issue. Beyond six months and at the request of the American Educational Research Association, the publisher will supply replacement issues when losses have been sustained in transit and when the reserve stock permits.

Subscription Information: All non-member subscription inquiries, orders, back-issue requests, claims, and renewals should be addressed to SAGE Publications, 2455 Teller Rd., Thousand Oaks, CA 91320; telephone (800) 818-SAGE (7243) and (805) 499-0721; fax (805) 375-1700; e-mail journals@ sagepub.com; http://www.sagepublications.com. **Subscription Price:** Institutions \$394; Individuals \$58. All customers outside the Americas please visit http://www.sagepub.co.uk/customerCare.nav for information. **Claims:** Claims for undelivered copies must be made no later than six months following month of publication. The publisher will supply replacement issues when losses have been sustained in transit and when the reserve stock will permit.

Abstracting and Indexing: Please visit http://edr.sagepub.com and, under the "More about this journal" menu on the right-hand side, click on the Abstracting/Indexing link to view a full list of databases in which this journal is indexed.

Copyright Permission: Permission requests to photocopy or otherwise reproduce copyrighted material published in this journal should be submitted by accessing the article online on the journal's Web site at http://er.aera.net and selecting the "Request Permission" link. Permission may also be requested by contacting the Copyright Clearance Center via its Web site at http://www.copyright.com, or via e-mail at info@copyright.com.

Advertising and Reprints: Current advertising rates and specifications may be obtained by contacting the advertising coordinator in the Thousand Oaks office at (805) 410-7772 or by sending an e-mail to advertising@sagepub.com. To order reprints, please e-mail reprint@sagepub.com. Acceptance of advertising in this journal in no way implies endorsement of the advertised product or service by SAGE, the American Educational Research Association, or the journal editor(s). No endorsement is intended or implied. SAGE reserves the right to reject any advertising it deems as inappropriate for this journal.

Change of Address: Six weeks' advance notice must be given when notifying of change of address. Please send the old address label along with the new address to the SAGE office address above to ensure proper identification. Please specify name of journal.

Printed on acid-free paper



UNIVERSITY

۲

School of Education and Social Policy Faculty Positions

Assistant or Early Associate Professor in the Learning Sciences Northwestern University's School of Education and Social Policy (SESP) seeks a tenure-track assistant or associate professor to contribute to research and teaching in the Learning Sciences Program. Northwestern's Learning Sciences program, founded in 1992, was the first graduate program in learning sciences and has played a leadership role in graduate training and research in the field. We seek a new faculty member to join an active research community investigating innovation and reform in Science Technology Engineering and Mathematics (STEM) education, and who conducts research on the design and dissemination of innovation in K-12 STEM education in schools. The research program should explore innovations and investigate design and impact of the innovations on STEM learning and teaching. Potential areas include, but are not limited to: innovations in support of student learning in STEM; innovative and effective STEM classroom practices; innovations in assessment that support reform; professional development and teacher learning; exploration of out-of-school interventions designed to influence K-12 STEM; and curriculum and technology for innovation in STEM learning and teaching. The ideal research program would consider issues of scale-up as these affect processes through design and implementation. Applicants from learning sciences, education, computer science, media studies, cognitive science, psychology, and STEM disciplines are encouraged to apply. Demonstrated competence with multiple research methods is desirable. Teaching and advising responsibilities will include doctoral and master's students in Learning Sciences, as well as teaching courses in areas related to STEM learning in the SESP's undergraduate and teacher preparation programs. Applicants should submit electronically a letter outlining their research program and teaching experience, a current CV, representative reprints, and three letters of reference, to Professor Uri Wilensky, Search Committee Chair at I-salus@northwestern.edu. Review of materials will begin on October 9, 2012.

Director/Faculty Position in Teacher Education

Northwestern University's School of Education and Social Policy (SESP) seeks a director of teacher education. The director oversees all teacher certification programs at Northwestern, and directs the Master of Science in Education (MSEd) program in SESP. In addition to SESP, Northwestern offers teacher certification through undergraduate programs in the Weinberg College of Arts and Sciences, the Bienen School of Music, and the School of Communication. SESP offers an undergraduate degree in secondary education, and the M.S. degree and certification in elementary and secondary teaching, as well as teacher leadership with concentrations in math, science, literacy, and the gifted. We seek a new director to join an active scholarly community, innovating in teacher education. The director will hold a co-terminus, non-tenured appointment in the Learning Sciences program at a rank appropriate to his/her qualifications. The director works with the SESP dean and faculty to establish strategic directions and plans for teacher education at Northwestern and in SESP; oversees the ongoing development and refinement of the core curriculum in alignment with State certification requirements; recruits, hires, and supervises instructors; supervises all program staff; markets the program, and recruits students. The director will teach graduate-level courses and develop and pursue his/her own research interests and scholarly work, including pursuing external funding. Applicants are encouraged to apply who study teacher learning, learning and teaching in mathematics or science, curriculum development, learning and teaching with new technologies, teacher professional development or teacher leadership. K-12 teaching experience is required. Northwestern University's SESP consistently ranks in the top ten graduate schools of Education in U.S. News and World Report rankings, and its undergraduate teacher education programs were ranked #1 in the state of Illinois by the National Council on Teacher Quality. Applicants should submit electronically a letter outlining their qualifications and teaching experience, a current CV, representative reprints, and three letters of reference, to Dean Penelope Peterson, at I-salus@northwestern.edu. Review of materials will begin on November 1, 2012.

Northwestern is located in an attractive lakefront community adjacent to Chicago. For more information about the School of Education and Social Policy, please visit <u>http://www.sesp.northwestern.edu/</u>. Minorities and women are strongly urged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States.



The Annenberg School for Communication at the University of Pennsylvania is seeking to fill up to three tenured or tenure track faculty positions (open rank) in the area of digital media to begin fall semester 2013.

Applicants must hold a Ph.D. (in Communication or a related discipline) and have a strong record of teaching and research.

Responsibilities include conducting a program of research and publication, teaching at the graduate and undergraduate levels including supervising doctoral dissertations, and contributing service to the school and university.

Submit letter of interest, curriculum vitae, three names of references, and up to three articles, chapters or other research to Professor Michael X. Delli Carpini, Dean, Annenberg School for Communication, University of Pennsylvania, 3620 Walnut Street, Philadelphia, PA 19104-6220.

For more information on the positions and/or to apply, please visit <u>facultysearches.provost.upenn.edu/applicants/</u> <u>Central?quickFind=51067</u>.

To receive full consideration, applications should be received by September 15, 2012.

The University of Pennsylvania is an Equal Opportunity Employer.



Check out

ER's Upcoming New Content Categories! http://er.aera.net

Educational Researcher now encourages a broader range of submissions:

- **Feature Articles** present important new research results of broad significance.
- Reviews/Essays describe new developments of broad significance and highlight unresolved questions and future directions.
- **Briefs** are brief analyses focusing on a specific topic or question using new data or existing databases.
- **Technical Comments** discuss articles published in *ER* within the previous 6 months.
- Policy Forum presents issues related to the intersections between education research and policy.
- **Letters** discuss material published in *ER* in the last 3 months or issues of general interest.
- Books et al. presents reviews of current books, multimedia, exhibitions, and films of interest.

Visit http://er.aera.net for details!

()

۲



۲

TENURE-TRACK ASSISTANT PROFESSOR OF EDUCATIONAL LINGUISTICS

The Graduate School of Education at the University of Pennsylvania invites applications for a tenure track position at assistant professor level in our division of Educational Linguistics. Candidates should have an earned doctorate in educational or applied linguistics, second language studies, or a related field. We are looking for scholars who have an active program of interdisciplinary research in second language acquisition, TESOL, or multilingual education policy and practice, with specialization in one or more of the following areas: English as a global language, technology and new media, language assessment, bilingualism and biliteracy, corpus analysis, language planning and policy, heritage language teaching and learning, Indigenous language revitalization, language ideology, sociolinguistics, super-diversity, and critical language awareness. Ideal candidates will also have expertise in language learning and teaching in one or more of the following settings: K-12 schools, higher education or community programs, in national or international contexts. We are interested in scholars whose abilities and interests relate to students at both doctoral and master's levels, and who can offer courses, as well as supervise, guide, and conduct research germane to the interests of professional language educators and educational researchers.

The University of Pennsylvania is an equal opportunity affirmative action employer; women and minority candidates are strongly encouraged to apply.

We anticipate that the appointment will be made at the assistant professor level, to begin July 1, 2013. We will begin reviewing applications on October 1, 2012 but will continue to consider new applications until the position is filled.

Please apply online at https://www.gse.upenn.edu/faculty_research/positions/apply-ELX, submitting a letter expressing your interest and general qualifications, curriculum vitae, and reprints of publications and relevant manuscripts. Please address all correspondence to Chair, Search Committee, TESOL.

In order to be considered, letters from three references should be forwarded to:

Chair, TESOL Search Committee c/o Elizabeth Deane Graduate School of Education University of Pennsylvania 3700 Walnut Street Philadelphia, PA 19104-6216

Incoming Educational Researcher Editors

On July 1, the 2013–2015 *Educational Researcher* editorial team began handling new manuscript submissions. The 2010-2012 team continues to handle revised manuscripts. Please write to EREditor@aera.net with any questions. Both new submissions and revisions should continue to go to mc.manuscriptcentral.com/edr.

2013–2015 Editorial Team

Editors Carolyn D. Herrington, Florida State University Vivian L. Gadsden, University of Pennsylvania

Associate Editors Motoko Akiba, Florida State University Stephanie Al Otaiba, Southern Methodist University Shaun R. Harper, University of Pennsylvania

Visit the AERA website to read the incoming editors' Inaugural Editorial and to meet Carolyn D. Herrington and Vivian L. Gadsden in a video interview:

www.aera.net

Educational Researcher accepts display and text classified advertisements. The rate for text classified ads is \$4.50 per word, \$150 minimum. Copy for ads must be e-mailed to jovi.candelaria@sagepub.com, and must be received by the space reservations deadline as specified in the advertising rate card. Your e-mail should include your full name, phone number, and billing address. After an insertion order has been placed, an ad is final and cannot be removed from an issue. To request advertising information including display advertising rates, or to place an insertion order for display or text classified ads, please contact Jovi Candelaria, SAGE Publications, at jovi.candelaria@sagepub.com or 805-499-0721 x 7132.

()

AERA Online First

Forthcoming AERA articles published online before they are scheduled to appear in print. http://www.aera.net

Cultivating Flourishing Lives: A Robust Social Justice Vision of Education

Carl A. Grant American Educational Research Journal. First published on June 28, 2012 as doi:10.3102/0002831212447977

Reasoning About Evolution's Grand Patterns: College Students' Understanding of the Tree of Life

Laura R. Novick and Kefyn M. Catley

American Educational Research Journal. First published on May 18, 2012 as doi:10.3102/0002831212448209

The Work of Steering Instruction Toward the Mathematical Point: A Decomposition of Teaching Practice

Laurie Sleep American Educational Research Journal. First published on May 16, 2012 as doi:10.3102/0002831212448095

Balancing Career and Technical Education With Academic Coursework: The Consequences for Mathematics Achievement in High School

۲

Robert Bozick and Benjamin Dalton

Educational Evaluation and Policy Analysis. First published on August 3, 2012 as doi:10.3102/0162373712453870

The Unintended Consequences of an Algebra-for-All Policy on High-Skill Students: Effects on Instructional Organization and Students' Academic Outcomes

Takako Nomi

()

Educational Evaluation and Policy Analysis. First published on July 31, 2012 as doi:10.3102/0162373712453869

A Randomized Controlled Trial Evaluation of Time to Read, a Volunteer Tutoring Program for 8- to 9-Year-Olds

Sarah Miller and Paul Connolly Educational Evaluation and Policy Analysis. First published on July 24, 2012 as doi:10.3102/0162373712452628

Sticks, Stones, Words, and Broken Bones: New Field and Lab Evidence on Stereotype Threat

Thomas E. Wei Educational Evaluation and Policy Analysis 0162373712452629, first published on July 11, 2012 as doi:10.3102/0162373712452629

Publication Bias: The Antagonist of Meta-Analytic Reviews and Effective Policymaking

George C. Banks, Sven Kepes, and Karen P. Banks Educational Evaluation and Policy Analysis. First published on May 28, 2012 as doi:10.3102/0162373712446144

The Impact of Institutional Grant Aid on College Choice

Michael Hurwitz Educational Evaluation and Policy Analysis. First published on May 24, 2012 as doi:10.3102/0162373712448957

Grading New York: Accountability and Student Proficiency in America's Largest School District

Marcus A. Winters and Joshua M. Cowen

Educational Evaluation and Policy Analysis. First published on May 14, 2012 as doi:10.3102/0162373712440039

Team Pay for Performance: Experimental Evidence From the Round Rock Pilot Project on Team Incentives

Matthew G. Springer, John F. Pane, Vi-Nhuan Le, Daniel F. McCaffrey, Susan Freeman Burns, Laura S. Hamilton, and Brian Stecher Educational Evaluation and Policy Analysis. First published on May 14, 2012 as doi:10.3102/0162373712439094

Improving Generalizations From Experiments Using Propensity Score Subclassification: Assumptions, Properties, and Contexts

Elizabeth Tipton Journal of Educational and Behavioral Statistics. First published on June 14, 2012 as doi:10.3102/1076998612441947

Improving Mantel-Haenszel DIF Estimation Through Bayesian Updating

Rebecca Zwick, Lei Ye, and Steven Isham

Journal of Educational and Behavioral Statistics. First published on May 24, 2012 as doi:10.3102/1076998611431085

She's Not There: Women and Gender as Disappearing Foci in U.S. Research on the Elementary School Teacher, 1995–Present

Sally Campbell Galman and Christine A. Mallozzi Review of Educational Research. First published on July 10, 2012 as doi:10.3102/0034654312453343 ()