Program Schedule

Thursday, 8:00 am

Committee Sessions

1.010. GSC Community Service Project: Working in Partnership With Surrey Youth Through the “Take It to the Wall” Community Mural Project. Graduate Student Council; Off-Site Visit Surrey School District 36, SAME (Surrey Appreciates ME); 8:00am to 4:00pm
Visit Leaders: Robyn A. Carlson, Michigan State University; Christine Renee Klerian Rodriguez, The University of British Columbia; Julia Helen Lane, Simon Fraser University

Division Sessions

1.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 306; 8:00am to 5:00pm
1.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 302; 8:00am to 5:00pm
1.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 303; 8:00am to 5:00pm
1.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 304; 8:00am to 5:00pm
1.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 305; 8:00am to 5:00pm

Thursday, 8:30 am

Division Sessions

2.010. Division G Preconference Mentoring Session. Application of Education Research for the Public Good. Division G - Social Context of Education; Mentoring Session VCC, First Level, West Room 109; 8:30am to 4:30pm

Thursday, 9:00 am

Professional Development Courses

3.010. An Introduction to Hierarchical Linear Modeling for Educational Researchers. Professional Development and Training Committee; Professional Development Course VCC, Second Level, East Room 8&15; 9:00am to 5:00pm
Directors: D. Betsy Mccoach, University of Connecticut; Ann A. O'Connell, The Ohio State University
Instructor: Sandra Reed, The Ohio State University

3.011. Creating and Maintaining Successful Education Partnerships. Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Second Level, Princess Louisa Suite; 9:00am to 5:00pm
Directors: Beth R. Giles, University of Wisconsin; Jack C. Jorgensen, University of Wisconsin - Madison

3.012. Cultivating Action Research: Preservice, In-Service, and Graduate Studies. Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 9:00am to 5:00pm
Directors: Frances O. Rust, University of Pennsylvania; Christopher Michael Clark, Arizona State University

3.013. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1 of 2). Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 9:00am to 5:00pm
Directors: Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixson, University of Illinois
Instructors: Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Aleman Jr., University of Utah; Jessica T. Decuir-Gunby, North Carolina State University; Tara J. Yosso, University of California - Santa Barbara; David Gillborn, Institute of Education - London; Laurence J. Parker, University of Utah; Janel K. Donnor, College of William and Mary; Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison

3.014. More Than a Variable: Race, Research, and Critical Race Theory in Education (Day 1 of 2). Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 9:00am to 5:00pm
Directors: Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixson, University of Illinois
Instructors: Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Aleman Jr., University of Utah; Jessica T. Decuir-Gunby, North Carolina State University; Tara J. Yosso, University of California - Santa Barbara; David Gillborn, Institute of Education - London; Laurence J. Parker, University of Utah; Janel K. Donnor, College of William and Mary; Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison

3.015. Narrative Inquiry in Educational Research. Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Concourse Level, Chekamus; 9:00am to 5:00pm
Director: Colette Daiute, The Graduate Center - CUNY
Instructors: Philip Kreniske, The Graduate Center (CUNY); Luka Lucic, The Graduate Center - CUNY

3.016. New Directions in Qualitative Literacy Research. Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Concourse Level, Malaspina; 9:00am to 5:00pm
Directors: Patricia E. Enciso, The Ohio State University; Anne L. Dipardo, University of Colorado; Kris D. Gutierrez, University of Colorado - Boulder
Instructors: Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University; Robert T. Jimenez, Vanderbilt University; Laura J. Handsfield, Illinois State University; Valerie F. Kinloch, The Ohio State University; Carmen L. Medina, Indiana University - Bloomington; Ernest D. Morrell, Teachers College, Columbia University; Joanne C. Larson, University of Rochester
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<th>Time</th>
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<tr>
<td>Thursday, 10:00 am</td>
<td>Professional Development Courses</td>
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<td>4.010. Educational Neuroscience: Methods and Applications. Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Concourse Level, MacKenzie 1; 10:00am to 7:00pm</td>
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<tr>
<td>Directors: Stephen R. Campbell, Simon Fraser University; O. Arda Cimen, Simon Fraser University; Kathryn Elizabeth Patten, Simon Fraser University; Olga V. Shipulina, Simon Fraser University</td>
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<td>Thursday, 12:00 pm</td>
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<td>5.010. Division J Emerging Scholars Workshop (Day 1, Group 1). Division J - Postsecondary Education; Mentoring Session</td>
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<td>VCC, First Level, West Room 118; 12:00-7:00pm</td>
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<td>5.011. Division J Emerging Scholars Workshop (Day 1, Group 2). Division J - Postsecondary Education; Mentoring Session</td>
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<td>VCC, First Level, West Room 122; 12:00-7:00pm</td>
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<td>6.010. Division B Beyond Methodological Nationalism: Researching Diverse Curriculum Cartographies (Day 1 of 2). Division B - Curriculum Studies; Seminar</td>
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<td>6.011. Division B New Faculty Seminar (Day 1 of 2). Division B - Curriculum Studies; Mentoring Session</td>
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<td>VCC, First Level, West Room 115; 1:00-5:00pm</td>
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<td>6.012. Division B Vice-Presidential Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar</td>
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<td>VCC, First Level, West Room 111; 1:00-5:00pm</td>
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<td>6.014. Division B What Differences Make a Difference? New Curriculum Theories and the Continuous Production of Alterity (Day 1 of 2). Division B - Curriculum Studies; Seminar</td>
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<td>VCC, First Level, West Room 116; 1:00-5:00pm</td>
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<td>Thursday, 2:00 pm</td>
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<td>7.010. International Study on Successful School Principals Project Sponsored by Division A. Division A - Administration Organization &amp; Leadership; Seminar</td>
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<td>VCC, Second Level, East Room 1; 2:00-5:00pm</td>
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<td>7.011. Latinas/os in Educational Leadership Research Group Sponsored by Division A. Division A - Administration Organization &amp; Leadership; Seminar</td>
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<td>VCC, Second Level, East Room 10; 2:00-5:00pm</td>
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<td>7.012. Mentoring Women in Educational Leadership Group Sponsored by Division A. Division A - Administration Organization &amp; Leadership; Mentoring Session</td>
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<td>VCC, Second Level, East Room 13; 2:00-5:00pm</td>
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<td>7.013. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only ). Division C - Learning and Instruction; Mentoring Session</td>
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<td>VCC, First Level, West Room 113; 2:00-6:30pm</td>
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<td>Thursday, 4:00 pm</td>
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<td>8.010. Division K New Faculty Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Mentoring Session</td>
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<td>VCC, Second Level, East Room 2; 4:00-9:00pm</td>
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<td>Participants: Rich Milner, Vanderbilt University; Suzanne SooHoo, Chapman University; Barbara L. Bales, University of Wisconsin - Milwaukee; Carla R. Monroe, North Carolina State University; Kevin M. Foster, The University of Texas - Austin</td>
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<td>Thursday, 5:00 pm</td>
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<td>9.010. Division K Graduate Student Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar</td>
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<td>VCC, Second Level, East Room 3; 5:00-9:00pm</td>
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<td>10.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L: Reception and Dinner. Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
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<td>VCC, Third Level, West Room 306; 5:45-8:30pm</td>
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<td>Thursday, 6:00 pm</td>
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<td>11.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: “To Know and To Do” (Day 1 of 2). Division F - History and Historiography; Mentoring Session</td>
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<td>VCC, Second Level, East Room 16; 6:00-9:00pm</td>
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<td>Friday, 7:00 am</td>
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<td>12.010. Division J Emerging Scholars Workshop (Day 2, Group 1). Division J - Postsecondary Education; Mentoring Session</td>
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<td>12.012. Division J Emerging Scholars Workshop (Day 2, Group 3). Division J - Postsecondary Education; Mentoring Session</td>
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Friday, 7:30 am

Division Sessions

13.010. Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only). Division C - Learning and Instruction; Mentoring Session VCC, First Level, West Room 113; 7:30am to 12:00pm

Friday, 8:00 am

Professional Development Courses

14.010. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 2 of 2). Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 4:00pm
Directors: Anthony J. Onwuegbuzie, Sam Houston State University; Kathleen M.T Collins, University of Arkansas
Instructor: Normand Peladeau, Provvis Research

14.011. More than a Variable: Race, Research, and Critical Race Theory in Education (Day 2 of 2), Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm
Directors: Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixson, University of Illinois
Instructors: Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Alleman Jr., University of Utah; Jessica T. Deceur-Gunby, North Carolina State University; David Gillborn, Institute of Education - London; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Tara J. Yosso, University of California - Santa Barbara

Division Sessions

14.012. Barbara L. Jackson Scholars Workshop Sponsored by Division A (Closed Session). Division A - Administration Organization & Leadership; Seminar VCC, First Level, East Ballroom A; 8:00am to 12:00pm

14.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 306; 8:00am to 12:00pm

14.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 302; 8:00am to 12:00pm

14.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 303; 8:00am to 12:00pm

14.016. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 304; 8:00am to 12:00pm

14.017. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 305; 8:00am to 12:00pm

Friday, 8:30 am

Division Sessions

15.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: “To Know and To Do” (Day 2 of 2). Division F - History and Historiography; Mentoring Session VCC, Second Level, East Room 16; 8:30-11:30am

Friday, 9:00 am

Division Sessions

16.010. Division B Beyond Methodological Nationalism: Researching Diverse Curriculum Cartographies (Day 2 of 2). Division B - Curriculum Studies; Seminar VCC, First Level, West Room 114; 9:00am to 12:00pm

16.011. Division B New Faculty Seminar (Day 2 of 2). Division B - Curriculum Studies; Mentoring Session VCC, First Level, West Room 115; 9:00am to 12:00pm

16.012. Division B Vice-Presidential Graduate Student Seminar (Day 2 of 2). Division B - Curriculum Studies; Graduate Student Seminar VCC, First Level, West Room 111; 9:00am to 12:00pm

16.013. Division B Visual Culture Theory Meets Digital Media and Gaming: Curriculum Studies in the 21st Century (Day 2 of 2). Division B - Curriculum Studies; Seminar VCC, First Level, West Room 112; 9:00am to 12:00pm

16.014. Division B What Differences Make a Difference? New Curriculum Theories and the Continuous Production of Alterity (Day 2 of 2). Division B - Curriculum Studies; Seminar VCC, First Level, West Room 116; 9:00am to 12:00pm

16.015. Division C Graduate Student Seminar (Day 2 of 2, Invitation Only). Division C - Learning and Instruction; Graduate Student Seminar VCC, First Level, West Room 110; 9:00am to 12:00pm

Friday, 10:00 am

Division Sessions

17.010. Division H Graduate Students/Early Career Mentoring Seminar. Graduate Student Involvement in Division H: Exploring Opportunities for Involvement, Experience, and Mentoring in...
Friday, 11:00 am

AERA Related Activities

18.010. Undergraduate Student Education Research Training Workshop: Closed Session. AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 6; 11:00am to 4:00pm
Chair: George L. Wimberly, American Educational Research Association

Friday, 12:00 pm

Governance Meetings and Events

19.001. AERA 2011-2012 Council Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 12:00-3:45pm
Chair: Arnetta F. Ball, Stanford University

AERA Related Activities

19.010. AERA Council of Editors: Closed Business Meeting. AERA Related Activities; Board Meeting
Pan Pacific, Lobby Level, Crystal Pavilion B; 12:00-2:00pm
Chair: Todd Retzel, American Educational Research Association

Committee Sessions

19.011. Orientation to the Annual Meeting and Networking for Graduate Students. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 12:00-1:30pm
Chair: Cecilia Henriquez Fernandez, University of California - Los Angeles
Participants: Nicholas Daniel Hartlepy, University of Wisconsin - Milwaukee; Cathy Anne Rosenberg, Ohio State University; Carleen Carey, Michigan State University; Robyn A. Carlson, Michigan State University

International Organization Sessions

VCC, Second Level, West Room 217&218; 12:00-2:00pm
Chair: Marianne Larsen, University of Western Ontario
Participants:
- Mobilizing Comparativity to Determine “Best Practice” in Canadian Aboriginal Education. Michael Cottrell, University of Saskatchewan
- The Adaptation of Schools to Ethno-Cultural Diversity in Québec, Catalonia, and Flanders: Common and Specific Challenges. Marie McAndrew, Université de Montréal
- Internationalizing Canadian University: Critical Perspectives. Kumari Beck, Simon Fraser University
- University-School-Community Partnerships for Global Citizenship: Canadian Perspectives. Steve Sider, Wilfrid Laurier University
- Global Citizenship Education in Higher Education: What Can We Learn From Canadian Experiences? Marianne Larsen, University of Western Ontario

Division Sessions

VCC, Second Level, East Room 10; 12:00-1:30pm
Participants:
- Neighborhoods, Families, and Children’s School Readiness. Maria Pia Otero, Teachers College, Columbia University; Sara Bastsomski, Yale University
- Reviewing the Field of School-Community Relations. Alan Dyson, University of Manchester; Kirstin Kerr, University of Manchester
- Leadership for Community Engagement and Collaboration: Findings From a Pilot Capacity-Building Initiative. Cori A. Groth, University of Utah
- Maximizing K-12 Entrepreneurial Leadership Through Community Partnerships. Jack Leonard, University of Massachusetts - Boston
Discussant: Sonya Douglass Horsford, University of Nevada - Las Vegas

19.014. Professional Development for Principals: Fidelity, Accountability, and Context. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 12:00-1:30pm
Chair: Pamela D. Tucker, University of Virginia
Participants:
- Assessing the Fidelity of a Principal Professional Development Program: Design, Delivery, and Receipt. Pat A. Schroeder, Texas A&M University; Eun Sook Kim, University of South Florida; Roger D. Goddard, Texas A&M University; Robert James Miller, Texas A&M University; Jean Madsen, Texas A&M University; Yvonne L. Goddard, Texas A&M University
- How Principals Change Their Minds: Processes, Influencing Factors, and Implications for Principal Professional Development. Min-Dih Lin, National Chung Cheng University
- Principals’ Professional Development Learning: Evaluation Results From a Longitudinal Randomized Control Trial. Robert James Miller, Texas A&M University; Roger D. Goddard, Texas A&M University; Minjung Kim, Texas A&M University - College Station; Yvonne L. Goddard, Texas A&M University; Pat A. Schroeder, Texas A&M University
- Toward Situational Professional Development (PD): Comparing Principals’ PD Needs With District PD Provision. Heather E. Duncan, University of Wyoming; Bret Range, University of Wyoming; Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming
Discussant: Pamela D. Tucker, University of Virginia

19.015. Taking Rancière to School: An Impossible Curriculum. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:00-1:30pm
Chair: Elizabeth A. St. Pierre, University of Georgia
Participants:
- Rancière as Post-Foucauldian. Patti A. Lather, The Ohio State University
- “Each to Each”: A Psychoanalytic Discussion on the Equality of Vulnerability. Deborah P. Britzman, York University
- New Scenes of Equality: Using Rancière to Disentangle and Declassify Ourselves From Teaching-as-Usual. Meredith Whitaker
- Rancière and Education Research: Troubling the Idea of (Virtual) Communities of Practice. Caroline Pelletier, Institute of Education - London
Discussant: Maggie Maclure, Manchester Metropolitan University

19.016. “We Recruit”: Sexuality and Gender, “Queer Positive” Curriculum, and Teacher Knowledge and Identity. Division B - Curriculum Studies; Symposium
VCC, Second Level, West Room 221; 12:00-1:30pm
Chair: Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo
Participants:
- Queering Conceptions of Diversity: Centering LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues Within a Social Justice Education Curriculum. Alison L. Schmidt, University of Oregon; Jerry L. Rosiek, University of Oregon
- It’s a Queer World: Synthesizing Popular Culture as Queer Education
Curriculum, Sandra Schmidt, Teachers College, Columbia University
We Recruit: Queering teacher identity through a course on homophobia.
Tina Manuela Gutierrez-Schmich, University of Oregon; Julia Irene Heffernan, University of Oregon
Measuring Student Understanding of LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues in Education. Timothy G. Larrabee, Oakland University; Brandelyn L. Tosolt, Northern Kentucky University
Discussant: Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo

19.017. Advances in Assessing Game-Based Learning. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:00-1:30pm
Chair: Hiller A. Spires, North Carolina State University
Participants:
Enhancing Spatial Visualization and Mental Rotation Abilities Through Developing Serious Educational Games. Len Annetta, George Mason University
Scaffolding and Assessing Students’ Explanations in Game Dialog With Hidden Markov Modeling and Computer Adaptive Testing Techniques. Douglas B. Clark, Vanderbilt University; Mario Manuel Martinez-Garza, Vanderbilt University; Gautam Biswas, Vanderbilt University; Richard M. Luecht, University of North Carolina - Greensboro; Pratim Sengupta, Vanderbilt University
Citizen Science. Kurt D. Squire, University of Wisconsin - Madison; Matthew Gaydos, University of Wisconsin - Madison; Ben Devane, University of Florida
Tracing the Design and Testing of a Game-Based Learning Environment for Upper Elementary Students. James Lester, North Carolina State University; James Mingour, North Carolina State University; John L. Niefeld, North Carolina State University; Hiller A. Spires, North Carolina State University
Discussant: Christopher J. Dede, Harvard University

19.018. Anne Frank Confronts Queen Isabella: Learning Phenomena in Historical, Cultural, and Social Online Simulation Games. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:00-1:30pm
Chairs: Miriam B. Raider-Roth, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati
Participants:
“A Placement at Masada”: Supporting Novice Teachers in the Jewish Court of All Time Project. Michael Fahy, University of Michigan - Ann Arbor; Jeff P. Kupperman, University of Michigan - Flint; Jeff Stanzler, University of Michigan - Ann Arbor
Argumentative Discourse Skill Development in Online Educational Simulations: How George Carlin Can Teach Critical Thinking. Jonathan D’Angelo, University of Wisconsin - Madison; Susan Kline, The Ohio State University
Being an “Agent Provocateur”: Utilizing Online Spaces for Teacher Professional Development in Virtual Simulation Games. Aimee DeNoyelles, University of Central Florida; Miriam B. Raider-Roth, University of Cincinnati
Mentoring in Online Simulation: Shaping Preservice Teachers for Tomorrow’s Roles. Jennifer Elaine Killham, University of Cincinnati; Susan P. Tyler, University of Cincinnati; Miriam B. Raider-Roth, University of Cincinnati
Discussant: Jeremiah Isaac Holden, University of Wisconsin - Madison

19.019. Extending and Evaluating a Theoretically Based, Online Intervention to Improve Latino Middle-Schoolers’ Writing. Division C - Learning and Instruction; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 12:00-1:30pm
Chair: Jo Anne Kleifgen, Teachers College, Columbia University
Participants:
A Design-Based Approach to Enhance the Academic Writing of Emergent Bilinguals. Jo Anne Kleifgen, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University
Implementing Online Technologies to Create a Theoretically Sound Writing Space for Emergent Bilinguals. Daniel L. Hoffman, Teachers College, Columbia University; Ibrahim (Musti) Ekin, NYSphere International, Inc.
Merging a Theoretically Sound Online Writing Space With Classroom Instruction and Curriculum for Emergent Bilinguals. Briana Ronan, Teachers College, Columbia University; Kristin Gorski, Teachers College, Columbia University
Establishing Research/Analysis Procedures to Address Student Application and Learning Within a Multimodal Writing Space. Karen Velasquez, Columbia University; Briana Ronan, Teachers College, Columbia University
Emergent Bilinguals’ Response to and Assessment of an Online Writing Space and Its Instructional Content. Kristin Gorski, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Allison Martin, Teachers College, Columbia University; Ibrahim (Musti) Ekin, NYSphere International, Inc.
Emergent Bilinguals’ Understanding, Use, and Application of Embedded Design Principles in an Online Writing Space. Briana Ronan, Teachers College, Columbia University; Karen Velasquez, Columbia University; Jo Anne Kleifgen, Teachers College, Columbia University
Discussant: Bertram C. Bruce, University of Illinois

19.020. Innovations in Researching Regulation of Learning in Solo and Collaborative Tasks. Division C - Learning and Instruction; Cosponsored with SIG-Studying and Self-Regulated Learning; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:00-1:30pm
Chairs: Sanna Jarvela, University of Oulu; Mariel F.W. Miller, University of Victoria
Participants:
Cued Retrospective Reporting: A Method for Measuring Self-Regulated Learning. Ludo Van Meewen, The Open University of the Netherlands; Saskia Brund-Gruwel, The Open University of the Netherlands; Paul A. Kirschner, Open University of the Netherlands; Jeano de Bock, Air Traffic Control, the Netherlands; Jeroen J.G. Van Merrienboer, Maastricht University
Coregulated Learning Between Human and Artificial Pedagogical Agents in the Context of a Multi-Agent Adaptive Hypermedia Environment. Roger Azevedo, McGill University; Reza Feyzi Behnagh, McGill University; Jason Matthew Harley, McGill University; François Bouchez, McGill University
Exploring Socially Shared Regulation in the Context of Collaboration. Sanna Jarvela, University of Oulu; Hanna Jarvenjoki, University of Oulu; Jonna Malmberg, University of Oulu
Social Aspects of Regulation: Measuring Socially-Shared Regulation in Collaborative Contexts. Allyson F. Hadwin, University of Victoria; Mariel F.W. Miller, University of Victoria
Discussant: Philip H. Winne, Simon Fraser University

19.021. Learning From Text Experiences. Division C - Learning and Instruction; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 12:00-1:30pm
Chair: Suzanne H. Broughton, Utah State University
Participants:
The Role of Text and Reader Characteristics in Science Learning from Refutational Texts. Jason Lawrence Brauch, University of Oslo; Susan R. Goldman, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago
Does Providing Pictures and Words in a Causal Diagram Affect Text Learning? Carolyn J. Hashman, University of New Mexico; Scott C. Marley, University of New Mexico; Matthew T. McCrudden, Victoria University of Wellington
Dynamics of Mental Model Construction From Text and Graphics. Wolfgang Schmidt, University of Koblenz-Landau; Ulrike Hochpochelich, University of Koblenz-Landau; Thorsten Rasch, University of Koblenz-Landau; Mark Ulrich, University of Koblenz-Landau; Holger Hone, University of Koblenz-Landau; Nele McNamara, Technical University of Dortmund; Juergen Baumert, Max Planck Institute for Human Development
Examining the Effects of Picture Labeling on Science Text Processing and Learning: An Eye-Fixation Analysis. Patrik Pluchino, University of Padova; Caterina Tornatora, University of Padua; Nicola Ariasi, University of Padova; Lucia Mason, University of Padova
An Activity-Theory Analysis of How College Students Revise After Writing Center Conferences. Samuel Van Horne, University of Iowa
19.022. Motivation and Learning in STEM. Division C - Learning and Instruction Cosponsored with Division K - Teaching and Teacher Education; SIG-Motivation in Education; Paper Session Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:00-1:30pm
Chair: Ordene Edwards, Lamar University
Participants:
- Attributes of Motivation During Difficult Math Tasks: An Examination of Preadolescent Perceptions of Challenge. Patti J. Berg, University of South Dakota; Amy Schweinle, University of South Dakota
- The Relationship Between Math Competence Beliefs and Math Ability Scores in the Early Primary Years. Traci Katakau, University of Nebraska - Lincoln; Carolyn Pope Edwards, University of Nebraska - Lincoln; Wendy M. Smith, University of Nebraska - Lincoln
Direct, Hands-On or Inquiry: A Study of Instructional Sequencing and Motivation in the Science Classroom. Jamie Vander Wiede, University of Central Florida; Bobby Hoffman, University of Central Florida
Profiles of the Sources of Science Self-Efficacy. Jason A. Chen, Harvard University
Linking Instruction to Knowledge Construction in the Engineering Classroom. Jonathan C. Hilpert, Indiana University - Purdue University at Fort Wayne; Jenefer E. Husman, Arizona State University

19.023. Out-of-School Contexts. Division C - Learning and Instruction; Paper Session
VCC, Second Level, West Room 205; 12:00-1:30pm
Chair: Linda Pickett, SUNY - College at Cortland
Participants:
- Dead Birds, Worms, and Earthquakes: Finding Unexpected Value in Field Trips? Jonathan Boxerman, Northwestern University
- Informal Learning After School: Increasing Self-Efficacy With Enrichment Programs. Beth A. Haines, Lawrence University; Kathy Immel, University of Wisconsin; Tammy J. Ludwig, University of Wisconsin; Katherine Short-Meyerson, University of Wisconsin - Oshkosh; Colin E. Vlaz, Lawrence University; Olivia E. Hendricks, Lawrence University; Xiao Hong Zhang, Lawrence University; Maki Miura, Lawrence University; Elyse R. Daly, Lawrence University

VCC, Second Level, Pinnacle III; 12:00-1:30pm
Chair: Katherine E. Culp, Education Development Center, Inc.
Participants:
- Classification With Longitudinal Data. Quinn Nathaniel Lathrop, University of Notre Dame
- Growth Modeling From Item Response Data: A Comparison of Two Approaches. Jennifer Koran, Southern Illinois University - Carbondale; Hsiu-Fei Joyce Wang, National Taichung University of Education, Taiwan
- Incorporating Latent Variable Outcomes in Value-Added Assessment. Leslie H. Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln
- Multilevel Graded Response Model in Longitudinal Study: Formulation and Illustration. Feifei Ye, University of Pittsburgh; Ting Xu, University of Pittsburgh; Wenyi You, Pearson
- Using Piecewise Growth Models to Estimate Student Learning During and Between School Enrollments. Joseph J. Stevens, University of Oregon; Keith Zvoch, University of Oregon

19.025. Bias-Based Bullying: The Implications of Multiple Forms of Discriminatory Victimization. Division E - Counseling and Human Development; Symposium
VCC, Second Level, West Room 206; 12:00-1:30pm
Chair: Paul Poteat, Boston College
Participants:
- Gender-Based Bullying in Elementary School: Prevalence and Impact on Student Experience. Joseph G. Kosciw, Gay, Lesbian and Straight Education Network
- The Magnified Effects of Bias-Based Harassment on Psychological, Behavioral, and School Indecies. Paul Poteat, Boston College; Stephen T. Russell, The University of Arizona; Katerina Sinclair, The University of Arizona
- Contextual Factors Influencing the Relationship Between Bias-Based Bullying and School Belonging. Neal A. Palmer, Vanderbilt University
Discussant: Gerald Walton, Lakehead University

19.026. A Theoretical Toolbox: Using Theories of Gender and Sexuality to Uncover New Histories of Education. Division F - History and Sociocultural Studies Cosponsored with SIG-Queer Studies; SIG-Research on Women and Education; Symposium
VCC, Second Level, West Room 204; 12:00-1:30pm
Chair: Karen L. Graves, Denison University
Participants:
- Operationalizing the Alternative Black Curriculum in Social Studies: A Case Study of the Curriculum of the National Training School for Women and Girls. Alana D. Murray, University of Maryland
- The “Gendered Geographies” of Philadelphia’s High Schools: Germantown High School, 1907-1914. Erika Kitzmiller, University of Pennsylvania
- “Not Enough…for Really Intelligent Women”: Domestic Science and the Elite Women’s Colleges, 1890-1920. Caroline Hasenyager, College of William and Mary
Discussant: Karen L. Graves, Denison University

19.027. Access to Algebra I: The Effects of Online Mathematics for Grade 8 Students. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle III; 12:00-1:30pm
Chair: Katherine E. Culp, Education Development Center, Inc.
Participants:
- Virtual Algebra Study: Study Design and Methodology. Jessica Heppen, American Institutes for Research; Peggy Clements, Education Development Center, Inc.
- Virtual Algebra Study: Description of the Intervention. Cheryl M. Tobey, Maine Mathematics and Science Alliance; Kirk Walters, American Institutes for Research
- Virtual Algebra Study: Study Results. Jessica Heppen, American Institutes for Research; Ann-Marie Faria, American Institutes for Research; Kirk Walters, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research
- Virtual Algebra Study: Implications and Discussion of Findings. Peggy Clements, Education Development Center, Inc.; Cheryl M. Tobey, Maine Mathematics and Science Alliance; Ann-Marie Faria, American Institutes for Research
Discussants: Jon R. Star, Harvard University; Sara E. Wraight, American Institutes for Research

19.028. Improving the Teaching Skills of Educators in the Professions. Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 12:00-1:30pm
Participants:
- Clinical Teaching Based on Principles of Cognitive Apprenticeship: Views of Experienced Clinical Teachers. Renee Stalmeijer, Maastricht University; Diana Dobmans, Maastricht University; Hetty Snellen-Balendong, Maastricht University; Marijke Van Santen-Hoeuff, Maastricht University; Ineke Wolfgan, Maastricht University; Albert Scherphuis, Maastricht University
- Building Research Capability Among University Staff: The Case of Teacher Educators. Mary F. Hill, University of Auckland; Mavis Haigh, The University of Auckland
College Teachers’ Instructional Practices: Exploratory and Confirmatory Factor Analyses. Linda S. Behar-Horenstein, University of Florida; Lian Niu, University of Florida
A Content-Driven Collaboration Model for Engineering Faculty Development. Margret A. Hjalmason, George Mason University; Jill K. Nelson, George Mason University
Discussant: Eugene L. Anderson, American Dental Education Association
19.029. Critical Transitions, Junctures, and Interactions for Postsecondary Success: Low-Income Students' Meaning-Making of Their Educational Pathways. Division J - Postsecondary Education; Symposium
VCC, Second Level, West Room 208&209; 12:00-1:30pm
Chairs: Daniel Gilbert Solorzano, University of California - Los Angeles; Amanda L. Datnow, University of California - San Diego
Participants:
Critical Transitions: Understanding the Postsecondary Worlds of College and Career for Low-Income High School Youth. Makeba Jones, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego
Critical Junctures in the Educational Pathways of Career and Technical Education (CTE) Community College Students. Tara Watford, University of California - Los Angeles; Maria C. Malagon, University of California - Los Angeles
Critical Interactions: How Student-College Personnel Interactions Shape Low-Income Students’ Navigation of a Community College. Christine Cerven, University of California - San Diego; Vicki Park, University of California - San Diego
Discussant: Rebecca D. Cox, Seton Hall University

19.030. Division J Invited Session: Racial Equity in Higher Education: A Blueprint for Praxis. Division J - Postsecondary Education; Invited Session
VCC, Second Level, West Room 215&216; 12:00-1:30pm
Chairs: Shaun R. Harper, University of Pennsylvania; Lori D. Patton, University of Denver
Participants:
Critical Interactions: Understanding the Postsecondary Worlds of College and Career for Low-Income High School Youth. Makeba Jones, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego
Identity and Postsecondary Campus Climate. Jeni L. Hart, University of Missouri - Columbia
Low-Income Students’ Navigation of a Community College. Christine Cerven, University of California - San Diego; Vicki Park, University of California - San Diego
Discussant: Rebecca D. Cox, Seton Hall University

19.031. Identity and Postsecondary Campus Climate. Division J - Postsecondary Education; Paper Session
Fairmont Waterfront, Concourse Level, Malaspina; 12:00-2:00pm
Chair: Allison Lombardi, University of Oregon
Participants:
Differences in Perceptions of Classroom Climate for Gender-Nonconforming Students: A Multilevel Analysis. Jay Garvey, University of Maryland; Susan Rankin, The Pennsylvania State University
Double Consciousness: Perceptions of African American Men With Disabilities in Higher Education. Joy Banks, Bowie State University; Michael Hughes, Bowie State University
Queering Philanthropy: Understanding Giving Among LGBTQIQI Alumni. Noah Daniel Drezer, University of Maryland - College Park; Jay Garvey, University of Maryland
Talkin’ the Talk, Walkin’ the Walk? The Structures, Practices and Language of a Climate for Diversity. Robert T. Carter, Columbia University; Cella J. Oyler, Teachers College, Columbia University; Limarys Caraballo, Teachers College, Columbia University; Cathlin Bryn Goulding, Teachers College, Columbia University
The Relational Context of White Institutional Presence. Diane Lynn Gusa, SUNY - Canton
Discussant: Jeni L. Hart, University of Missouri - Columbia

19.032. Overlooked No More: Postsecondary Educational Research Informed by Wisdom, Race, and Gender for the Greater Good. Division J - Postsecondary Education; Symposium
VCC, Second Level, East Room 8&15; 12:00-1:30pm
Chair: Lorri Michelle Johnson Santamaria, University of California State University - San Marcos
Participants:
Emergent African American Female Educational Leaders: Exploring the Intersectionality of Race, Gender, and Leadership. Cosette M. Grant, University of Cincinnati
Trends in Women of Color’s Status in Higher Education: Opportunities Waught with Challenges. Gaetane Jean-Marie, University of Oklahoma
A Validating Space for Latina Junior Faculty: A Collaborative to Advance Latino Education. Anne-Marie Nunez, The University of Texas - San Antonio; Elizabeth T. Murakami-Ramalho, The University of Texas - San Antonio
Women of Color in Higher Education Administration: Rethinking Leadership Paradigms. Brenda Lloyd Jones, University of Oklahoma
Onward and Upward: Advancing Women of Color in Educational Leadership Programs. Kimberly Henderson Stiemke, University of California - San Diego; Lorri Michelle Johnson Santamaria, California State University - San Marcos
Discussant: Gaetane Jean-Marie, University of Oklahoma

19.033. Agenda Setting and Policy Formulation: Applications of Kingdom’s Multiple Streams to Education Policy Making. Division L - Educational Policy and Politics CospONSorEd with Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 14; 12:00-1:30pm
Chair: LaTara D. Osborne-Lampkin, Florida State University
Participants:
A Policy History and Analysis of the Emergency Immigrant Education Act of 1984. J. Kathleen Repique, University of Redlands; Rebecca Warren-Marlatt, Crafton Hills College; Ross E. Mitchell, University of Redlands
Macro Changes in a Minute Amount of Time: How Race to the Top Is Shaping Education Policy in Tennessee. Maida A. Finch, Vanderbilt University
Provincial Government Postsecondary Policy Formation: Results of a Comparative Analysis in Canadian Tuition Policy Episodes. Deanna L. Reece, Simon Fraser University
Discussant: Rand Quinn, University of California - Berkeley

19.034. From the Common Core State Standards to Rigorous Instructional Practice: Creating Knowledge Around the Development and Use of Formative Assessment Tools. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 17; 12:00-1:30pm
Chair: Kathleen M. Shaw, Research for Action
Participants:
Knowledge Creation and Use in Assessment and Evaluation of Classroom-Based Formative Assessment Tools in Mathematics. Joan L. Herman, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles
Validation of Instructional and Assessment Tasks in Literacy. Carole J. Gallagher, WestEd; Stanley N. Rabinowitz, WestEd
Teaching to the Core: The Implementation of Secondary Lessons in Math and Literacy Based on the Common Core Standards. Rebecca Reumann-Moore, Research for Action; Nancy Lawrence, Research for Action; Felicia Charron Sanders, Research for Action; Kathleen M. Shaw, Research for Action
Literacy-Based Assessment of, for, and as Learning. Raymond Pachecoe, Stanford University; Stuart R. Kahl, Measured Progress
Discussant: Ash Vasudev, The Bill & Melinda Gates Foundation

SIG Sessions

19.035. Learning From and Learning About Action Research: Preservice Teachers, Practicing Teachers, and Doctoral Students. SIG-Action Research; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 12:00-1:30pm
Chair: Margaret M. Riel, Pepperdine University
Participants:
Exploring Student Teachers’ Emotional Needs: An (Insider) Action Research Study. Elizabeth Gayle Soslau, University of Delaware
Scholar-Practitioners Transform Urban Education Through Participatory Action Research. Michelle P. Collay, California State University - East Bay; Peg Winkelman, California State University - East Bay
Using Leader Scholar Communities to Support Ed.D. Students Conducting Action Research as Dissertation Work. Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University; Ray R. Buss, Arizona State University; Tiffany R. Williams, Arizona State University
“Not Just Learning About It but Actually Doing It”: Developing a Teacher Inquiry Culture. Carol R. Rinke, Gettysburg College; Divonna M. Sieck, Gettysburg College; Jonelle Pool, Gettysburg College; David James Powell, Gettysburg College; Kaoru Miyazawa, Gettysburg College
The Use of Combined Graphic Organizers And Their Impact On Student Ownership In A Middle School Science Classroom. Shana Andrea
19.036. New Views on Formative Assessments. SIG-Classroom Assessment; Paper Session
VCC, Second Level, West Room 220; 12:00-1:30pm
Chair: Heidi L. Andrade, University at Albany - SUNY
Participants:
- Formative Assessment Practices Uncovered: What We Know and Need to Learn. Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Julie Rae Oxenford; O’Brian, University of Colorado - Denver; L. Shahrazad Ahmadi, University of Colorado - Denver
- Formative Assessment and the Role of Teachers’ Content Area. Christine Jennifer Lyon, ETS; E. Caroline Wylie, ETS
- Quality Instruction and Quality Formative Assessment: The Same or Different? E. Caroline Wylie, ETS; Christine Jennifer Lyon, ETS
- Participants’ Reports of Using Data for Instructional Decisions: The Creation of a Questionnaire. Caitlin Scott, Education Northwest; Jason Greenberg Motamendi, Education Northwest; Angela Roccograndi, Education Northwest
- The Development of an Instrument to Measure Teachers’ Assessment for Learning Classroom Practices. Michael O’Leary, St. Patricks College; Zita Lysaght, St. Patricks College; Larry H. Ludlow, Boston College
- Evaluation of the Statewide Formative Assessment Initiative in North Carolina: The First-Year Results. Nina Arshavsky, University of North Carolina - Greensboro; Sarah Manusac, NC Dept. of Public Instruction; Ann Z. Poole, University of North Carolina - Greensboro; Kathleen Mooney, University of North Carolina - Greensboro; Wendy H. McCloskey, University of North Carolina - Greensboro; Jane E. Manweiler, University of North Carolina - Greensboro
Discussant: James H. McMillan, Virginia Commonwealth University

19.037. Seize the Time: Decolonizing Social Justice Education. SIG-Critical Educators for Social Justice; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 12:00-1:30pm
Chair: Dolores Delgado Bernal, University of Utah
Participants:
- Parasitic Pedagogies Must Die for People of Color to Live: Toward an Education for Liberation. Patrick Camangian, University of San Francisco
- Sharecropper Educational Policy and the New Colonial Project: Resistance, Strategy, and Self-Determination. David O. Stovall, University of Illinois at Chicago
- Infiltrate, Populate and Take Over: A Critical Consciousness Project of Sovereignty With Recently Immigrated Youth. Lisa Patel Stevens, Boston College
Discussant: Sandy Grande, Connecticut College

19.038. Against the Tide: From the Margins to the Mainstream. SIG-Educational Change; Symposium
VCC, Second Level, East Room 13; 12:00-1:30pm
Chair: Andrew Hargreaves, Boston College
Participants:
- The Paradox of Complexity and Cohesion: Marginal and subterranean changes and their implications for systemic reform. Andrew Hargreaves, Boston College; Henry I. Braun, Boston College
- Flexibility, Capacity, and Adaptability: Local Reconciliation of Competing Policy Demands. Matthew James Welch, Boston College
- Changing School From Inside Out: A Qualitative Case Study of a Self-Initiated Change Over Time in South Korea. Ba-Ul Paul Chung, Seoul National University
Discussant: Karen Seashore Louis, University of Minnesota

19.039. Accountability Across Borders. SIG-International Studies; Paper Session
VCC, Second Level, West Room 223; 12:00-1:30pm
Chair: Lotte Raheb Schou, Aarhus University
Participants:
- A Qualitative Approach to Transnational Classroom Research. Toni Griego-Jones, The University of Arizona
- Comparison Between PISA (Programme for International Student Assessment) 2009 and National Achievement Assessment of Korea. Soojin Kim, Korea Institute for Curriculum and Evaluation; Kyunghee Kim, Korea Institute for Curriculum and Evaluation
- Improving Validity of International Comparisons of Educational Attainment. Thomas D. Snyder, National Center for Education Statistics; Erin Frances Coxe, New York University
- Institutional Power and the Institutional Review Board: Silencing the Other in International Fieldwork. Steven Locke, University of Wyoming; Carlos J. Orozco, Arizona State University; Carmen Montecinos, Universidad Catolica de Valparaiso
- Responding Proactively to Accountability: Collaborative Evidence Gathering. Lorvae Ward, CYPERUS Ltd; Lexie Barbara Grudnoff, University of Auckland; Kane Meissel, The University of Auckland; Barry Brooker, Canterbury University; Mary Simpson, University of Otago

VCC, Second Level, East Room 18; 12:00-1:30pm
Chair: Xavier E. Fazio, Brock University
Participants:
- Instructional Leadership in the Era of No Child Left Behind: Perspectives From the United States. Anthony H. Normore, California State University - Dominguez Hills; Jeffrey S. Brooks, Iowa State University
- Educational Leadership in the Context of Low-Stakes Accountability and School Autonomy: The Canadian Perspective. Don A. Klinger, Queen’s University
- Pathways of Educational Leadership: Monitoring and Developing Skill Levels Among Educational Leaders in Australia. Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne
- The Shape and Shaping of School Leadership in Aotearoa New Zealand. Lester Campbell Flockton, University of Otago
Discussant: Louis M. Volante, Brock University

19.041. Designs for Learning and Practice. SIG-Learning Sciences; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 12:00-1:30pm
Chair: Lee Michael Martin, University of California - Davis
Participants:
- Gamers as Scientists? The Relationship Between Participating in Foldit Play and Doing Science. Mark Chen, University of Washington; Theresa Horstman, University of Washington
- Learning in Niche Online Social Networks. Christine M. Greenhow, Michigan State University
- Informal Learning Environments as 21st-Century Preservice Learning Spaces for Teachers. Kylie A. Peppel, Indiana University - Bloomington; Rafi Santo, Indiana University - Learning Sciences
- Designing Activities Using Object of Activity and Its Impact on Young Children’s Representational Activities. Asmala Saleh, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; David Phelps, Indiana University
- Supporting the Implementation of the Knowledge Building Communities Model: Analysis of Principle-Based Study Group Interactions. Richard J. Reeve, Queen's University
Discussant: Britte Haugan Cheng, SRI International

19.042. Examining the Role of Digital Media in Teaching/Learning About Issues of Identity/Diversity. SIG-Media, Culture, and Curriculum; Paper Session
VCC, Second Level, West Room 222; 12:00-1:30pm
Chair: Yoonhee Naseef Lee, Arizona State University
Participants:
- Possibility Spaces for Transformational Learning: Examining the Gaming Biographies of Two Female ICT (Information and Communications Technology) Students. Elizabeth M. King, University of Wisconsin - Whitewater; Barbara Zebe Johnson, University of Minnesota - Duluth; Elisabeth R. Hayes, Arizona State University
- A Clubhouse of Their Own: A Role-Playing Game Society in Scratch
Programming Community. Ricarose Roque, Massachusetts Institute of Technology; Deborah A. Fields, University of Pennsylvania; Joanna L. Siegel, University of Pennsylvania; David Eric Low, University of Pennsylvania; Yasmín B. Kafai, University of Pennsylvania

Social Networking and Other Digital Media as a Tool for Teaching and Learning About Diversity. Lillian Vega Castaneda, California State University - Channel Islands; Mario E. Castaneda, Pepperdine University; Rosario Diaz Greenberg, California State University - San Marcos

Discussant: Erica Rosenfeld Halverson, University of Wisconsin - Madison

19.043. Doing Narrative Inquiry: Unearthing New Understandings. SIG-Narrative Research; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 12:00-1:30pm

Chair: Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago
Participants:
- Collaboration Is an Olive Branch: Hold It Out and Offer Your Support. Donna Michele Lester-Smith, The University of British Columbia; Georgina R. Martin, The University of British Columbia; Amy Marie Parent, The University of British Columbia; Roberta Price, Capilano University
- Examining Relational Boundaries Post-Inquiry: Reshaping Myself as a Researcher: Mary F. Rice, Brigham Young University
- I Know, Therefore I Act? Building Knowledge Through Moments of Knowing and Transformational Research Practices. Ann Mary Higgins, Mary Immaculate College
- One Principal's Reconstructed Field Text: Three Researchers' Interpretive Lenses. Cheryl J. Craig, University of Houston; Yali Zou, University of Houston; Rita Poinpeauf, University of Houston
- Reverberations From Narrative Inquiries: Reliving Our Lives. M. Shaun Murphy, University of Saskatchewan; D. Jean Clundinlin, University of Alberta; Janice Huber, University of Regina

Discussant: Stefanie E. Pinnegar, Brigham Young University

19.044. Teaching for Outrage and Empathy: Challenging Preservice Teachers’ Hegemonic Perspectives and Practices. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 12:00-1:30pm

Chair: Virginia M. Lea, University of Wisconsin - Stout
Participants:
- Reproducing Educational Hierarchies: Policing “Race” and Class Boundaries Through Surveillance. Virginia M. Lea, University of Wisconsin - Stout
- Challenging Meritocracy and Other Class Narratives. Ann Berlak, San Francisco State University
- Disrupting Hegemonic Preconceptions: Teaching for Critical Media Literacy While Contesting the Corporate-Dominated Press. Roberta Ahlquist, San José State University

19.045. Same Story, Different Places: Examining Cross-Regional Variations in Black Students’ Educational Experiences. SIG-Research Focus on Black Education; Symposium

VCC, Second Level, East Room 19&20; 12:00-1:30pm

Chairs: Jerome E. Morris, University of Georgia; Naiyia Sud Nair, University of California - Berkeley
Participants:
- Black Students’ Achievement Attitudes in Postracial America: Mirage or Reality? Jerome E. Morris, University of Georgia; Sara E. Woodruff, University of Georgia
- The Dilemmas and Duality of Black Male High School Student-Athletes: Negotiating Racial and Academic Identities. Adeoye Adeyemo, University of Georgia; Jerome E. Morris, University of Georgia
- Dirt on My Record: Black Males’ Perceptions of Disciplinary Practices in Schools. Naiyah Sud Nair, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Jarvis Givens, University of California - Berkeley; Khiana Miraya Ross, University of California - Berkeley
- Isolated in Multiculturalism: Uncovering the Narratives of Black Students in Independent Schools in California. Khiana Miraya Ross, University of California - Berkeley

Discussant: David M. Bloome, The Ohio State University

19.046. Developing Ambitious Mathematics Teaching With an Equity Stance: Rethinking Routine Practice. SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:00-1:30pm

Chair: Julia Maria Aguirre, University of Washington - Tacoma
Participants:
- Making Equitable Practices Visible in Elementary Mathematics Teacher Preparation. Elham Kazemi, University of Washington; Megan L. Franke, University of California - Los Angeles
- Learning to Design High-Cognitive-Demand Mathematics Lessons That Connect to Community-Based Resources. Julia Maria Aguirre, University of Washington - Tacoma; Erin Turner, The University of Arizona
- Developmentally and Culturally Responsive Practice in 4K Mathematics: Examining the Teacher’s Role. Virginia M. Lea, University of Wisconsin - Stout

Discussant: Marta Civil, University of North Carolina

19.047. Large-Scale Studies in Mathematics Education. SIG-Research in Mathematics Education; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:00-1:30pm

Chair: Olive Chapman, University of Calgary
Participants:
- Addressing Measurement Issues in Two Large-Scale Mathematics Classroom Observation Protocols. Jeffery C. Shih, University of Nevada - Las Vegas; Marsha M. Ing, University of California - Riverside; Charalambos Y. Charalambous, University of Cyprus; James E. Tarr; University of Missouri - Columbia; Matthew A. Kraft, Harvard University; Heather C. Hill, Harvard University; Douglas A. Grous, University of Missouri - Columbia
- How Do Gains in Teachers’ Knowledge Relate to Changes in Instruction? A Three-Year Study of Mathematics Knowledge, Beliefs, and Teaching. Yassin Omar Gumaa, University of Illinois at Urbana-Champaign; Sarah Theahe B. Lumbé, University of Illinois at Urbana-Champaign
- Curriculum and Implementation Effects on High-School Students’ Mathematics Learning From Two Curricula Content Organizations. Douglas A. Grous, University of Missouri; James E. Tarr; University of Missouri - Columbia; Oscar Chavez, University of Missouri; Victor Soria, University of Missouri; Rukiyah Didem Taylan, University of Missouri; Ruthmae Sears, University of Missouri - Columbia
- Learning Mathematics Using Standards-Based and Traditional Curricula: An Analysis of Homework Problems. Jinhui Cai, University of Delaware; Bikai Nie, University of Delaware; John Moyer, Marquette University; Ning Wang, Widener University

Discussant: James A. Middleton, Arizona State University

19.048. Digital Technologies and Learning to Read: Possible Effects on Communicative, Cognitive, and Attitudinal Processes. SIG-Research in Reading and Literacy; Symposium

Sheraton Wall Centre, Third Level, North Parksville; 12:00-1:30pm

Chair: Rosalind Horowitz, The University of Texas - San Antonio
Participants:
- Growing Potential: The Impact of Digital Technologies in the Home on Preschool Children’s Early Literacies. Joanna McPake, University of Strathclyde; Christine Stephen, University of Stirling
- Effects of Digital Technologies on Reading Attitudes and Habits. Alan E. Farstrup, Retired

A Preliminary Discussion: How Technology May Be Changing Core Cognitive Processes in Emergent Literacy and Beginning Reading. S. Jay Samuels, University of Minnesota; Jay S. Blanchard, Arizona State University

Discussant: Rosalind Horowitz, The University of Texas - San Antonio


Marriott Pinnacle, Third Level, Dun达尔; 12:00-1:30pm

Chair: Iris C. Rothberg, The George Washington University
Participants:
- Using Transformative Evaluation to Improve Education: An Ecologically Based Case Study of Sustainable Evaluation Use. Edward McLain, The University of Alaska - Anchorage; Susan S. Tucker, E and D Associates

Discussant: Mehmet Dali Öztürk, Arizona State University
19.050. School Discipline “Matters”: Exploring the Education and Policy Contexts. SIG-Safe Schools and Communities; Symposium Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:00-1:30pm
Chair: Brianna L. Kennedy-Lewis, University of Florida
Participants:
Identifying Theory: Capturing the Ecology of the School-to-Prison Pipeline. Heather Cole, The University of Texas - Austin
Using a Critical Policy Analysis to Reveal Competing Ideologies in Zero Tolerance Legislation: Do We Really Want to Leave No Child Behind? Brianna L. Kennedy-Lewis, University of Florida
Facility to School Transition: A Case Study of Juvenile Justice Personnel Perspectives on School Reentry. Rebecca Cohen, The University of Texas - Austin
The Effects of Educational Policy and Local Context on Special Education Students’ Experiences of School Removal and Transition. Tara Marie Brown, Brandeis University
More Than What’s “Supposed” to Happen: School Discipline Policy as Text and Discourse. Decoteau J. Irby, University of Wisconsin - Milwaukee
Discussion: Ron Avi Astor, University of Southern California

19.051. Communication and Communities. SIG-Science Teaching and Learning; Paper Session Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:00-1:30pm
Chair: Dogoni Cisse, North Carolina Central University
Participants:
Expertise in Scientist-Teacher Partnerships. Jerine Pegg, University of Alberta; Marie-Claire Shanahan, University of Alberta
Making Connections Between School Earth Science and Lived Experiences: An Investigation of Urban Fifth Graders. Katie Brkic, Georgia Southern University
Paraeducators Transition From Silent Partners to Collaborators With Science Teachers in an Urban School District. Kimberly A. Staples, Kansas State University
Talking About Reproduction: Science Teachers’ Discourses and Cultural Processes in Canadian and Indian Classrooms. Anjali Anna Abraham, McGill University

19.052. Measurement in the Second Language Classroom. SIG-Second Language Research; Paper Session VCC, Second Level, East Room 12; 12:00-1:30pm
Chair: Jing Fu, Michigan State University
Participants:
Assessing Learning Outcomes in Short-Term Foreign Language Programs: Validation Results of a Triangulated Assessment System. Megan Masters, University of Maryland; Steven J. Ross, University of Maryland
Examining Measurement Properties of an English Self-Efficacy Scale. Chuang Wang, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Hyun Seon Ahn, Korea University
Outcome Measure of L2 (Second Language) Writing as a Mediator of the Effects of Corrective Feedback on Students’ Ability to Write Accurately. Anastasia Riazantseva, University at Buffalo - SUNY
Discussion: Virginia M. Gonzalez, University of Cincinnati

19.053. Teachers’ Growth During Targeted SEL (Social and Emotional Learning) Professional Development and SEL Program Implementation: An International Perspective. SIG-Social and Emotional Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:00-1:30pm
Chair: Patricia A. Jennings, The Pennsylvania State University
Participants:
Call Them Emotions: A Teacher Training on Socio-Emotional Learning Skills. Davide Antognazza, Scuola universitaria professionale della Svizzera italiana; Luca Sciaroni, University of Applied Science of Southern Switzerland
Teacher Change and Development During Training for a Social and Emotional Learning Program in Sweden. Birgitta Kimber, Örebro University
Discussion: Mark T. Greenberg, The Pennsylvania State University

19.054. Examining Teachers’ Intentions and Practices When Integrating Technologies, SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 12:00-1:30pm
Chair: Joanne M. Carney, Western Washington University
Participants:
Relative Strengths of Determinants of Teachers’ Intentions to Use Technology. Jung Lee, Richard Stockton College of New Jersey; Frank Anthony Cerreto, Richard Stockton College of New Jersey
Ubiquitous Computing Environments And Mathematics Discourse: Differential Approaches By Teachers. Eric N. Wiebe, North Carolina State University; Karen Hollebrands; Lindsay Patterson, North Carolina State University; Charity Cayton, North Carolina State University
State History Teachers: An Examination of the Influence of Technology Use on Historical Inquiry. Dennis Beck, University of Arkansas
Examining the Technological, Pedagogical, and Content Practices of Math and Science Teachers Involved in a Year-Long Technology Integration Initiative. Kara M. Dawson, University of Florida; Albert Dieter Ritchaupt, University of Florida; Feng Liu, University of Florida; Prisca Rodriguez, University of Florida; Chris Atkinson Frey, University of Florida; Rose M. Pringle, University of Florida; Gladis Kersaint, University of South Florida
Discussion: Thomas C. Hammond, Lehigh University

Division and SIG Roundtables

19.055. High School Biology: Investigations in Learning and Instruction; Roundtable Session

19.055-1. High School Biology: Investigations in Learning and Instruction. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 12:00-1:30pm
Chair: Roger S. Taylor; SUNY - College at Oswego
Participants:
Students’ Gendered Meaning Making During a Biology Lesson About the Basic Facts of the Human Genitals. Auli Arvola Orlander, Department of Mathematics and Science Education
The Effectiveness of the Ecology-Disrupted Approach for Student Learning of Ecology, Human Impact, and the Nature of Science. Yael Wyner, City College of New York - CUNY; Janice Koch, Hofstra University

19.056. Practice in Writing: The Necessity of Theorizing and Doing; Roundtable Session

19.056-1. Practice in Writing: The Necessity of Theorizing and Doing. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 12:00-1:30pm
Chair: Judy M. Parr, University of Auckland
Participants:
A Sociocultural (Re)Interpretation of Literacy Teaching Effectiveness Studies. Kathy Hall, University College Cork
Shaping Teachers’ Understandings in Writing Through Repertoires of Practice. Judy M. Parr, University of Auckland
Teaching Writing: Reconciling Policy and Pedagogy. Sue Ellis, University of Strathclyde
The Discoursal Identities of Teacher-Writers. Teresa Cremin, The Open University
19.057. Roundtable Session 1; Roundtable Session

19.057-1. Affecting Change in English Language Learning Through Teacher Professional Development, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Deoksoo Kim, University of South Florida
Participants:
Affecting Change in Teachers’ Preparation for, Effectiveness in, and Beliefs About Teaching English Learners. Mary Catherine Nino, Stephen F. Austin State University; Betty Jane Alford, Stephen F. Austin State University
Effects of Professional Development Workshops and Coaching on Teachers’ Instructional Conversations With Native Hawaiian Students. Lois A. Yamauchi, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Chen Ju Lin, University of Hawaii - Manoa
Professional Networks Among Public-Sector English Language Teachers in Chile. Florencia Gomez Zaccarelli, University of Michigan
Professional Development for Teachers of Diverse Learners: A Qualitative Study of Teacher Perceptions. Patricia Rice Doran, Towson University

19.057-2. An Investigation of Teacher Retention Plans Among Special Populations Using the 2007-2008 Schools and Staffing Survey, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Rita O’Sullivan, University of North Carolina - Chapel Hill
Participants:
The Effect of Teacher Leadership on Retention Plans and Teacher Attitudes among New North Carolina Teachers. Lauren Tarabokia Kendall, University of North Carolina - Chapel Hill
Relationship of Creative Control and Retention Rates Among North Carolina Elementary Teachers. Laura Gutmann, University of North Carolina - Chapel Hill
A Statistical Analysis of Special Education Teacher Support and Retention. Jessica Rani Milton, University of North Carolina - Chapel Hill
A Closer Look at Black Teacher Retention Using a National Data Set. Johnavee Campbell, University of North Carolina
Teaching Methods and Retention: A Conversation About the Purposes of Teacher Education. Cortiss Brown, University of North Carolina - Chapel Hill

19.057-3. Analysis of Multilevel Teacher Commitment and Retention, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Debra Suarez, College of Notre Dame of Maryland
Participants:
Induction Mentoring: Mentoring “Inside” the Action of Teaching. Wendy L. Gardiner, National-Louis University
Measuring the Impact of Instructional Coaching: Evidence From Classroom Observation. David S. Knight, University of Southern California; Michael F. Hock, The University of Kansas; Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Thomas Michael Skrtic, The University of Kansas; Barbara A. Bradley, The University of Kansas
Reconnect and Recharge: Plugging New Teachers Into Support Outlets. Rita Malouf, University of North Carolina - Chapel Hill; Harriet Able, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Ashley Summer Boyd, University of North Carolina-Chapel Hill; Kristen Bell Hughes, University of North Carolina - Chapel Hill
The Characteristics and Supports of Beginning Teachers: A Descriptive Look at the Nation and Seven Northeastern States. Natalie Lacrenopuquet, WestEd; Candice Bocada, WestEd; Dave Phillips, WestEd
Understanding Teacher Retention: Exploring Beginning and Veteran Teachers’ First-Year Experiences and Job Satisfaction. Alyson Lavigne, Roosevelt University

19.057-4. Building Capacity for All Future Teachers to Work Effectively With Special Needs and Language Learners, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Participants:
Facilitating Teacher Candidates’ Understanding of Inclusive Education Through Coteaching in Field Experience. Bonnie Leah Utley, University of Colorado - Denver
Promising Practice: General Education Teacher Candidate Shadow Students Receiving Services Outside the General Education Classroom. Jenny Elizabeth Parker, Western Washington University
Redesigning the Stakeholders. Francesco G. Pignatelli, New York University; Harriet Yvonne Pitts, New York University
Whole Classrooms of Individual Needs: How Student Teachers Meet the Unique Needs of All Students. Derek L. Anderson, Northern Michigan University; Joe M. Lubig, Northern Michigan University; Markisha Smith, Western Oregon University
Dilemmas in Assessing Teacher Education Program Quality: A Qualitative Case Study of Twelve Student Teachers. Jenni L. Harding-DeKam, University of Northern Colorado; Elizabeth A. Franklin, University of Northern Colorado; Deborah Romero, University of Northern Colorado; Boni Hamilton, University of Colorado Denver

19.057-5. Contemporary STEM Teacher Education, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Oliver Dreon, Millersville University of Pennsylvania
Participants:
Implementing a Secondary STEM Teacher Preparation Program in Multiple Universities: An Evaluation Approach. Alicia D. Beth, The University of Texas - Austin; Pamela Romero, The University of Texas - Austin; Mary Lummis-Robinson, The University of Texas - Austin; Martha Perez, The University of Texas - Austin
Transformational Partnerships in a University-Based Science Teacher Professional Development Project. Jon S.R. Wolgemuth, Colorado State University; Donna Cooner, Colorado State University; Cerissa Ann Stevenson, Colorado State University
Designing Coursework for Infusing Deliberate Attention to Issues of Equity in a Mathematics Education Program. Imani Masters Goffney, University of Houston

19.057-6. Critical Initiatives in Preparing Beginning Teachers in Diverse Settings, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Justina Osato-Osa, Virginia State University
Participants:
Insights From Novice Elementary Teachers Struggling to Implement Mandated Literacy Curriculum in Low-Performing Rural Schools. Joanne Carol Smith, University of Missouri - Columbia; Jeni R. Davis, University of Missouri
Reflection on Their First Five Years of Teaching: Understanding Staying and Impact Power. Katie M. Tricarico, University of Florida; Diane Tendol-Happey, University of South Florida
Supervisor-Preserve Teacher Interactions: Developing a Vision of Ambitious Instruction Through Conversation. Jennifer Joan Long, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
The Effects of Mentors and Within-School Colleagues on Beginning Teachers’ Commitment Levels. Mark R. Low, MRL Research & Consulting
The Use of an Educational Documentary in Urban Teacher Education: A Case Study of Beyond the Bricks. Yolanda Sealey-Ruiz, Teachers College, Columbia University

19.057-7. Critiques of Performance (Broadly Defined) in Teacher Education, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Motoko Akiba, University of Missouri - Columbia
Participants:
Unpacking the Role of the Teacher Performance Assessment in Teacher Preparation Programs. Genevieve Baptiste, University of Wisconsin - Madison
Teacher Evaluation, Performance-Related Pay and Constructivist Instruction. Guodong Liang, University of Missouri; Motoko Akiba, University of Missouri - Columbia
19.057-8. Deepening Our Understanding of Professional Learning Communities. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Christina Puntel
Participants:
- Identity Transformations of Practitioner Researchers in “Real” and “Surreal” Thirdspaces. Rhonda L. Nixon, University of Victoria
- Building a Learning Community: Examining the Factors Associated With the Implementation of Professional Learning Communities. Dan Mindich, Stanford University
- Teachers’ Professional Growth Through Data and Dialogue: Case Studies With Mid-Career Teachers in a Small Urban District. David B. Strahan, Western Carolina University
- Exploring Continuation of a Professional Teaching Community Across Changes in Its Membership. Jana Viznorska, The University of Queensland

19.057-9. Designing and Implementing STEM-Focused Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Donna Marie Johnson, York College - CUNY
Participants:
- Designing Professional Development in Mathematics to Support Teacher Learning. Teruni L. Lamborg, University of Nevada - Reno; Diana L. Moss, University of Nevada - Reno
- The Effects of a Job-Embedded Professional Development on Teachers’ Self-Efficacy and Student Achievement. Krista Althausen, Eastern Kentucky University; James S. Rinehart, Eastern Kentucky University
- Revealing Student Difficulties in Mathematics Lessons Through Lesson Study. Sachiko Tosa, Wright State University; Ann M. Farrell, Wright State University
- Using Content-rich Experiences Within Professional Development to Expand Teachers’ Knowledge and Perceptions of Mathematics and Science. Susan Gomez-Zwief, California State University - Long Beach; Babette M. Benken, California State University - Long Beach
- A Case Study of Coaching in STEM Professional Development. Sue Ellen DeChenne, University of Nebraska - Lincoln; Gwen Nugent, University of Nebraska - Lincoln; Gita Michelle Kunz, University of Nebraska - Lincoln; Linlin Luo, University of Nebraska - Lincoln; Brandi Berry, University of Nebraska - Lincoln; Katherine Craven, University of Nebraska - Lincoln; April Riggs, University of Nebraska - Lincoln

19.057-10. Equitable Practices and STEM Teacher Education: Casting a Net for Improving STEM Teacher Education and Associated Teacher Practices. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Mary E. Earick, Plymouth State University
Participants:
- Exploring High School Teachers' Discourse-Based Formative Assessment Practices in Mathematics Instruction. Michele D. Crockett, University of Illinois at Urbana-Champaign; Chang-Hua Chen, University of Illinois at Urbana-Champaign; Sun Hee Lee, University of Illinois at Urbana-Champaign; Jihuddamensie Anacleti Zilimu, University of Illinois at Urbana-Champaign
- Identifying Teachers’ Beliefs and Practices in Teaching Science to Middle School English Language Learner Students. Beth A. Wassell, Rowan University; Kathryn Scantlebury, University of Delaware; Sonya N. Martin, Seoul National University; Coniqua Abdul-Malik, Rowan University
- Research-Based Approaches to Effective High School Mathematics Teaching for Traditionally Underserved Students. Jenn Persson, University of North Carolina - Chapel Hill
- Using Cases as Triggers for Teachers’ Thinking About Practice: A Comparison of Responses to Animations and Videos. Patricio G. Herbst, University of Michigan; Karl Wesley Kosko, University of Michigan

19.057-11. Evaluating Teacher Candidates From Admissions Through Student Teaching. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Sarah R. Semon, University of Northern Iowa
Participants:
- A Figure World of Becoming: Positioning Identities of Preservice Art Teachers. Lisa Lajevic, The College of New Jersey; Kimberly Anne Powell, The Pennsylvania State University
- Intake Procedures and Student Teacher Failure: Refining the Process. Kim J. Calder Stegemann, Thompson Rivers University
- Is All Feedback Created Equal? A Content Analysis of Feedback of Teacher Candidates During Field Experiences. Karina R. Clemmons, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock
- Preservice Teacher Assessment: A Comparison Study. Sarah Enterline, Boston College; Keridan Doyle, Boston College; Frances A. Loftus, Boston College

19.057-12. From Theory to Practice: Transformations in Preservice Teacher Practice. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Participants:
- Creating Spaces for Interrogating and Transforming Practice and Identity: Learning About Practice in Practice. Johanna Bolyard, West Virginia University; Sharon B. Hayes, West Virginia University; Sararose Lynch, West Virginia University
- Preservice Teachers’ Conceptual Understanding and Reasoning for Curriculum, Instruction, and Assessment Decisions. Edward Jadallah, Coastal Carolina University
- Teachers’ Awareness and Acquisition of Questioning Skills. Alpaslan Sahin, Texas A&M University - College Station; Robert M. Capraro, Texas A&M University

19.057-13. Innovations in Preservice Teacher Education Programs. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Jeffrey Byford, The University of Memphis
Participants:
- Enacting Design Principles to Lay the Foundation for Continuous Professional Development in Teacher Education. Larikje Broekhorst, Utrecht University; Bob Koster, Utrecht University; Paulien C. Meijer, Utrecht University; Jan D.H.M. Vermunt, Utrecht University
- From Knowing to Doing: Simulated Interactions for Mathematics and Science Teacher Development. Benjamin H. Dotger, Syracuse University; Sharon Dotger, Syracuse University; Jeffrey J. Rozelle, Syracuse University; Joanna O. Masingila, Syracuse University
- Opportunities for Expansive Transformation: Complexifying the Use of Approximations of Practice in a Teacher Education Science Methods Course. Amanda Benedict-Chambers, University of Michigan
- Preservice Teachers’ Self-Regulatory Competence: Evaluation of a Training Program. Jessica Mattern, TU München; Manfred Prenzel, Technische Universität München
- Students’ Perspectives on the Effectiveness of Case Studies in Preparing Them to Teach. Diana Akmedjanova, The College of Saint Rose; James D. Allen, College of Saint Rose

VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: H. Sophia Han, University of South Florida
Participants:
Making and Maintaining Gains of Teacher Knowledge of Early Literacy by Preschool Paraprofessionals Through Professional Development. Maureen Ruby, Eastern Connecticut State University; Ann Anderberg, Eastern Connecticut State University
A Culturally Responsive Coaching Model for Culturally Responsive Teaching Practices: An Early Childhood Case Study. Icela Pelayo, University of Southern California; Diane Mendoza, University of Southern California; Xiomara Mateo-Gaxiola, University of Southern California; Gisele Raguza, University of Southern California; Robert S. Rueda, University of Southern California
Preschool Teachers in Practice: Examining the Role of Professional Development in Literacy. Jacqueline Lynch, York University; Ronald D. Owston, York University
Professional Development for Preschool Teachers: Shifting Their Beliefs and Use of Instructional Strategies to Promote Children’s Peer Social Competence. H. Sophia Han, University of South Florida

19.058-15. Literacy across the Curriculum: Preparing Content Area Teachers to Teach Literacy, Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: Jane H. Applegate, University of South Florida
Participants:
Perceptions and Beliefs About Content-Area Literacy Pedagogy: Differences in Hispanic and White Preserve Teacher Preparation. Heriberto Godina, The University of Texas - El Paso; Arturo Oliveira, The University of Texas - El Paso; Doug D. Hamman, Texas Tech University
Preservice Teachers’ Implementation of Project-Based Learning and Its Influence on Disciplinary Literacy in the Secondary Classroom. J. David Gallagher, Mount Saint Mary College; Matt J. Hollibush, Mount Saint Mary College
Preparing Preservice Teachers to Effectively Integrate Literacy Instruction in Secondary Social Studies. Gayle Y. Thieman, Portland State University; Susan D. Lenski, Portland State University
When Rubber Meets the Road: Preservice Teachers Navigating the Intersection of Expanding Literacies and Universal Design for Learning. Kara L. Lycke, Illinois State University; Robyn Seglin, Illinois State University

19.058. Roundtable Session 2; Roundtable Session

19.058-1. Academic Success, Peer Networks, and African American Youth in Schools, Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Mavis G. Sanders, University of Maryland - Baltimore County
Participants:
A National Examination of the Relationship Between School-Based Peer Networks and Top-Performing Black Male Readers. Kenneth Alonso Anderson, Howard University
Reauthoring Lives, Reauthoring Community: Permaculture and School Change in Urban Schools. Jeffrey L. Lewis, University of Wisconsin; Adrienne Duke, University of Wisconsin - Madison; Amy Hilgendorf, Kansas State University

19.058-2. Alternative Approaches to Literacy and Learning, Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Alyssa Hadley Dunn, Georgia State University
Participants:
Literacy, Learning, and All That Noise: Digital Youth in Digital Schools. Mary Frances (Molly) Buckley, University of Pennsylvania
Pen to Paper to Power: Lessons From an Arts Program Serving Somali Youth. Chelda Smith, University of Minnesota - Twin Cities; Brian Lozenski, University of Minnesota
Mapping Literacy-Rich Environments: Geospatial Perspectives on Literacy and Education. Karina Jocson, Washington University in St. Louis; Elizabeth Thorne Wallington, Washington University in St. Louis

19.058-3. Alternative Perspectives on Youth and Schooling, Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Participants:
Alternative Education and the Social Coordination of Youth Work. Naomi Elizabeth Nichols, York University
Realities of Home and Family Among Early School Leavers: “They Have Stories”. Janet K. Ishell, Tennessee Technological University
“All I Wanna Say Is That They Don’t Really Care About Us”: Black High School Students’ Perspectives on High Schools and College Preparation. Tyrone C. Howard, University of California - Los Angeles; Terry Kyle Flennbaugh, Michigan State University; Jonli Tunnall, University of California - Los Angeles; Neshemah Keetin, University of California - Los Angeles; Tanya Chirapunta, University of California - Los Angeles

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Rafael A. Espinoza Pizarro, New Mexico State University
Participants:
Gap Between Teachers’ Discourse and Their Actual Differentiated Professional Practices in Multiethnic Elementary School Settings. Naomi Grenier, Université de Sherbrooke
Transforming our Curriculum for a New Demographic and a New Millennium. Jaime Cueva-Esquibel, Sweetwater Union High School District
Why Does Segregation Have An Impact On Academic Achievement: The Role Of Self-Fulfilling Prophecies. Orhan Agindag, Ghent University / UCLA; Mieke Van Houtte, Ghent University

19.058-5. Constructing Student Identities in Policy Contexts, Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Tricia M. Kress, University of Massachusetts - Boston
Participants:
From Combat to College: Making and Unmaking the Soldier/Student. Ellen Moore, University of California - Berkeley
Mexican-American Male Masquerades in the Institution as Bully. Heather A. Oesterreich, New Mexico State University; Tamara Anatska, New Mexico State University; Mia Sosa-Provencio, New Mexico State University
Sexing, Teens, and Education: What Teens Have to Say and the Implications for Educational Policy and Practice. Judith A. Davidson, University of Massachusetts - Lowell; Andrew Harris, University of Massachusetts - Lowell; Carl Paternite, Miami University; Karin Tusinski Mofsky, University of Hartford; Shanna Rose Thompson, University of Massachusetts - Lowell
“Making Bad”: The Construction of “Students” Through Suspension Policy to Practice. Renira Elyodis Vellos, The University of British Columbia

19.058-6. Constructions of Ability: From Psychological to Sociocultural Considerations, Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Kathleen King Thorius, Indiana University - IUPUI
Participants:
Perceptions of Disabilities Among Pacific Islanders. Katherine T. Ratliffe, University of Hawaii
Profile Analysis of the Woodcock Johnson III Tests of Cognitive Abilities With Diverse Preschoolers. Maria E. Hernandez Finch, Ball State University; Brittany A. Dale, Ball State University; William Holmes Finch, Ball State University; David E. McIntosh, Ball State University; Barbara A. Rothlisberg, Ball State University
The Predicament of Generation 1.5 English Language Learners: Three Disjunctures and a Possible Way Forward. Sandra R. Schecter, Northeastern University
We Need to “Catch Them Before They Fall”: A Case Study of One School Districts’ Journey of RTI (Response to Intervention) Implementation for Elementary English Language Learners. Mindy A. Lopez, Texas State University - San Marcos; Marie Arnold Mendoza, North East Independent School District

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Marta P. Ballodano, Loyola Marymount University

Participants:

Action Inquiry for Social Liberation: The Journey of Teachers’ Awakening in Taiwan. Hsiao-Ting Cheng, Fu Jen Catholic University; Nancy Lien, National Dong Hwa University


Teacher Candidates and Contextualization: Shaping Attitudes Toward Math and Science Education and Equity Through Inquiry. Sheron Andrea Fraser-Burgess, Ball State University; Melissa Mitchell, Ball State University; Kelly Picard, Ball State University; Aaron Charles Bruerwe, Ball State University; Lynnette Varner, Ball State University; Douglas Roeckl, Ball State University

Understanding the Impact of Changes in the Teaching Environment on Teacher Motivation and Behavior. Yas Nakib, The George Washington University

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Paula M. Carbone, University of Southern California

Participants:
Sutures and Threads: Turning Points and Unfolding Lines in the Paths into English as a Second Language Teaching. Jan K. Nespor; The Ohio State University; Mari Hameda, Florida State University

Writer Identities and Secondary Generation 1.5: Helping novice writers meet academic expectations. Paula M. Carbone, University of Southern California

Engaging With Languages and Multiple Identities: Portraits of Young French Immersion Chinese Children in Canada. Paul Yeung, Vancouver Community College; Maureen J. Hoskyn, University of California - Riverside

Shared Success: First-Generation College-Bound Latinas/os Giving Back. Noah Borrero, University of San Francisco

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Angela Maria Lopez-Velasquez, Southern Connecticut State University

Participants:
Immigrant Youth Navigating Educational Borderlands: Implications for Progressive Politics and Pedagogies of Difference. Camille D. Wilson, University of North Carolina - Greensboro; Lucila D. Ek, The University of Texas - San Antonio; Tyrone M.O. Douglas, University of North Carolina - Greensboro

Understanding Taiwanese Youth and Identity Formation; Culture, Politics, and Democracy. Ching-Yu Lin, University of Wisconsin - Madison

Understanding identity formation of a Korean immigrant adolescent from a cultural historical perspective. Minjung Ryu, University of Maryland - College Park

“La Misma Muerte”: The Impact of Family Separation on Unaccompanied Immigrant Youth. Emily A. Wexler Love, OMNI Institute

19.058-10. Immigrant and Indigenous Students in European Contexts. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Uwanney Maylon, University of Bedfordshire

Participants:

Immigrant Students’ and Nonimmigrant Teachers’ Experiences of Classroom Instruction: Meaning Making in Heterogeneous Classrooms. Neda Forghani-Arani, University of Vienna; Bernadette Hoermann, University of Vienna

The Centrality of Relationships for Pedagogy for Indigenous Students. James G. Ladwig, The University of Newcastle; Alan Russell Bishop, University of Waikato; Mere Berryman, University of Waikato

Socioeconomic Gradients Across East Europe: Data From Progress in International Reading Literacy Study (PIRLS) 2006. Plamen Vladkov Mirazchiyski, IEA Data Processing and Research Center; Daniel H. Caro, IEA Data Processing and Research Center

19.058-11. Literacy and Learning in Local Contexts. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Timothy J. Lensmire, University of Minnesota

Participants:
A Reader Inside and Out: Fluctuation and Stability in Literacy Motivation in School and Outside School. Sabina Rak Neugebauer, Harvard University

Challenging Dominant Conceptions of School Literacy Through a Theory of Language as Local Practice. Christopher Kolb, University of Minnesota

Reading as a Social Act: Preschool Korean Children’s Responses to Literature. So Jung Kim, University of Illinois at Urbana-Champaign; Yun-Sun Shin, University of Illinois at Urbana-Champaign

Employing Semiotic Resources as Identiﬁcations for Engaging in Science Literacy Practices. Natasha Anne Rappa, National Institute of Education - Nanyang Technological University; Kok-Sing Tang, National Institute of Education - Nanyang Technological University

Social Interactions and Meaning Making During Read-Alouds and Writing Events in a Kindergarten Classroom. Cynthia B. Leung, University of South Florida - St. Petersburg

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Jack Levy, University of Massachusetts - Boston

Participants:
Making Sense of Whiteness With Preservice Social Studies Teachers. Ryan M. Crowley, The University of Texas - Austin; Billy Smith, The University of Texas - Austin

Pushing/Pulling Out Wealthy Students: The Community Cultural Wealth of High School “Dropouts”. Rebeca Burciaga, San Jose State University; Nancy Erbsstein, University of California - Davis

Putting Privilege Into Relief: A Minority Student Recruitment Program at a Boarding School Summer Session. Burke Scarborough, University of Rochester

Racial Identity Profiles and the Doctoral Experiences of Black Ph.D. Students at Predominantly White Institutions. Ferlin McGaskey, The University of Tennessee; Chutney Nichole Walton, The University of Tennessee; Demetrius Richmond, The University of Tennessee - Knoxville; Corey Gayton, North Carolina Central University; Tracia NiKole Cloud, The University of Tennessee; Theresa Cooper, The University of Tennessee

19.058-13. Elements of Education: Time, Space, Experience, Other People. SIG-Philosophical Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Jason Manuel Carreiro, Simon Fraser University

Participants:
Time out? Can education do and be done without time? Gert J.J. Biesta, University of Stirling

Space for a Place of Emptiness: Transforming Classroom Spaces Into Places of Potentiality and Makingness. Rita Ciblar Hermann, University of Nebraska - Lincoln

The importance of being experienced. Tone Saugstad, University of Copenhagen

Why Read Rousseau? Holly Brewster, Teachers College, Columbia University

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Sharalyn Jordan, Simon Fraser University

Participants:
Chinese International Students in the United States: Demographic Trends, Motivations, Acculturation Features, and Adjustment Challenges. Kan
19.059. Roundtable Session 3; Roundtable Session

19.059-1. Environmental Learning, Knowing, and Action-Competence in Children and Youth. SIG-Environmental Education; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: Vince Anderson, University of Saskatchewan

Participants:
Searching for Effective Environmental Education: A Study of Children’s Environmental Knowing in a Marine Science Program. Sandra Anne Scott, The University of British Columbia; Douglas Adler, The University of British Columbia

Building Bridges Between Science Classrooms and Working Landscapes Through Collaborative Environmental Education Research. Heidi L. Ballard, University of California - Davis; Erin Hardie, University of California - Davis

Analyzing Students’ Learning in Classroom Discussions About Socioscientific Issues. Karin Rudberg, Uppsala University; Johan Ohman, Orebro University; Leif Olof Ostman, Uppsala university

Urban Fifth-Grade Students’ Ideas About the Local Environment, Environmental Stewardship, and Science-Related Careers. Daniel L. Dickerson, Old Dominion University; Stephanie J. Hathcock, Old Dominion University; Eileen Hofmann, Old Dominion University; Craig O. Stewart, The University of Memphis; Sueanne Elizabeth McKinney, Old Dominion University; Petros Katsioloudis, Old Dominion University; Laura Nelson, Portsmouth Public Schools

Students’ Understandings of Pricing Services That Generate Negative Environmental Effects. Caroline Iqneill, Department of Education

19.059-2. Decolonizing Education in Settler Colonial Nation-States. SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: Geni Cowan, California State University - Sacramento

Participants:
“Her Majesty Agrees to Maintain Schools for Instruction in Such Reserves . . . Whenever the Indians of the Reserve Shall Desire It”: Cree Involvement in Day Schools in Western Canada, 1870s to 1920s. Sheila Betty Carr-Stewart, University of Saskatchewan

American Indian Studies and the Politics of Educational Colonialism. Kathleen J. Martin, California Polytechnic State University, San Luis Obispo

Impacts of Being Federally Unrecognized on Indigenous Scholar Careers. Nicole Blalock-Moore, University of California - Davis

The Politics of Decolonizing Education in Settler Societies. Carolyn Stirling, University at Buffalo - SUNY

Wearing Two Hats: Northern Cheyenne Talk about Education in their Community. Erin Feinauer Whiting, Brigham Young University; Erika Feinauer, Brigham Young University

19.059-3. Understanding Teaching Through Teachers’ Reflection on Practice. SIG-Lives of Teachers; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: Katherine Rene Evans, Eastern Mennonite University

Participants:
Understanding Oneself: Reflecting on the Pedagogical Practices of a Teacher Educator. Jeffrey Stuart Kaplan, University of Central Florida

According to Teachers, Teaching Is . . . Helenrose Fives, Montclair State University; Michelle M. Buehl, George Mason University; Ana M. Taboada, George Mason University

The Audacity of Building Community: A Teacher Looks at the End of Every Fork. Jennifer A. Thiel, University of Georgia

19.059-4. Constructing Identities Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: Todd Dinkelman, University of Georgia

Participants:
Maintaining Presence and Authenticity: Reconnecting the Self in Teacher Education. Jo-Anne Las-Smith, Southern Oregon University; John T. King, Southern Oregon University

Reflecting on Our Pedagogical Practices: Analyzing the Silent Voices of Our Students of Color. Ruhi Agorwal, San Francisco State University; Josephine Arce, San Francisco State University

The Anatomy of a Self-Study Dissertation: A Teacher Finds Her Dissertation Through the Journaling Process. Amber Strong Makaiau, Kailua High School; Anne R. Freese, University of Hawaii

19.059-5. Environments: Indoors and Outdoors. SIG-Early Education and Child Development; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: John A. Sutterby, University of Texas - Brownsville

Participants:
The Influence of Playground Design on Preschoolers’ Physical Activity: A Case Study of Four Australian Preschools. Janet Dyment, University of Tasmania

In Search of Understanding the Process of Engagement With Nature and the Possible Learning Experiences in an Urban Kindergarten Classroom. Farveh Ghafouri

Part-Part-10: A Kindergarten Lesson Study on Combinations. Laura Bofferd, Purdue University; Melissa Kemmerle, Stanford University; Aki Murata, Stanford University

The Outdoor Environment: Children’s Views and Preferences. Kristin Nordahl, University of Iceland; Johanna Einarsdottir; University of Iceland; Ingjöf Asgeir Johannesson, University of Iceland

Exploring Relationships Between Full-Day Kindergarten Classroom Environments and Early Academic Engagement. Amy H. Rathbun, American Institutes for Research

19.060. Roundtable Session 4; Roundtable Session

19.060-1. Assessment, Portfolios, and Motivation in Workplace Learning. SIG-Workplace Learning; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: Leonard George Cairns, Monash University

Participants:
How Teachers Assess Themselves: A Characterization of Teachers’ Self-Assessment Processes. Michiel Diggelen, van, Eindhoven University of Technology; Douwe Beijaard, Eindhoven University of Technology; Perry den Brok, Eindhoven University of Technology

Education Sustainability: Combining Academic/Workplace Learning in Undergraduate Degrees Through Prior Learning Assessment and Portfolio Development. Judith O. Brown, Barry University

Investigating the Influence of Work Motivation and Workplace Climate on Approaches to Learning at Work. Eva Kyndt, University of Leuven; Filip J.R.C. Dochy, University of Leuven; Milica Dedic, Katholieke Universiteit Leuven

19.060-2. Patterns and Consequences of School Choice. SIG-Sociology of Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: Virginia Walker Snodgrass Rangel, The University of Texas - Austin

Participants:
Complicating School Choice for Middle-Class Parents: Identity, Ideology, and the Search for a “Good School”. Erin McNamara Horvat, Temple University; Maia B. Cucchiara, Temple University

School Choice and Academic Achievement in Comparative Perspective. Daniel A. Long, Wesleyan University

Religious Schooling and Educational Attainment in the United States. David H. Sikkink, University of Notre Dame

19.060-3. A Potpourri of National Database Applications. SIG-Advanced Studies of National Databases; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: Carolyn Elizabeth Barber, University of Missouri - Kansas City

Participants:
Chair: J. Palardy, University of California - Riverside
The Impact of Library Use on Academic Achievement of English- and Spanish-Speaking Hispanic Students. Hae-Seong Park, Azusa Pacific University; Jenny Y.P. Yau, Azusa Pacific University
What Accounts for Tenure of African American and Hispanic American Faculty? Findings From National Study of Postsecondary Faculty: 04. Wenfan Yan, University of Massachusetts - Boston

19.060-4. Validating Local Assessments. SIG-Test Validity Research and Evaluation; Roundtable Session
VCC, Second Level, East Room 2&3; 12:00-1:30pm
Chair: Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.
Participants:
State Supported Local Assessment Systems: Serving Multiple Coherent Purposes. Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.
New Pathways to Graduation in Pennsylvania. Richard F. Maraschiello, Pennsylvania Department of Education
Using Validity Arguments to Evaluate the Technical Quality of Local Assessment Systems. Chad M. Gotch, Washington State University; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.

19.060-5. Spirituality and Education. SIG-Spirituality & Education; Roundtable Session
VCC, Second Level, East Room 2&3; 12:00-1:30pm
Chair: Leslie Roxanne Stanick, The University of British Columbia
Participants:
Blossoming Branches and Forgotten Roots: Toward a More Mindful Teacher Education. David Lee Keiser, Montclair State University
Rethinking Holistic “Development” in Nicaragua: Women’s Personal Theologies and Liberatory Pedagogies in Community Movements. Lauren Ilia Jones, University of California - Los Angeles
Womb Walks: An Arts-based Spiritual Inquiry. Barbara A. Bickel, Southern Illinois University - Carbondale; Nane Ariande Jordan, The University of British Columbia; Medwyn McConachy, Independent scholar

19.060-6. International Perspectives on History Curricula and Textbooks. SIG-Teaching History; Roundtable Session
VCC, Second Level, East Room 2&3; 12:00-1:30pm
Chair: Stephanie D. Van Hover, University of Virginia
Participants:
Through the Western gaze: Chinese History in Ontario High School World History Curriculum and textbooks, 1947 to 1990. Yewo Tong Chia, University of Macau
Slavery in Two Nations: Examining Slavery in Secondary U.S. and Brazilian History Textbooks. Nafees Khan, Emory University
An Analysis of Historical Agency in Québec History Textbooks. Marc-André Ehier, University of Montreal; David Lefrançois, University of Quebec - Outaouais; Stephanie Demers, University of Quebec - Outaouais; Francis Dupuis-Déri, L’Université du Québec à Montréal
“Taipei Will Sink!” Students Ideas About the Past, Present, and Future. Yi-Mei Hsiao, National Academy for Educational Research

19.061. Roundtable Session 5; Roundtable Session

19.061-1. Strategies to Improve Career and Technical Education Teacher Professional Development. SIG-Career and Technical Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm
Chair: Mary Jo Self, Oklahoma State University
Participants:
Challenges for Teacher Professional Development in the Context of Implementing Competence-Based Education. Renate Wexsellink, Wageningen University; Ria Dolfg, Utrecht University; Martin Mulder, Wageningen University
Perceptions of Leadership and Leadership Development Among Advanced Technological Education Faculty. Frankie Santos Llanañ, Iowa State University
The Relationships Among Implicit Theories of Intelligence, Epistemological Beliefs, and Teaching Practices of In-Service Teachers. Cory M. Epler, Thomas Broyles, Virginia Polytechnic Institute and State University

19.061-2. Complex Relationships, Complex Conversations. SIG-Chaos & Complexity Theories; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm
Chair: Louise Starkey, Victoria University of Wellington
Participants:
Becoming-Cyborg: A “Complicated Conversation” Concerning Cancer, Chaos, Complexity, and Collaborative Currere. Annette E. Gough, RMIT University; Noel Gough, La Trobe University
Space, Time, Good Wine, and Conversation: Emergence of Ideas Within an Unconventional Teacher Research Group. Linda Laidlaw, University of Alberta; Lee Matovichuk, Child Study Centre; Suzanne So-Har Wong, University of Alberta; Julie Gellner, University of Alberta; Santwana Sinha, Child Study Centre; Margaret Myketsyn, Grant MacEwan University; Raelene Finlayson, Edmonton Public Schools; Joanne O’Mara, Deakin University
Using a Complexity-Based Perspective to Understand Relationships among Mentoring, School Conflicts, and Novice Retention. Sheryn Waterman, University of North Carolina - Greensboro

19.061-3. Instructional Technology SIG: Sociocultural and Motivational Factors in Game-Based Learning. SIG-Instructional Technology; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm
Chair: Benjamin Eric Erlandson, California State University - Monterey Bay
Participants:
A Stage Theory Model of Professional Video Game Players: The Sociocultural Dimensions of the Development of Expertise. Michael K. Thomas, University of Wisconsin - Madison; Sahoo H. Kim, Indiana University
Addressing Disparities of Motivation and Gender in Middle-School Literacy Education Within Game Design. Brett E. Shelton, Utah State University; Andrew Walker, Utah State University; Mary Ann Parlin, Utah State University; Sean Milton Duncan, Southwest Research Institute; Jon Scoreshy, Wadomtools Inc
Leveraging Digital Game Design in an Informal Science Learning Environment to Motivate High School Students in Biology. Michael A. Evans, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Tech

Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm
Chair: Patricia Hoffman Miller, Prairie View A&M University
Participants:
A Longitudinal Comparison of Parent and Child Influence on Sports Participation. Arena Chang, University of California - Irvine; Joseph L. Mahoney, University of California - Irvine
Correlates for Youth Engagement in Organized Activities: Participation and Staff Instructional Practices. Tom Akiva, University of Michigan; Kai S. Cortina, University of Michigan
What Students Know About Summer School: Middle Schoolers’ Perspectives on a Summer Learning Program. Mindy Spearman, Clemson University; Amanda Bell Werts, Clemson University; Matthew Moore, Clemson University; Candice Vanette Moore, Stone Academy; Jane Clark Lindle, Clemson University
Where Do I Belong? Examining Summer Enrichment Program on Belongingness. Mei-Lin Chang, Emory University; Brandi Nicole Hinnant-Crawford, Emory University; Karen L. Falkenberg, Emory University

19.062. Roundtable Session 6; Roundtable Session

19.062-1. Focus on Methods. SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:00-1:30pm
Chair: Erika C. Bullock, Georgia State University
Participants:
An Access Story: A Talking Circle Inspired Discussion of What Happened When a Doctoral Student Decided to Study an Indigenous Group’s Approach to Leadership. Julia L. Buchanan, National University; Patricia Makokis, Blue Quills First Nations College; Robert B. Domoyer, University of San Diego
Facing the Complexities of Rapport: Unraveling Myths and Misconceptions. Sehmem Cilez, The Ohio State University; Mary Kate Sandford-Gaebel, The Ohio State University
Increasing the Use of a Vignette Interview Technique in Qualitative Educational Research. Eric Bernstein
Poetic Devices for Policy Analysis. Ruth C. Slotnick, Mount Wachusett Community College; Valerie J. Janesick, University of South Florida
Mentoring in Two Voices: An Autoethnographic Fugue. Cheryl M. Adams, Ball State University; Emily Joan Slaven, University of Indianapolis

19.062-2. School Choice: A Look at Charter Schools. SIG-School Choice; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:00-1:30pm
Chair: Kristen L. Davidson, University of Colorado - Boulder
Participants:
Charter School Supply and the Role of Strategic Positioning in Determining School Locations. Chad Joseph D'Entremont, Teachers College, Columbia University
The Subsequent School Choice of Charter School Students: Stay, Leave, or Choose Again? Hauying Dong, Arizona State University; David R. Garcia, Arizona State University

19.063. Roundtable Session 7; Roundtable Session
19.063-1. Provoking Tension and Mystery in Graduate Student Writing. SIG-Writing and Literacies; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:00-1:30pm
Participants:
Points of Tension in Online Asynchronous Discussions in a Graduate-Level Writing Pedagogy Course. Peggy Lynn Semingon, The University of Texas - Arlington; Carla Amaro-Jimenez, The University of Texas - Arlington; Yolanda A. Parker, The University of Texas - Arlington
Provocative Poetry, Content Area Writing, and Epistemological Shift. Emily Duvall, University of Idaho; Monica Rose Hansen, University of Idaho
Writing Goes Back to School: Maintaining “Institutional Practices of Mystery” in a Graduate Education Program. Rosamund Kathryn Stooke, University of Western Ontario; Kathryn M. Hibbert, University of Western Ontario

19.063-2. Teacher Development in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:00-1:30pm
Chair: Kevin Patton, California State University - Chico
Participants:
Physical Education in Urban Charter Schools. Sara Barnard Flory, University of South Florida; Nathan A. Mccaughey, Wayne State University
Teacher Development During Advanced Master’s Course Work and Impact on Their Learning a Year Later. Dominique Banville, George Mason University; Charles Stephen White, George Mason University; Rebecca K. Fox, George Mason University
The Tipping Point: Incidences of Support and Resistance to Change among Secondary Physical Education Teachers. Erin Elizabeth Ceneto, The University of Texas - Austin; Darla M. Castelli, The University of Texas - Austin

Division and SIG Posters

19.064. Poster Session 1; Poster Session
19.064-1. Assessing the Culture of Evidence: A Tool for Measurement. Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Poster:

19.064-2. Division J Section 6 Poster Session. Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Poster:
2. Finding Their Own Way: Understanding Campus Sexual Assault Survivors’ Agency. Lauren Jean Germain, University of Virginia; Brian Pusser, University of Virginia

19.064-3. Economics, Finance, and Policy Posters. Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Posters:
3. Innovation, Entrepreneurship, and the Commercialization of University Research. Dan O’Hair, University of Kentucky; Mary John O’Hair, University of Kentucky
4. Reconsidering Cost in the Debate Over Developmental Education. Jenna Callinan, The University of Texas - Austin
5. The Race between Education and Technology: The Regional Version. Haogen Yao, Teachers College, Columbia University
6. The effects of higher education expansion on university wage premium in Taiwan. Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University; Chien-Fu Huang, Ling Tung University

19.064-4. Faculty, Curriculum, and Teaching. Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Posters:
7. Beyond “Bells and Whistles”: Lessons on Technology Integration From a New School of Education Facility. Nathan Allenm, Baylor University; Gene Boche, College of William and Mary; Neal Holly, College of William and Mary; Carla Costello, College of William and Mary
8. Catalysts and Inhibitors in the Achievement of New Women Professors: An Australian Study. Carmel M. Diezmann, Queensland University of Technology; Susan J. Grieshaber, Queensland University of Technology
9. Explicit Focus on Identity During the Transition to College. Michelle Beth Bass, University of Wisconsin - Madison
10. Facilitating Intercultural Interaction: Reciprocal Knowing. Rhianne Delyth Williams, University of Minnesota; Amy Lee, University of Minnesota
11. Faculty Members’ Experiences Receiving Feedback in Summative Peer Reviews of Teaching. Isabeau Anisa Iqbal, The University of British Columbia
12. How Race Operates in Graduate Assistants’ Lives: Lessons From Teacher Education. Mary Louise Gomez, University of Wisconsin - Madison; Amy Johnson Lachuk, University of South Carolina; Mel Freitag, University of Wisconsin; Ayesha Khurshid, University of Wisconsin - Madison
13. Science and Engineering Doctorate Recipients as Adjunct Faculty: A Growing Presence? New Findings From the Survey of Doctorate Recipients. Carolina Milesi, NORC at the University of Chicago; Thomas B. Hoffer, NORC at the University of Chicago; Sheila Nataraj Kirby, NORC at the University of Chicago; Lynn M. Milan, National Science Foundation
14. The Use of Multilevel Analysis With Classroom Environment Data. Tonya McKelvey, The University of British Columbia; Tiffany Beets, The University of British Columbia
15. Explaining Students’ Appraisal of Two Differently Tutored Learning Environments. Inneke Berghmans, University of Leuven; Katrien Struyven, Vrije Universiteit Brussel
16. Do Truants Feel Overtaxed at School? Christine Catrin Saelzer, Technische Universität München
17. Learning Environments in English Classrooms in Singapore: Determinants and Effects. Donna Lim; Barry J. Fraser, Curtin University
18. Explaining Students’ Appraisal of Two Differently Tutored Learning Environments. Inneke Berghmans, University of Leuven; Katrien Struyven, Vrije Universiteit Brussel
19. Learning Environments Poster Session. SIG-Learning Environments; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Posters:
14. Cross-National Study of Classroom Environments, Attitudes, and Academic Self-Efficacy in Middle School Mathematics. Connie Yuen Ching Hanke, Curtin University; Barry J. Fraser, Curtin University
15. Developing a Structural Model of Classroom Environment and Affective Outcomes in Australian High Schools. Jeffrey P. Dorman, Monash University
16. Do Truants Feel Overtaxed at School? Christine Catrin Saelzer, Technische Universität München
17. Explaining Students’ Appraisal of Two Differently Tutored Learning Environments. Inneke Berghmans, University of Leuven; Katrien Struyven, Vrije Universiteit Brussel
18. Learning Environments in English Classrooms in Singapore: Determinants and Effects. Donna Lim; Barry J. Fraser, Curtin University
19. The Learning Environment in Singapore Primary Science Classrooms: The Ideal and the Real. Su Fen Goh, National Institute of Education - Nanyang Technological University; Barry J. Fraser, Curtin University
20. The Use of Multilevel Analysis With Classroom Environment Data. Jeffrey P. Dorman, Monash University
21. Using Student Profiles in Investigating Students’ Perceptions and Achievement in Case-Based and Lecture-Based Settings. Marlies Baeten, Katholieke Universiteit Leuven; Katrien Struyven, Vrije Universiteit Brussel
19.064-6. **The Wide Range of Moral Development and Moral Education** Research. SIG-Moral Development and Education; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
22. A Dialogic Construction and Implementation of Ethical Standards for the Teaching Profession. Deirdre M. Smith, The Ontario College of Teachers
23. Culturally Consonant Care. Chrystal S. Johnson, Purdue University
24. Exploring the Relationships Among Various Forms of Attention and Moral Judgment. William Pitt Derryberry, Western Kentucky University; Lauren I. Clark, Western Kentucky University; David Baker, Western Kentucky University; Lauren Weathers, Western Kentucky University; Frederick G. Grieve, Western Kentucky University
25. The Effect of Educational Intervention Programs: A Meta-Analysis of DIT (Defining Issues Test)-2 Studies. Di You, Alvernia University; Yukiko Maeda, Purdue University; Mariel J. Bebeau, University of Minnesota

19.064-7. **Faculty, Teaching, and Professional Development.** SIG-Faculty Teaching, Evaluation, and Development; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
27. Ethnic Differences Among Assistant, Associate, and Full Professors at Texas Four-Year Universities. Dana Bible, Sam Houston State University; Sheila Ann Joyner; Sam Houston State University; John R. Slate, Sam Houston State University
28. Exploring the Process of Postsecondary Teaching Practice Transformation: Implications for Faculty Professional Development. Julie Ann Sanchez, University of New Mexico
29. Understanding the Relationship between Teaching Style and Teaching Self-efficacy of University Faculty in Taiwan. Pao-Feng Paula Lo, National Dong Hwa University; Te-Sheng Chang, National Dong Hwa University
30. “Hot” Professors Are Good Professors or Good Professors Are “Hot” Professors. Nathan E. Gonyea, SUNDY - College at Oneonta; Jeffrey Young, SUNDY - College at Oneonta
31. Exploring Teaching Approaches of College Science Faculty Through Metaphor Analysis. Erin F.C. Dokter, The University of Arizona
32. Knowing as the Stage for Doing: Developing Professors’ Pedagogical Knowledge, Attitudes, Practice, and Dissemination During Cross-National Faculty Development Programs. Julie A. Schell, Harvard University; Cassandre G. Alvarado, The University of Texas - Austin; Kate Koehler, LASPAU; Angelica Natera, LASPAU

19.064-8. **Examining Authenticity in International Literature for Children and Adolescents.** SIG-Literature; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
33. Negotiation of Reading Inauthentic Stories of Korean Culture: Critical Analysis of Yoon Trilogy. Yoo Kyung Sung, University of New Mexico; Eun Hye Son, Boise State University
34. Officially Created Knowledge: A Study of the History of Taiwan in Taiwanese Children’s Literature. Lin-Miao Lu, University of Georgia

19.064-9. **Teaching and Learning Environments and Factors.** Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
35. Assessing Vocational Education Classrooms in Prison: A Key to Inmate Rehabilitation. Andrew Dick, California State University - Chico; Bill Rich, California State University - Chico; Tony Waters, California State University - Chico
36. Computer-Supported Case-Based Learning for Preservice Teachers: Effects of Hyperlinks to Conceptual Knowledge and Multiple Perspectives. Jan Michael Zottmann, University of Munich; Freydis Vogel, University of Munich; Annika Goeze, Tuebingen University; Frank Fischer, University of Munich; Josef Schrader, Tuebingen University
37. Implementing a Scripted Phonics Intervention Program Using Paraprofessionals. Renarta H. Tompkins, University of South Carolina - Beaufort; Nancy Ratcliff, Coastal Carolina University; Cathy R. Jones, Coastal Carolina University; Russell Vaden, Coastal Carolina University; Gilbert Hunt, Coastal Carolina University; Heath Chase Sheehan
38. The Effects of Perceived Course Value on Students’ Preference for Traditional Versus Nontraditional Learning Environments. Karen Elizabeth Clayton, Fordham University; Fran C. Blumberg, Fordham University; Jared Anthony, Fordham Graduate School of Education
39. The Impact of Classroom Configuration on Collaborative Learning. Emma M. Mercier, Durham University; Steven Edward Higgins, Durham University
40. Codesign as Pedagogy: Two Case Studies of Student Participation in the Design of Enhanced Learning Landscapes. Julia Kathleen Oster tag, The University of British Columbia; Chessa Adit-Morris, The University of British Columbia; Kris Fox, The University of British Columbia
41. Transforming Student Learning Through Inverting the Large Classroom. Stephanie B. Corllis, The University of Texas - Austin; Erin D. Reilly, The University of Texas - Austin; James Henson, The University of Texas - Austin; Joel Heikes, Texas Center for Educational Research
42. Trading Spaces: A Model of Children’s Transition Into a New Classroom. Jenny C. Wilson, Texas A&M University-San Antonio; Ramona Trinette Pittman, Texas A&M University
43. The Role of Boarding School in the Academic and Nonacademic Outcomes of High School Students. Brad Papworth, The University of Sydney; Andrew J. Martin, The University of Sydney; Paul W. Ginns, The University of Sydney; Alfred Darmangaraya Liem, National Institute of Education - Nanyang Technological University; Timothy Hawkes, The King’s School - Australia

19.064-10. **Adult Functioning: GED (General Educational Development) and Relationships.** SIG-Adulthood and Aging; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
44. The GED (General Educational Development) Test and Adult Functioning: Equal Outcomes for Equivalence Recipients? Lacey Ann Hartigan, University of Washington; Jungen Olivia Lee, University of Washington; Katarina Guttmannova, University of Washington; Karl G. Hill, University of Washington; J. David Hawkins, University of Washington
45. Relationship Status, Relationship Satisfaction, and Female Body Issues. Meredith MacKenzie, Adler School of Professional Psychology

19.064-11. **Approaches to Teaching the Social Studies.** SIG-Research in Social Studies Education; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

**Posters:**
46. Approaches to Teaching the U.S. Constitution: Developing Students’ Critical Views. Alberto Lopez-Carrasquillo, Northeastern Illinois University
47. Cultural Identity and Multietnic Challenges: Social Studies Education in Post-Post-Democratic Taiwanese Elementary Schools. Ming-Chu Hsu, Elmira College
49. The Lower Order Expectations of High-Stakes Tests: A Six-State Analysis. Nancy C. Patterson, Bowling Green State University; Scott W. DeWitt, University of Cincinnati; John W. Saye, Auburn University; Whitney G. Blankenship, The University of Texas - Austin; Jill M. Gradwell, Buffalo State College - SUNY; Caroline L. Sullivan, Georgia State University; S. G. Grant, Binghamton University - SUNY

19.064-12. **Division D Poster Session 3.** Division D - Measurement and Research Methodology; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

19.064-13. **Division D Poster Session 4.** Division D - Measurement and Research Methodology; Poster Session VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:
51. Two Applications of Complex Sum Scores for Diagnostic Assessment.
Friday, April 13, 2012

Hollis Lai, University of Alberta; Oksana Babenko, University of Alberta; Mark J. Gierl, University of Alberta

19.064-14. Division K, Section 1 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Poster:
52. The Relationships Among Effectual Reasoning, Perceived Level of Risk, and Implementing Innovations Among K-12 Science Teachers. Anita Martin, University of Illinois at Urbana-Champaign; Fouad S. Abd-El-Khallic, University of Illinois at Urbana-Champaign; Raymond Price, University of Illinois at Urbana-Champaign

19.064-15. Division K, Section 6 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm
Poster:
53. The Role and Value of Oral Pre-Observation and Post-Observation Conferencing in Pre-Student Teaching Clinical Experiences. Nancy C. Jelen, Alverno College; Rita Nawrocki-Chabin, Alverno College

Friday, 2:15 pm

Presidential Sessions

20.010. The Politics of Expanding Knowledge: Lessons From Knowing in the Known World. Presidential Session Cosponsored with Division B - Curriculum Studies
VCC, First Level, West Ballroom A; 2:15-3:45pm
Chair: Martin Carnoy, Stanford University
Participants:
How Does the Training of Mathematics Teachers Compare Worldwide? William H. Schmidt, Michigan State University
The Centrality of Teacher Skills to Improving Learning for Low-Income Students: An International Perspective. Martin Carnoy, Stanford University
The Politics of Indigenous Education in Peru. Eliane Karp, George Washington University

20.011. Presidential Invited Address: What We Know About Stereotype Threat and What We Should Be Doing With That Knowledge. Presidential Session
VCC, First Level, West Ballroom C; 2:15-3:45pm
Chair: Cynthia A. Tyson, The Ohio State University - Columbus
Speaker: Claude Steele, Stanford University

International Organization Sessions

20.012. Education Equity in Australia: Opportunities, Outcomes, and Mechanisms. Australian Association for Research in Education; Invited Session
VCC, Second Level, West Room 220; 2:15-3:45pm
Chair: Laura Perry, Murdoch University
Participants:
Troubling Equity in Australian Education Policy and Research. Trevor Gale, Deakin University
Achievement Gaps by Student and School Socioeconomic Status: A Comparison of Australia and Canada. Laura Perry, Murdoch University; Andrew McConney, Murdoch University
Discussant: Robert L. Lingard, University of Queensland

Division Sessions

20.013. From Rural to Urban: Examining the Effectiveness of Innovative School Forms. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 2:15-3:45pm
Chair: Sheneka M. Williams, University of Georgia
Participants:
School Design Through the Lens of Practitioner Inquiry. Claire F. Yates, Michigan State University; Gabriel Isaac Kurilloff
An Evaluation of a Turnaround Charter School. Joan L. Herman, University of California - Los Angeles; Jia Wang, University of California - Los Angeles; Jordan Rickles, University of California - Los Angeles
School Culture and Instructional Variation: Centralization and Decentralization at Charter Management Organizations. Viki M. Young, SRI International; Victoria Tse, SRI International
Discussant: Sheneka M. Williams, University of Georgia

20.014. Responsively Engaging Students. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 8&15; 2:15-3:45pm
Chair: Rosusan D. Barthe, The University of Mississippi
Participants:
Analyzing Culturally Responsive Practices of Successful Principals in the United States, Norway, and Cyprus. Lauri Johnson, Boston College; Jorunn Molle, University of Oslo; Petros A. Pashiaridis, The Open University of Cyprus
Black Masculine Caring in Educational Leadership: A Male-Centered Care Framework. Lisa Bass, University of Oklahoma
Development of a Mixed-Methods Approach to Describe and Measure Culturally Responsive School Practices. Shana Ritter, Indiana University; Lauren Ann Share, Indiana University; Laura Vandergrift Middelberg, Indiana University; Russell J. Skiba, Indiana University; Choong Chung, Indiana University; Renae Azziz, Indiana University
The Active Voice: The Role of Student Voice in Promoting Students’ Engagement in School. Matthew J. Bundick, Quaglia Institute for Student Aspirations and University of Pittsburgh
Trust and Organizational Citizenship: Moderating the Effects of School Socioeconomic Status. page A. Smith, The University of Texas - San Antonio; Scott R. McKenzie, The University of Texas - San Antonio
Discussant: Rosusan D. Barthe, The University of Mississippi

20.015. The Ethical and Moral Dilemmas and Contexts of Leadership: Exploring Values, Efficacy, and Democracy. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 2:15-3:45pm
Chair: Floyd D. Beachum, Lehigh University
Participants:
Deepening Democracy: Principals and Teachers Learning and Leading Together. Catherine E. Hackney, Kent State University; James G. Henderson, Kent State University
Ethical Leadership and Moral Literacy: Incorporating Ethical Dilemmas in a Case-Based Pedagogy. Patrick M. Jenlink, Stephen F Austin State University; Karen Emby-Jenlink, Stephen F Austin State University
Social and Organizational Contexts and Ethical Leadership: An Examination of Ethical Sensitivity Theory. Lyse Langlois, Université Laval; Claire Marie Lapointe, Laval University
To Know I Can Might Be Enough: Women’s Self-Efficacy and Their Identified Leadership Values. Julie A. Carlson, Minnesota State University - Mankato
Discussant: Floyd D. Beachum, Lehigh University

20.016. Curriculum Studies 10 Years After Jane Roland Martin’s Cultural Miseducation. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-
3:45pm
Chair: Steven E. Tozer, University of Illinois at Chicago
Participants:
Cultural Miseducation as Objectification and Consumption of Women’s and Animals’ Bodies. Bradley D. Rowe, The Ohio State University
Coeducation and the Political Economy of Cultural Miseducation. Susan Laird, University of Oklahoma
Cultural Miseducation as a Response to Adolescent Eros. Dennis L. Carlson, Miami University
Discussant: June Roland Martin, University of Massachusetts - Boston

20.017. The Reemergence of Curriculum Theory. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm
Chair: Barry M. Franklin, Utah State University
Participants:
Curriculum and Making Human Kind. Thomas S. Popkewitz, University of Wisconsin
Can Market Capitalism Be Greened? Environmental Education Revisited. Deb J. Hill, University of Liverpool; Lynley Tulloch, University of Warkato
The Discursive Field of Civic Education in China and the United States. Steven Paul Camicia, Utah State University; Juanjuan Zhu, Utah State University
Discussants: Lynn Fender, Michigan State University; Barry M. Franklin, Utah State University

20.018. Adolescent Reading Motivation: Building Stronger Interventions. Division C - Learning and Instruction Cosponsored with SIG-Research in Reading and Literacy, SIG-Motivation in Education; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm
Chairs: Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University
Participants:
Building Validity Into the Development of the Adaptive Reading Motivation Measures. Neal M. Kingston, The University of Kansas; Gail C. Tiemann, The University of Kansas; Michael F. Hock, The University of Kansas; Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University
Profiles of Reading Motivation and Behavioral Engagement for Middle School Students. Jenna Cambria, University of Maryland; Cassandra Shular Coddington, The University of Alabama; John T. Guthrie, University of Maryland
Situated Reading Motivations as Mediators Between Perceptions of Reading Instruction and General Reading Motivations. Amanda Mason-Singh, University of Maryland - College Park; John T. Guthrie, University of Maryland
Engaging Middle Schools in Social Studies: Teachers’ Structure and Autonomy Support for Reading American History. Ana M. Tuboada, George Mason University; Leila Nicole Richy; George Mason University; Jori Beck, George Mason University; Elizabeth G. Starrevant, George Mason University
The Relations Among Summarizing Instruction, Support for Student Choice, Reading Engagement, and Expository Text Comprehension. Amy Root Littlefield, The Catholic University of America; Kathleen C. Perencevich, The Catholic University of America
Discussant: Allan L. Wigfield, University of Maryland - College Park

20.019. Argument Evaluation in Education. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm
Chair: Michael Nussbaum, University of Nevada - Las Vegas
Participants:
Argument-Counterargument Integration and Other Frameworks for Evaluating Arguments. Michael Nussbaum, University of Nevada - Las Vegas
Standards for Evaluating Evidence in Arguments. Clark A. Chinn, Rutgers University
The Relationship Between Collaborative Discourse And Developing Dialogic Argumentation Skills. David Shaenfield, Teachers College, Columbia University; Nicole Zillmer, Teachers College, Columbia University
Cognitive Load of Critical Thinking Strategies. Hanem Moawad Shehab, University of Nevada - Las Vegas; Michael Nussbaum, University of Nevada - Las Vegas
Discussant: Douglas B. Clark, Vanderbilt University

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm
Chair: Luanna H. Meyer, Victoria University
Participants:
A Test of the Testing Effect: Acquiring Problem-Solving Skills From Worked Examples. Tamara Van Gog, Erasmus University; Liesbeth Kester; The Open University of the Netherlands
Using Feedback to Promote Transfer of Learning. Andrew C. Butler, Duke University; Namrata Godbole, University of North Carolina - Greensboro; Elizabeth Marsh, Duke University
The Short- and Long-Term Writing Gains Using Self-Regulated Strategy Development in Middle School. Janice A. Dole, University of Utah; Douglas J. Hacker, University of Utah; Monica Ferguson, University of Utah
The Effect of Instructions on Reaction Times when Making Monitoring Judgments. Anique De Bruin, Erasmus University; Mariette Henrica Van Loon, Maastricht University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University
Determinants and Effects of the Adequacy of Learning Strategies in Self-Regulated Learning Environments. Peter H. Ludwig, University of Koblenz-Landau; Claudia H. Finkbeiner; University of Kassel

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm
Chair: Nancy E. Perry, The University of British Columbia
Participants:
Investigating Self-Regulation in Young Children Through the Analysis of Self-Directed Speech. Martina Kavajla, University of Cambridge; David Whitebread, University of Cambridge
Using Observational Tools to Understand the Development of Self-regulation in Young Children: Moving Beyond and Before Language. Marisol Basilio, Universidad Autonoma de Madrid; David Whitebread, University of Cambridge
Using Retrospective Interview Techniques to Study Children's Efficacious Agency in Formal and Informal Contexts. Piirko Tellerova Hvonen, University of Oulu; Eeva-Liisa Kromyvesti, University of Oulu; Sanna Javula, University of Oulu; Elina Maatta, University of Oulu; Artu Mykkänen, University Of Oulu
Using Observation and Photo Elicitation to Study Self-determination in Youth in an Alternative Education Program. Gigi Hofer, The University of British Columbia; Nancy E. Perry, The University of British Columbia
How Well Does Work-Based Education Meet the Needs of At-Risk Youth? At-Risk Youth Speak Out. Connie Elizabeth Taylor; Queen’s University; Nancy L. Hutchinson, Queen’s University
Discussant: Marja M.S. Vauras, University of Turku

20.022. Investigations of Wikis for Collaboration and Knowledge Building. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm
Chair: Sara L. Dexter, University of Virginia
Participants:
Just Posting in the Same Place? A Taxonomy of Collaborative Behaviors in U.S. K-12 Wikis. Justin Fire Reich, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University
Collaborative Inquiry in a Knowledge Community Context: Designing Technological and Pedagogical Scaffold. Hedieh Najafi, OISE/
University of Toronto; James D. Slotta, University of Toronto
Are Great Classroom Wikis Born or Made? Using Continuous-Time Data
to Model Online Community Development. Justin Fire Reich, Harvard
University; Richard J. Murnane, Harvard University; John B. Willett,
Harvard University
The Sequential Analysis of Individual versus Collaborative Writing
Processes in Wikis. Allan C. Jeong, Florida State University; Patricia
Anne Heeter, Florida State University
Educating With Social Media: Policy and Practice in British Columbia.
Rachel F. Moll, Vancouver Island University; Julia Hengstler,
Vancouver Island University

20.023. Multiple Documents, Sources, and Structures. Division C -
Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-
3:45pm
Participants:
Do Argument Tasks Promote Intertextual Reading Strategies? A Study
Relating Spontaneous Note-Taking, Self-Reported Strategies, and
Multiple Text Comprehension. Aasle Hagstrum, University of Oslo; Jason
Lawrence Brausch, University of Oslo; Ivar Braten, University of Oslo
Effects of Age and Comprehension Skill on the Awareness of Nonfiction
Text Structures. Melissa N. Ray, The Pennsylvania State University;
Bonnie J. F. Meyer, The Pennsylvania State University; Wendy
Middelmiss, University of North Texas
Signaling Text Relevance in Multiple-Text Reading: A Think-Aloud Study.
Oistein Annmarkrud, University of Oslo; Ivar Braten, University of Oslo;
Helge I. Stromso, University of Oslo
Students Determining the Usefulness of Multiple Sources: Evaluating
Search Results in Social Studies and Science. Flori H. Manning,
University of Illinois at Chicago; Kimberly A. Lawless, University of
Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
Discussant: Neil H. Schwartz, California State University - Chico

20.024. Spatialized Pedagogies, Innovative Learning Environments, and
School Redesign: Researchers, Teachers, and Students Coproducing
Knowledge. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm
Chair: Jillian Anne Blackmore, Professor, Deakin University
Participants:
Redesigning Pedagogies and Learning Spaces. Deb Bateman, Deakin
University; Jillian Anne Blackmore, Professor, Deakin University;
Joanne O’Mara, Deakin University
Participatory Redesign: Visual Methodologies and Student Voice. Joanne
O’Mara, Deakin University; Jillian Anne Blackmore, Professor, Deakin
University; Deb Bateman, Deakin University
Translating New Pedagogical Knowledges Into School Redesign: Making
“Thinking Outside the Box”: A Practical Reality. Patricia Lorna
Thomson, University of Nottingham
Shifting Spaces and Pedagogical Maneuvers: Teacher Experiences of Space
and Place. Linda Laidlaw, University of Alberta; Lee Makovickich, Child
Study Centre; Joanne O’Mara, Deakin University
Discussant: Leslie Santee Siskin, New York University

20.025. Unpacking the Teaching and Learning of Argumentative Writing
in an Urban High School English Classroom. Division C - Learning
and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D;
2:15-3:45pm
Chair: George E. Newell, The Ohio State University
Participants:
Introduction. George E. Newell, The Ohio State University
Teaching and Learning Decision Making in Argumentative Writing. Alan
Hovenga, The Ohio State University
A Sociocognitive Perspective on Transfer in Teaching and Learning
Argumentative Writing. George E. Newell, The Ohio State University;
Jennifer Lynn VanDerHeide, The Ohio State University
(Re)constructing Social Relations and Rationality in the Teaching and
Learning of Argumentative Writing in One Urban High School English
Classroom. David M. Bloome, The Ohio State University; Allison
 Wynhoff-Olsen, Ohio State University
Discussants: Robert J. Tierney, The University of Sydney; Carol D. Lee,
Northwestern University

20.026. Division D Exemplary Work From Promising Researchers.
Division D - Measurement and Research Methodology; Invited Session
Marriott Pinnacle, Third Level, Pinnacle I; 2:15-3:45pm
Chair: Karen E. Rambo, Colorado State University
Participants: Deborah D. Dailey, University of Arkansas at Little Rock; Hwa
Young Lee, The University of Texas - Austin; Mary Rodota Roberts,
University of Alberta; Shayan Sun, University of Cincinnati
Discussants: Jeffrey R. Harrington, University of Maryand; Robert Henson,
University of Michigan; D. Betsy Mccoach, University of Connecticut

20.027. Methodological Dilemmas Encountered in Analyses and Meta-
Analyses of Single-Case Design Research. Division D - Measurement
and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm
Chair: Susan Natasha Beretvas, The University of Texas - Austin;
Hyewon Chung, CNU
3. Using Logistic Regression With Floor and Ceiling to Analyze Single-
Case Design Data. David M. Rindskopf, The Graduate Center - CUNY
4. Consequences of Misspecification of Growth Trajectories When Meta-
Analyzing Single-Case Data Using a Three-Level Model. Merlande
Petit-Bois, University of South Florida; Eun Kyeng Baek, University of
South Florida; John M. Ferron, University of South Florida
5. Heterogeneous Level-1 Phase Variances in a Three-Level Meta-Analysis
of Single-Subject Research Data. Austin Madison Mulloy, Virginia
Commonwealth University; Susan Natasha Beretvas, The University of Texas - Austin
6. Analyzing Multiple-Baseline Data With Heterogeneity in the Variance
Structures: A Monte Carlo Simulation Study. Jennie L. Farmer, Clemson
University; Corina M. Owens, Battelle Centers for Public Health
Research and Education
7. Effects of Error Structure Specification on the Meta-Analysis of Single-
Case Studies of Reading Fluency Interventions. Eun Kyeng Baek,
University of South Florida; Merlande Petit-Bois, University of South
Florida; John M. Ferron, University of South Florida
8. Estimating Causal Effects With Multiple-Baseline Data. John M. Ferron,
University of South Florida
9. Effect Sizes for Single-Case Research and Meta-Analysis Involving
Single-Case Studies. Patricia L. Bush, University of San Francisco;
Ronald C. Serlin, University of Wisconsin - Madison

20.028. The Role of the Methodologist, Methodological Expertise, and
Methodological Responsibility in Qualitative Inquiry. Division
D - Measurement and Research Methodology Cosponsored with SIG-Qualitative
Research; Invited Session
VCC; Second Level, West Room 204; 2:15-3:45pm
Chair: Penny A. Pasque, University of Oklahoma
Participants: Judith Preissle, University of Georgia; Michael G. Gunzenhauser,
University of Pittsburgh; Stacy Otto, Illinois State University; Mark E.
Koro-Ljungberg, University of Florida; Aaron M. Kunz, The University of
Alabama
Discussant: Maggie Maclure, Manchester Metropolitan University

20.029. Chicana/o Challenges to School Segregation in California
and Texas: Using Critical Race Theory in Education as a Tool
for Historical Recovery. Division F - History and Historiography
Co-sponsored with Division B - Curriculum Studies, Division C
Curriculum Studies and SIG-Indigenous Peoples of the Americas, SIG-
Hispanic Research Issues; Symposium
VCC, Third Level, West Room 305; 2:15-3:45pm
Chair: Michaela J. López Mares-Tamayo, University of California - Los
Angeles
Participants:
Hernández and Its Enduring Legacy of Racism: Developing and Applying
a Critical Race Policy Research Framework and Methodology. Enrique
Alemán Jr., University of Utah
Challenging a History of Educational Inequity: The Case of Soria v.
Oxnard School Board of Trustees, David Gumaro Garcia, University of California - Los Angeles; Tara J. Yosso, University of California - Santa Barbara
Discussant: Maria C. Ledesma, University of Utah

20.030. De Niños a Hombres: Understanding the Educational Pipeline of Latinos From Middle Through Graduate School. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 2:15-3:45pm
Chair: Cristobal Rodriguez, New Mexico State University
Participants:
When Boys Become Men: Latino Middle School Boys and Identity Development. Eligio Martinez Jr, University of Washington
Divergent College-Going Rates of Latino Males: A Structural Equation Modeling. Manuel Gonzalez, The University of Texas - Austin; Jose Manuel Hernandez, University of Washington; Jose Muñoz, University of Missouri
Don’t Ask, Don’t Tell ’em About College: A Portraiture of Latino Military Veterans’ Educational Experiences. Eduardo Lara, University of California - Los Angeles
Tragos Amargos: The Graduate School Experience of Latino Male Graduate Students. Juan G. Berumen, Indiana University - Bloomington; Adrian H. Huerta, University of California - Los Angeles; Luis E. Ramirez, University of California - Davis; Rudy Mondragon, Gonzaga University
Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles

VCC, Second Level, West Room 202&203; 2:15-3:45pm
Chair: Allyson Tintiangco-Cubales, San Francisco State University
Participants:
Ethnic Studies in Urban Schools. Allyson Tintiangco-Cubales, San Francisco State University
Strength to Love: Reducing Health and Educational Disparities Through a Focus on STEM Education and Climate Justice Among Urban Youth. A.A. Akom, San Francisco State University
Radical Healing and a Pedagogy of Love. Shawn A. Ginwright, San Francisco State University
What is a Pedagogy of Hope and Love in Times Like These? Jeffrey M.R. Duncan-Andrade, San Francisco State University
Discussant: Pedro A. Noguera, New York University

20.032. Learning From Underrepresented Students’ Perspectives: Investigations by Female Mathematics Education Scholars From STEM Backgrounds. Division G - Social Context of Education; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm
Chairs: Jacqueline Leonard, University of Colorado - Denver; Rochelle Gutierrez, University of Illinois at Urbana-Champaign
Participants:
Latina/o Undergraduates Resist Racialized, Gendered, and Classed Spaces Through an Emerging Scholars Calculus Workshop. Sarah Oppland-Cordell, Northeastern Illinois University
Three African American Students Defy a Racist School Culture to Develop Confidence as Mathematics Learners. Della R. Leavitt, Rutgers University
Race, Identity, and Resilience: Black College Students Negotiating Success in Mathematics and Engineering. Ebony Omotola McGee, Northwestern University

20.033. Multiple Literacies, Multiple Contexts: Leveraging Urban Students’ Literacies in Schools and Beyond. Division G - Social Context of Education; Symposium
VCC, Second Level, East Room 12; 2:15-3:45pm
Chair: Sarah W. Freedman, University of California - Berkeley
Participants:
“Are We Going to Be Prepared for the State Test?” Tensions Elementary Schools Experience in Literacy Teaching. Melody Zoch, The University of Texas - Austin
The Discourse of Place: African American Male Youth and the Forging of a Literate Identity in Middle School. Latrise Paulene Johnson, Emory University
Reading and Writing Sites of Resistance: Narratives of Identity and Experience in Diverse Academic Contexts. Limarys Caraballo, Teachers College, Columbia University
“We’re Not Important Enough to Cover”: Impacts of Culturally Responsive Teaching Strategies on Native American Student Writings. Timothy Jose San Pedro, Arizona State University
Translating Literacies: Latina/o Youth Leveraging Their Language-Broking Skills and Documenting Their Linguistic Repertoires. Elizabeth Montano, Education; Danny Cortez Martinez, University of California - Los Angeles
Discussant: Django Paris, Michigan State University

20.034. Problematizing Discourse: Examples From Micro- to Macro-Level, Division G - Social Context of Education; Paper Session
VCC, Third Level, West Room 302; 2:15-3:45pm
Chair: Christopher B. Crowley, University of Wisconsin - Madison
Participants:
American Blog Media and Teachers’ Unions. Joseph Edward Luesse, Teachers College, Columbia University; Terrenda Cortisa White, Teachers College, Columbia University
Policy Assemblage of “Choice and Hope” at the Afrocentric Alternative School in Toronto. Viviana Olga Pitton, University of Illinois at Urbana-Champaign; Kalervo N. Gulson, University of New South Wales; Taylor Webb, The University of British Columbia
The Pathway Most Travelled: Schooling and Global Dominance in the Knowledge-Based Economy. Jesse Chenves, University of New Mexico
Discussant: Ricky Lee Allen, University of New Mexico

20.035. Walking the Talk: Rethinking Educational Settings as Sites for Examining Sexualities. Division G - Social Context of Education; Symposium
VCC, Second Level, East Room 17; 2:15-3:45pm
Chair: Rachel E. Sullivan, The University of British Columbia
Participants:
To Queer or To Avoid? Queer Students Map the University Campus. Rachel E. Sullivan, The University of British Columbia
Confronting Homophobic and Transphobic Bullying in Schools. Brian Burich, Simon Fraser University; Rebecca Haskell, B.C. Society of Transition Houses
Discussant: Gerald Walton, Lakehead University

20.036. Characteristics of Students inProfessional Education Programs. Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm
Chair: Kamlesh Kumari Sharma, Rayat & Bahra College of Education
Participants:
Undergraduate Students’ Attrition in Engineering: A Literature Review from 1980 to 2011. Xiushan Jiang, The University of Kansas; Stacey Vicario Freeman, Arizona State University; UC-Irvine
Freshmen Aspirations and Application to Law School. Ann Gallagher, Law School Admission Council; Philip G. Handwerk, Law School Admission Council; Linda T. Deangelo, University of California - Los Angeles
What’s in a Number? The Impact of the New Federal Guidelines on Collecting and Reporting Racial and Ethnic Data on Enrollment in Graduate Professional Schools. Eugene L. Anderson, American Dental Education Association; Gloria Gonzalez, American Dental Education Association; Erin W. Bibo, University of Maryland - College Park; Nan Zhou, American Dental Education Association
Persistence of Nontraditional-Aged Students in the Profession of Occupational Therapy, Susan P. Tons, Baker College Center for Graduate Studies
Discussant: Trudie E. Roberts, University of Leeds
20.037. Division J Invited Session: How Should Researchers Define and Measure College Student Success? Division J - Postsecondary Education; Invited Session
VCC, Third Level, West Room 306; 2:15-3:45pm
Chair: Scott L. Thomas, Claremont Graduate University
Participants: Regina J. Deli-Amen, The University of Arizona; Michael Pavel, University of Oregon; Ann Person, Bill & Melinda Gates Foundation; Vincent Tinto, Syracuse University

20.038. Talent and Identity Development Across the STEM Pathway. Division J - Postsecondary Education; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm
Chair: Juan Carlos Garibay, University of California - Los Angeles
Accentuating Advantage: Developing Science Identity During College. Kevin Eagan, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles
Educational Trajectories of Talented STEM Graduate Students. Felisha Herrera, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Gina Ann Garcia, University of California - Los Angeles; Josephine Ann Gasiwski, Temple University
Discussant: Terrell Lamont Strayhorn, The Ohio State University

VCC, Second Level, West Room 221; 2:15-3:45pm
Chair: Samantha Caughlan, Michigan State University
Participants: Growth in Program Planning During the First Seven Years of Teaching: Findings of a Longitudinal Study. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Mira Gambhir, OISE/University of Toronto; Belinda Monique Longe, OISE/University of Toronto; Monica Eileen McGlynn-Stewart, University of Toronto; Shelley Murphy, OISE/University of Toronto; Kirsten Tenebaum, University of Toronto
The Impact of Social Positioning and Peer Group Affiliation on Students’ Oral Presentations. Sigrun Svenkerud, Buskerud University College; Cecilie Pedersen Dalland, University of Oslo; Kirsti Klette, University of Oslo
Case Studies of Creativity and Multiliteracies: Indicators in Content Area Classrooms. Nancy T. Walker, University of La Verne; Jennifer J. Wimmer, Brigham Young University; Thomas W. Bean, University of Nevada
Adapting to New Forms of Teaching in the “Learning in Depth” Program. Kieran Egan, Simon Fraser University; Gillian Judson, Simon Fraser University

20.040. Advancing Understanding of Pedagogies Used in Preservice Teacher Preparation. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 2:15-3:45pm
Chair: Emily Lin, University of Nevada - Las Vegas
Participants: Case Study Methods. Emily Lin, University of Nevada - Las Vegas; Su Gao, University of Nevada - Las Vegas; Allison Smith, University of Nevada - Las Vegas
Microteaching. Shaowan Zhang, University of Nevada - Las Vegas; Qiang Cheng, University of Nevada - Las Vegas
Technology-Assisted Instruction. Jian Wang, University of Nevada - Las Vegas; Lina Zang, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas
Action Research. Caryn M. King, Grand Valley State University

VCC, Second Level, West Room 222; 2:15-3:45pm
Chair: M. Bruce King, University of Wisconsin - Madison
Participants: Enhancing Teacher Professional Learning: The Case for the Quality Teaching Rounds Approach. Julie Maree Bowe, The University of Newcastle; Jennifer M. Gore, The University of Newcastle
Garnering Teacher Commitment to Quality Teaching. Jennifer M. Gore, The University of Newcastle; Julie Maree Bowe, The University of Newcastle
Developing Teachers’ Pedagogical Understanding. Julie Maree Bowe, The University of Newcastle; Jennifer M. Gore, The University of Newcastle
Discussants: M. Bruce King, University of Wisconsin - Madison; Karen Seashore Louis, University of Minnesota

20.042. Examining the Impact of Teacher Inquiry as a Professional Development Tool. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 2:15-3:45pm
Chair: Clara Lee Brown, The University of Tennessee - Knoxville
Examining Teachers’ Understandings of Inquiry Research: What It Tells Us About Professional Development Efforts. Vicki A. Vescio, University of Florida; Tanetha Jamay Grosland, University of Florida; Cara A. Walsh, University of Florida; Janice Schomburg, Pinellas County Schools
Tracing the Development of Inquiry-as-Stage in a Science Teacher Video Club. Melissa Lee Braaten, University of Wisconsin - Madison Toward Contextualized Inquiry Models for Teacher Education and Professional Development. Shannon Marie Pella, University of California - Davis
University and School Partnerships for Inquiry: Promoting Learning for Teachers and Students as Inquirers. Christine D. Clayton, Pace University; James F. Kilbane, Tulane University
Discussant: Nancy Fichtman Dana, University of Florida

20.043. Situated Pedagogical Decision Making. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 2:15-3:45pm
Chair: Ereka R. Williams, North Carolina Agricultural and Technical State University
Participants: Voices from Korean American Social Studies Teachers: Toward Culturally Relevant Pedagogy. Yoonjung Choi, Teachers College, Columbia University
A Story of Race and “Best Practice” in Literacy Instruction. Audrey J. Appelsies, Augsburg College
Personal Consequences of Compliance and Resistance to Mandated Reforms for Teachers in Low-Performing Schools. Martha A. Adler, University of Michigan - Dearborn; Christopher Burke, University of Michigan - Dearborn
Windows on Teacher Learning: Emotion in View. Susanna M. Steeg, George Fox University
Teachers’ Learning From Study of Other Teachers’ Reading Lessons. Emily Milhocko, University of Michigan; Cheryl L. Rosaen, Michigan State University; Andrea Melnick, University of Michigan; Joanne F. Carlisle, University of Michigan

20.044. Transformative Resistance: Learning to Teach for Social Justice and Equity. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 215&216; 2:15-3:45pm
Chair: Brett Elizabeth Blake, Saint John’s University
Participants: How International Field Experiences Promote Cross-Cultural Awareness in Preservice Teachers Through Experiential Learning: Findings From a Six-Year Collective Case Study. Sunnit Shaha, The University of Texas - Brownsville; Erik L. Malevski, Purdue University; JoAnn I. Phillion, Purdue University
Aesthetic Transgressions in Learning to Teach for Social Justice and Equity. Amelia M. Kraehe, The University of Texas - Austin; Keffrey Lyn D. Brown, The University of Texas - Austin
Social Justice in the Classroom: It’s Not an Add On! Tabitha Dell’Angelo, The College of New Jersey; Louise S. Ammentorp, The College of New
20.045. Are Parental School Choices and Education Policy Goals Compatible? Division L - Educational Policy and Politics; Symposium VCC, Second Level, East Room 11; 2:15-3:45pm
Chair: Stephen J. Schellenberg, Saint Paul Public Schools
Participants:
Factors Driving School Choice in an Urban District. Stephen J. Schellenberg, Saint Paul Public Schools
Distinctive Schools and the Policy Outcomes of Choice. Terri S. Wilson, Southern Illinois University Carbondale
Complicating Effects of School Choice on Metro-Area School Integration Efforts. Allison Mattheis, University of Minnesota
Discussants: Luis Alberto Huerta, Teachers College, Columbia University; Jill Cacy, Saint Paul Public Schools

20.046. Investigating the Potential of Regional Interdistrict Collaboration to Address Inequality and Isolation in Education. Division L - Educational Policy and Politics; Symposium VCC, Second Level, East Room 19K20; 2:15-3:45pm
Chair: Erica Frankenken, The Pennsylvania State University
Participants:
Understanding Regional Educational Policy: A Comparative Analysis of Omaha, Minneapolis, and Rochester’s Interdistrict Arrangements. Jennifer Jellison Holme, The University of Texas - Austin; Kara S. Finnigan, University of Rochester; Myron Orfield, University of Minnesota; Thomas Luce, Institute on Race and Poverty - The University of Minnesota; Sarah Lauren Diem, University of Missouri
Seeking Equity through Regionalism: A Case Study of Governance in the Learning Community in Omaha, Nebraska. Jennifer Jellison Holme, The University of Texas - Austin; Sarah Lauren Diem, University of Missouri
Access to Choice: Digging Deeper to Understand Who Participates in Interdistrict Choice. Kara S. Finnigan, University of Rochester; Nadine D. Hylton, Margaret Warner School of Education and Human Development
Diversity, Achievement, and Choice in Minneapolis’ West Metro Educational Program. Myron Orfield, University of Minnesota; Thomas Luce, Institute on Race and Poverty - The University of Minnesota
Discussants: Gary A. Orfield, University of California - Los Angeles; Elizabeth H. DeBray, University of Georgia

SIG Sessions

20.047. Participatory Action Research: Student, Teacher, and Community Voices. SIG-Action Research; Paper Session Marriott Pinnacle, Fourth Level, Ambleside; 2:15-3:45pm
Chair: Madeline Milian, University of Northern Colorado
Participants:
Adjusting the Lens: Disability Pride, Disability Identity, and Video-Action Research. Kathleen Caroline Sitter, University of Calgary
From Knowing to Understanding Student Empowerment: The Narrative Approach to Research in a Middle School. Brian R. Horn, Illinois State University
Podcasting in the Language Classroom to Improve Teaching and Learning: An Action Research Study. Maggie Brennan Juana, Blind Brook High School; Deniz Palak, North Carolina Central University
Youth-Community-University Partnerships and Sense of Place: Two Case Studies of Youth Participatory Action Research. Mary K. Hofstedt, John W. Gardner Center; Nicole M. Ardoim, Stanford University; Sebastian Castrechini, Stanford University
Discussant: Michelle P. Collay, California State University - East Bay

20.048. Adult Education Research Around the Globe. SIG-Adult Literacy and Adult Education; Paper Session VCC, Second Level, West Room 214; 2:15-3:45pm
Chair: Tom Nesbit, Simon Fraser University
Participants:
Immigration, Citizenship, and Ethnicity: The Role of Ethno-Cultural Organizations in Promoting Adult Education in Canada. Shihao Guo, University of Calgary
Creating Hybrid Spaces During Story Circles With Refugee Parents. Sunita Singh, Le Moyne College; Frank Rudzi, Le Moyne College; Monica R. Sylvia, Le Moyne College
Adult Literacy Development and Changes in Cognitive Processes. Aydin Durgunoglu, University of Minnesota - Duluth; Burcu Sasmaz, Bogazici University; Karel Bensusan, Bogazici University; Mustafa Kaya, Bogazici University; Faith Ustun, Bogazici University; Sezin Matkap, Bogazici University
Discussant: Greg William Missaszk, University of California - Los Angeles

Chair: Michelle L. Tichy, University of Northern Iowa
Participants:
An Examination of Specialization and Niche Markets in New Jersey’s Charter School Supply. Chad Joseph D’Entremont, Teachers College, Columbia University
The Impact of Ethical Philosophy upon the Academic and Character Development of Students at a High-Performing Urban Charter High School. Scott Clifford Seider, Boston University; Sarah Novick, Boston University; Jessica Gomez, Boston University
Discussant: Natalie Laciverno-Puquet, WestEd

20.050. Classroom Observation Across Grade Levels and Settings. SIG-Classroom Observation; Paper Session VCC, Second Level, East Room 16; 2:15-3:45pm
Participants:
The Association Between Coder Mood and the Evaluation of Classroom Quality Using the Classroom Assessment Scoring System. James L. Floman, Rutgers University; Carolin Hagelskamp, Yale University; Susan E. Rivers, Yale University; Marc A. Brackett, Yale University
Instructional Quality and Child Outcomes in Diverse Preschool Classrooms. Tangye Xue, Mathematica Policy Research, Inc; Sally Atkins-Burnett, Mathematica Policy Research, Inc.
Classroom Observations of Instructional Practices and Technology Use in Diverse Elementary School Classrooms. Kayla Braziel Rollins, Texas A&M University; Beverly L. Alford, Texas A&M University; Yolanda N. Padron, Texas A&M University; Hersch C. Wizman, Texas A&M University
Systematic Observations of the Availability and Use of Instructional Technology in Urban Middle School Classrooms. Hersh C. Wizman, Texas A&M University; Emin Kilinc, Texas A&M University; Russell Thomas Evans, Texas A&M University; W. Robert Houston, University of Houston
The Impact on Achievement of Teaching for Meaning among Middle School Mathematics Students. Robert G. Smith, George Mason University; Stephanie L. Knight, The Pennsylvania State University; Venkata Subbaiah Patnam, George Mason University

20.051. Black Males in the Education Pipeline: Asset-Based Pedagogy for the 21st Century. SIG-Critical Examination of Race, Ethnicity, Class
and Gender in Education; Symposium
VCC, Second Level, West Room 223; 2:15-3:45pm
Chairs: Rich Milner, Vanderbilt University; Chezare Warren, University of Illinois at Chicago
Participants:
Toward a Pedagogy of Hip-Hop in Urban Teacher Education. Thuran L. Bridges, Morgan State University
What the Black Middle Class Can Tell Us: Stories From Inside the School-to-Prison Pipeline. Crystal T. Laura, Chicago State University
Engaging African American Men in Higher Education: Examining African American Male Initiative Projects. Derrick Brooms, Loyola University - Chicago
“Nice White Ladies”: Operationalizing the Empathy Effect on Student-Teacher Interactions With Black Male Students. Chezare Warren, University of Illinois at Chicago
Discussant: James L. Moore, The Ohio State University

20.052. Critical Qualitative Research as Instrument for the Reconceptualization of Contemporary Early Education Issues. SIG-Critical Perspectives on Early Childhood Education; Symposium
VCC, Third Level, West Room 303; 2:15-3:45pm
Chair: Michelle Salazar Perez, University of North Texas
Participants:
Using Qualitative Situational Analysis and Traditionally Marginalized Theory(ies) to Unmask Power Agendas in Early Education. Michelle Salazar Perez, University of North Texas
The Possibilities of Critical Participatory Action Research: Unpacking Neoliberal Demands in Early Childhood Services. Veronica Pacini-Ketchabaw, University of Victoria
Using Qualitative Methods to Critically Engage Community Perspectives. Beth Blue Swadener, Arizona State University; Jamie Patrice Joanou, Arizona State University; Dawna Holiday, Arizona State University
Critical Case Studies (of the Corporatization) of Migrant/Seasonal Head Start: “Using” Children’s Assistance Programs to Redeploy Public Funds. Galle S. Cannella, University of North Texas
Discussant: Marianne N. Bloch, University of Wisconsin - Madison

20.053. Executive Functioning, Concepts, and Cognition. SIG-Early Education and Child Development; Paper Session
VCC, Third Level, West Room 304; 2:15-3:45pm
Chair: Janice Kroeger, Kent State University
Participants:
Developmentally Appropriate Practice and Children’s Cognitive and Psychosocial Outcomes: A Qualitative Metasynthesis. Christopher P. Brown, The University of Texas - Austin; Yi-Chin Lan, The University of Texas - Austin
Higher Order Thinking: The Relationship Between Executive Functioning and Science Outcomes. Irena Nayfeld, University of Miami; Janna M. Fuccillo, University of Miami; Daryl B. Greenfield, University of Miami
Hot and Cold Executive Functioning, Motivation, and Metacognition: Disentangling Young Children’s Approaches to Learning. Amanda L. Berenheke, University of Michigan; Loren Marie Marulis, University of Michigan; Noah Neidlinger, University of Michigan
Assessing Force and Motion in the Pre-K Classroom. Marcia Denise Mollinar; BLOCKS; Joy A. Moore, BLOCKS

20.054. To Promote Research Is Not Enough: Research Capacity, Knowledge Mobilization, and Learning for Educational Change. SIG-Educational Change; Symposium
VCC, Second Level, East Room 13; 2:15-3:45pm
Chair: David Fulford, Ontario Ministry of Education
Participants:
Universities and the Mobilization of Research Knowledge in Education: An International Perspective. Benjamin Levin, OISE/University of Toronto; Jie Qi, OISE/University of Toronto
Challenges to Education Research in the United States: Turning Research Into Policy and Practice. Sarah A. Mason, University of Wisconsin
The Missing Link? Intermediaries, Mediators, and Knowledge Brokers in Education. Amanda Cooper, OISE/University of Toronto
Learning Conversations as a Means to Deepen Practitioner Engagement With and Use of Research. Louise Stoll, Institute of Education - London
Research to Know, to Understand and to Do: Building Capacities for Educational Change. Carol Campbell, University of Toronto - OISE
Discussants: Ann Lieberman, Stanford University; Mats Ekholm, University of Karlstad

20.055. Issues of Parental Involvement in an International Context. SIG-Family, School, Community Partnerships; Paper Session
VCC, Second Level, East Room 18; 2:15-3:45pm
Chair: Lusa Lo, University of Massachusetts - Boston
Participants:
Decentralizing Governance: A Policy Analysis of Partnerships Between Teachers and Parents in Morocco’s Middle Schools. Mohammed Elmeski, University of Minnesota
Family Involvement in School: View of Parents at Two Schools in Addis Ababa. Lenore Kinne, Northern Kentucky University
Family-School Partnership Practices of Immigrant Parents in Canada. France Beauregard, University of Sherbrooke
Quality of Parental Homework Involvement: Predictors and Consequences. Hanna Dumont, Tuheing University; Ulrich Trautwein, Universität Tuheing; Gabriel Nagy, Tuheing University
Discussant: Martha A. Allexsah-Snider, University of Georgia

20.056. Instructional Technology SIG: Simulations, Games, Multimedia, and Mobile Learning. SIG-Instructional Technology; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm
Chair: Ying Xie, Idaho State University
Participants:
Metaconceptually Enhanced Simulation-Based Inquiry Learning: Effects on the Eighth-Grade Physics Students’ Conceptual Change and Epistemological Beliefs. Kun Huang, University of North Texas Health Science Center, Xun Ge, The University of Oklahoma; Deniz Eserely, University of Oklahoma
Analyzing Patterns of Gameplay Data to Improve the Design of a Simulation Game. Rodney D. Myers, Indiana University
Distinctions in Learning Environments and Self-Regulated Learning Viewed Through the Community of Inquiry Framework. Peter Shea, University of Albary - SUNY; Teni Bidjerano, Farman University
An Investigation of Mobile Learning Readiness in Higher Education. Jonguil Cheon, Texas Tech University; Steven M. Crooks, Texas Tech University; Sunho Lim, Texas Tech University; Yi Chen, Texas Tech University
Discussant: Benjamin Eric Erlandson, California State University - Monterey Bay

20.057. Civic Participation at School in International Comparison. SIG-International Studies; Symposium
VCC, Second Level, West Room 208&209; 2:15-3:45pm
Chair: Wolfram H. Schulz, Australian Council for Educational Research
Participants:
Civic Participation at School and School-Based Community Participation. Bruno Losito, Third University of Rome; Elisa Caponera, Roma Tre University; Paola Mirti, Roma Tre University
The influence of social origin on civic participation at schools in Latin America. Cristian Cox, The Pontifical Catholic University of Chile; Juan Carlos Castillo, The Pontifical Catholic University of Chile; Daniel Miranda, The Pontifical Catholic University of Chile; Martin Bascopé, The Pontifical Catholic University of Chile
Discussants: Carolyn Elizabeth Barber, University of Missouri - Kansas City; Walter C. Parker, University of Washington

Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm
Chair: Ido Roll, The University of British Columbia
Participants:
Learning Scientific Principles With Contrasting Cases: Key Ingredients of Effective Contrast-Focused Instruction. Catherine C. Chase, Stanford University; Jonathan Todd Shemwell, Stanford University
How Mastery-Approach Goal Motivations Interact With Discovery by Contrasting Cases to Facilitate Transfer. Daniel M. Belenky, University of Pittsburgh; Timothy James Nokes-Malah, University of Pittsburgh
Evolution of Qualitative and Symbolic Reasoning in Invention Activities.
Ido Roll, The University of British Columbia
Teacher Epistemologies of Comparing and Contrasting. Lindsey E.
Richland, University of Chicago; Katerina Schenke, University of
California - Irvine; Kearsa Osborne, University of California - Irvine
Discussant: Daniel L. Schwartz, Stanford University

20.059. Digital Media Arts: Learning, Assessment, and Design. SIG-Media,
Culture, and Curriculum; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm
Chair: Erica Rosenfeld Halverson, University of Wisconsin - Madison
Participants:
Visual Artistic Development in Digital Media Contexts. Kimberly Marie
Sheridan, George Mason University
What Makes a Youth-Produced Film Good? A Youth Audience Perspective.
Erica Rosenfeld Halverson, University of Wisconsin - Madison;
Damiana Gibbons, Appalachian State University; Alon Andrews,
University of Wisconsin - Madison
“Put Us on the Map”: Youth, DIY (Do-It-Yourself) Media, and Urban
Schooling. Korina Jocson, Washington University in St. Louis
Designing for Meaningful Disciplinary Participation in Museums. Lisa
Brahms, University of Pittsburgh
Discussant: Donna E. Alvermann, University of Georgia

20.060. Contexts in Education: Illuminating Experience in Teaching. SIG-
Narrative Research; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm
Chair: Denise L. McLurkin, City College of New York - CUNY
Participants:
Learning to Care for Other Peoples’ Children: Dilemmas of Practice in
Urban Schools. Anna E. Richert, Mills College
Narrating School Experience and Knowing Teaching: Confronting Issues
of Social Justice in Teacher Education Programs. Kathy Carter; The
University of Arizona; Kathleen Jablon Stoehr, The University of
Arizona
Storying and Restorying Experiences: Preserve Teacher Education as
Narrative Inquiry. Carla Dawn Nelson, Tyndale University College &
Seminary; Mary Isabelle Young, University of Winnipeg; Yi Li,
University of Manitoba; M. Shaun Murphy, University of Saskatchewan;
Janice Huber, University of Regina
“I Don’t Have Any Interesting Stories!” Examining Students’ Experiences
in a Diverse Classroom. Candace M. Schlein, University of Missouri -
Kansas City; Elaine Chan, University of Nebraska - Lincoln
“You Were Just the Sunshine in My Life”: A Rural Teacher as a Beacon
of Hope for Education in the Era of Standardization. Jeong-Hee Kim,
Kansas State University
Discussant: D. Jean Clandinin, University of Alberta

20.061. Alterity, Others, and Teaching. SIG-Philosophical Studies in
Education; Paper Session
VCC, Second Level, West Room 205; 2:15-3:45pm
Chair: Alma Krilic, Simon Fraser University
Participants:
Indebtedness and Complicity: The Ethics of Hospitality in Education for
Social Justice. Claudia W. Rutenberg, The University of British Columbia
Rooted and Rootless, Exiled and Belonging: Campus on Education, Ethical
Dilemmas, and the Questions of Justice. Jungah Kim, Borough of
Manhattan Community College - CUNY
The Cosmopolitan Turn and Levinas’s Open Subjectivity. Guoping Zhao,
Oklahoma State University
Reorienting Deconstruction: Researching the Iterability of the Pedagogical
Mark. Harvey Shapiro, Northeastern University
Discussant: Amy B. Shuffletton, University of Wisconsin - Whitewater

20.062. Inside Accountability. SIG-Politics of Education; Paper Session
VCC, Second Level, East Room 14; 2:15-3:45pm
Chair: Judith Arlene Yturriago, Northeastern Illinois University
Participants:
An Examination of Opposition to the Passage of a Statewide “High-Stakes”
Accountability System. Frank D. Grossman, Svarthmore College;
Lynne Steuerle Schofield, Svarthmore College
Still Making the Cut? Shifting Cut Scores and Resultant Influences
on Parental Satisfaction. Rebecca Jane Jacobsen, Michigan State
University; Jeffrey W. Snyder, Michigan State University; Andrew
Saultz, Michigan State University
Two Worlds of Accountability. Kevin J. Dougherty, Teachers College,
Columbia University; Vikash Reddy, Teachers College, Columbia
University; Rebecca S. Natow, Teachers College, Columbia University
Discussant: Kimberly Scriven Berry, Florida State University

20.063. Portfolio Reflection and Interpretation for Professional Development. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session
VCC; Second Level, West Room 219; 2:15-3:45pm
Chair: Nona M. Lyons, University College Cork
Participants:
Investigating Advanced Professional Learning of Early Career and
Experienced Teachers Through Portfolios as Boundary Objects. 
Rebecca K. Fox, George Mason University; Charles Stephen White,
George Mason University; Jie Tian, George Mason University
Reflection on Action: Teaching Strategies for Faculty in National Council
for Accreditation of Teacher Education Accredited Universities. Cindy
B. Guiamo-Ballard, University of La Verne; L. Hyatt, University of La
Verne
Stimulating Reflection in Students: How Teachers Develop Their Role by
Negotiated Assessment. Christel Verberg, ICLON-Leiden University;
Dineke Tijgelaar, Leiden University; Nico Verloop, Leiden University
Two Dimensions of Reflection: A Heuristic for Describing and Interpreting
Reflection in Teacher Education Programs. Frederick Nelson, University
of Florida
Teach For America Novice Teacher Reflections as Potential Spaces for
Transformative Praxis. Teresa R. Fisher, Georgia State University;
Monica M. Alicea, Georgia State University; Barbara Meyers, Georgia
State University

20.064. Fireside Chat With Valerie J. Janesick: Oral History for the Qualitative Researcher: Choreographing the Story. SIG-Qualitative Research; Invited Session
Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm
Chair: Michelle Stewart, University of South Florida
Participant:
Fireside Chat With Valerie J. Janesick: Oral History for the Qualitative
Researcher: Choreographing the Story. Valerie J. Janesick, University
of South Florida
Discussants: Elliot W. Eisner, Stanford University; Robert B. Donmoyer,
University of San Diego

20.065. Studies in Rasch Conditions and Applications. SIG-Rasch
Measurement; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm
Chair: Shungwon Ro, Kenexa
Participants:
Rasch Analysis of the Outcome Questionnaire With African Americans.
Ruth C.L. Chao, University of Denver; Kathy E. Green, University of
Denver
Differential Item and Person Functioning in Large-Scale Writing
Assessments Within the Context of the SAT Reasoning Test. George
Engelhard, Emory University; Stefanie Anne Wind, Emory University;
Jennifer L. Kobrin, The College Board; Michael Chajewski, The
College Board
A Study of Rasch, Partial Credit, and Rating Scale Model Parameter
Recovery in WINSTEPS and jMetrik. Patrick Meyer; University
of Virginia; Emily Hailey, University of Virginia
Measuring Student Perceptions of Adult Influences on Their Classroom
Learning. Robert Frederick Cavanaugh, Curtin University; Graham B.
Dellar, Curtin University
Discussant: Nathaniel J.S. Brown, Indiana University - Bloomington

20.066. Discursive Practice and Knowledge Construction in Mathematics Classrooms in Widely Different Cultural Settings. SIG-Research in Mathematics Education; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-
3:45pm
Chair: Minora Ohtani, Kanazawa University
Participants:
Dialogic Voices in a Japanese Fourth-Grade Mathematics Classroom: A
Bakhtinian Perspective. Minora Ohtani, Kanazawa University
Embodyed Epistemical Claims in Educational Settings. Fritjof Sahlström,
20.067. Harnessing Psychometric Models to Develop Next-Generation, Research-Based Assessments of Rational Number Knowledge. SIG-Research in Mathematics Education; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 2:15-3:45pm Chair: Andrew G. Izsak, University of Georgia Participants: Middle Grades Teachers’ Partitioning Activity. Andrew G. Izsak, University of Georgia; Erik D. Jacobson, University of Georgia. A Diagnostic Assessment of Teachers’ Understandings of Rational Number. Laine Bradshaw, James Madison University; Jonathan Templin, University of Georgia; Andrew G. Izsak, University of Georgia Building Item Generation Environments Using Construct-Centered Design With Learning Trajectories in Mathematics. Jere Confrey, North Carolina State University; Kennes Hay Nguyen, North Carolina State University; Andrew Corley, North Carolina State University; Alan Maloney, North Carolina State University Testing the Reorganization of the Equi-partitioning Learning Trajectory Using Rasch Item Response Theory Modeling. Kenny Hay Nguyen, North Carolina State University; Andre A. Rupp, University of Maryland; Jere Confrey, North Carolina State University; Alan Maloney, North Carolina State University Discussants: Michael T. Battista, The Ohio State University; Mark D. Reckase, Michigan State University


20.071. International Perspectives on Teacher Stress. SIG-Stress and Coping in Education; Symposium Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm Chair: Rebecca A. Robles-Pina, Sam Houston State University Participants: The Measurement Invariance of Teacher Scores on the Maslach Burnout Inventory Across Multiple Forms and School Levels. Richard G. Lambert, University of North Carolina - Charlotte; Russell L. Carson, Louisiana State University; Annette Ulrich, SRH Hochschule Heidelberg; Costas N. Toulooupas, University of Nicosia; Larissa Barber, Northern Illinois University. The Impact of Cultural Values, Country Characteristics, and Educational Reform on Teacher Stress Levels in Norway. Mette Lise Baran, Cardinal Stritch University. Student Teachers' Epistemological Beliefs, Conceptions About Teaching and Learning, and Perceived Stress During Practicum. Constantininos M. Kokinos, Democritus University of Thrace; George Stavropoulos, Democritus University of Thrace; Aggeliki Davazoglou, Democritus University of Thrace. Assessment of Teacher Demands and Resources: Relationship to Stress and Job Satisfaction. Sonia Hart, The University of Texas - Austin; Elizabeth Crowe, The University of Texas - Austin; Colleen Jaimie McCarthy, The University of Texas - Austin; Christopher J. McCarty, The University of Texas - Austin; Michele Guzman, Ph.D., The University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte; Jenson Reiser, The University of Texas - Austin. Putting Teacher Stress in Context: Theoretical Concerns and the Issue of Globalization. Ryan Douglas, The University of Texas - Austin; Christopher J. McCarty, The University of Texas - Austin

Division and SIG Roundtables

20.074. Mapping the Multiple Composing Spaces of Young Language Learners; Roundtable Session

20.074-1. Mapping the Multiple Composing Spaces of Young Language Learners. SIG-Writing and Literacies; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm
Chair: Jessica Zacher Pandya, California State University - Long Beach
Participants:
- Social Contexts of New Media Literacy: Mapping Libraries. Elizabeth Thorne Wallington, Washington University in St. Louis
- “Pictures in Their Writing”: Engaging Deficit Ideologies About 21st-Century Writing. Melinda J. McBee Oreszuk, Bradley University
- Blogging to Learn: Participation and Literacy Among Linguistically Diverse Fifth-Grade Students. Binbin Zheng, University of California - Irvine
- Mark Warschauer, University of California - Irvine

20.075. Roundtable Session 10; Roundtable Session

20.075-1. Academic Employment in Higher Education. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Iris C. Rotberg, The George Washington University
Participants:
- Academic Capitalism in the Student Union. Amy Liu, University of California - Los Angeles
- The Contingency Movement: A Longitudinal Analysis of Changing Hiring Patterns in U.S. Higher Education. Mary Caroline Milan, University of Georgia; Thomas Austin Lacy, University of Georgia; James C. Hearn, University of Georgia

20.075-2. Factors Influencing College-Going Behavior. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Lydia Foster Bell, The University of Arizona
Participants:
- Despite All Odds: The Network Behaviors of College-Bound Students. Jonathan D. Mathis, University of Southern California
- Falling Short of College: Family Relationships and Downward Mobility. Elizabeth Dayton, Johns Hopkins University

20.075-3. Factors Predicting Success in College: An International Perspective. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Patrick Charles Kyllonen, ETS
Participants:
- The Relationships Among Personality, Learning Approaches, Major Satisfaction, School Leaver Status, and Academic Success: A Longitudinal Approach. Loretta Burton, University of Southern Queensland
- Fluid Reasoning and Crystallized Knowledge as New Admissions Measures in German Higher Education. Oliver Wilhelm, University of Duisburg-Essen
- Improving Admission Decisions for a Teacher Training Program: The Case of a Multilingual and Multicultural Environment. Salvador Rivas, University of Luxembourg
- Noncognitive Versus Cognitive Predictors for Academic Success: Opportunities and Limits of Self-Assessments Illustrated by the Viennese Products. Klaus D. Kubinger, University of Vienna

20.075-4. Faculty as Change Agents: Issues of Citizenship and Community Engagement. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Rozana Carducci, University of Missouri
Participants:
- Developing Community Engagement in Student Affairs: The Promise and Potential of Community-Based Learning. Erica K. Yamamura, Seattle University; Ethan DeCoster, Seattle University
- The Role of Faculty in Institutional Change Efforts. Jill Alexa Perry, Duquesne University
- The Shared Characteristics of Faculty as Academic Citizens and Philanthropists. Genevieve Shaker, Indiana University - Purdue University Indianapolis

20.075-5. Federal Aid Programming Effects: Fees, Work Study, and Loan Default. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Luís Ponjuan, University of Florida
Participants:
- An Analysis of Fees at Public Four-Year Universities: Differentiating Between Tuition and Required Fees. Alaine K. Arnott, University of Missouri
- SMART Money: Do Financial Incentives Encourage College Students to Study Science? Brent Joseph Evans, Stanford University
- Student Loan Default: Moving Beyond the For-Profit Sector. Nicholas Hillman, University of Utah

20.075-6. Financial Aid Across Policy, State, and Institutional Cultures. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Liliana M. Garces, University of Michigan, George Washington University
Participants:
- College Financing as a Cultural Field: A Bourdiean Analysis of Money and Money Practices. Shannon M. Calderone, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles
- Interpretations of the Dream: A LatCrit Analysis of Congressional Statements on the Dream Act. Tiffany Nicole Jones, University of Southern California
- Reactions to Budgetary Restrictions for Four Year Public Universities. Justin Shepherd, Vanderbilt University

20.075-7. Issues in Postsecondary STEM Education. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Uma Madhure Jayakumar, University of San Francisco
Participants:
- Impact of Math-Science Partnership Work on Higher Education Faculty. Deborah Pomero, Arcadia University; Edward Wolff, Arcadia University; Ning Rui, Research for Better Schools
- Minority STEM Faculty Members’ Socialization Experiences From Mississippi and Beyond. Ayana Miled Johnson, The University of Mississippi; Amy E. Wells Dolan, The University of Mississippi
- Persistence of Women and Minorities in the STEM Education System at
Four-Year Research Universities in Wisconsin: Why Undergraduate Research Education Matters. Bárbara Y. Escobar, University of Wisconsin - Madison


20.075-9. Postsecondary STEM 2. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Maria Adamuti-Trache, The University of Texas - Arlington Participants: Minority-Serving Community Colleges and the Production of STEM Associate Degrees. Frances K. Stage, New York University; Valerie C. Lundy-Wagner, New York University; Ginelle John, New York University; Katherine Mary Conway, Borough of Manhattan Community College - CUNY Predictors of Advanced Math Outcome Expectations on the Road to College. Heather T. Rowan-Kenyon, Boston College; Marie F. Shoffner, University of Virginia The e-Math Forum: An Expansion to Supplement Structured STEM Support Services. Yona Jean-Pierre, Polytechnic Institute of New York University; Haang Fung, Polytechnic Institute of New York University; Iraj Kalkhoran, Polytechnic Institute of New York University; Valerie C. Lundy-Wagner, New York University

20.075-10. Postsecondary STEM 3. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Erin Denise Knepler, University of Maryland - College Park Participants: The Role of Multilevel Strengths and Student Role Strain in STEM Research Opportunity Interventions: An Emerging Conceptual Framework. Krystal L. Williams, University of Michigan Vocational Interests and Self-Efficacy Beliefs as Predictors of STEM Outcomes Before, During, and After the First Year. Qiu Wang, Syracuse University; Matthew Diemer, Michigan State University Women in STEM Areas: Exploring Their Experiences, Understanding Their Journey. Dimitra Lynette Jackson, Texas Tech University

20.075-11. Teaching Assistants and the Scholarship of Teaching. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Ellen Bara Stolzenberg, University of Southern California Participant: Toward Development of a Model of Graduate Teaching Assistant Teaching Effectiveness. Sue Ellen DeChenne, University of Nebraska - Lincoln

20.075-12. The Challenges of Fostering Organizational Transformation in Higher Education. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Vanessa Smith Mostay, Norwalk Community College Participants: An Exploration of Factors Affecting Higher Education Faculty Job Satisfaction. Gaili Zhang, East Carolina University; Miguel A. Padilla, Old Dominion University A Collaboration Model to Address Change in Postsecondary Education. Thomas R. Guskey, University of Kentucky; George G. Hruby, University of Kentucky; Eve Proffit, University of Kentucky; Ann E. Larson, University of Louisville; Kirsten Fleming, The Kentucky Center for Mathematics; Jillian Starman, Kentucky Council on Postsecondary Education Creating an Intentional, University-Wide Community Engagement Strategy. Jana Noel, California State University - Sacramento Trajectories of Engagement at Community Colleges: A Discursive Analysis of Carnegie Engagement Applications. Ezekiel W. Kimball, The Pennsylvania State University


20.075-14. The Faculty Role in Promoting Nontraditional Student Success. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Kimberly A. Truong, Northeastern University Participants: Expert Teaching of Developmental Education: Case Studies of Lesson Features From an Online Knowledge Base. Louise G. Yarnall, SRI International; Judi Pasco, SRI International; Mingyu Feng, SRI International; Anna Werner, SRI International; Julie Remold, SRI International Shortchanging the Vulnerable? An Examination of the Effect of Contingent Faculty on Remedial Student Success. Amanda Ochoa, Vanderbilt University They see you for who you are: How faculty promote nontraditional undergraduate women’s persistence. Danielli Ferioli Sulick, University of Denver

20.075-15. P-20 Pipeline: Success Factors. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm Chair: Daisy Denise Alfaro, University of Washington - Seattle Participants: Adapting the Cooperative Institutional Research Program to Understand Latina/o Middle School Students’ College-Going Behaviors, Attitudes, and Algebra Enrollment. Angela M. Locks, California State University - Long Beach; Jeanette Maduena, California State University - Fullerton; Michelle Gonzalez, California State University - Fullerton; Dawn R. Person, California State University - Long Beach; Mark Kamimura-Jimenez, California State University - Fullerton; Heidi Linn Gilligan, California State University - Long Beach Early Predictors of Delayed Enrollment: An Analysis of Data From 8th, 10th, and 12th Grades. Mary Kierst Hutchens, Vanderbilt University High School Predictors of Postsecondary Outcomes: What Factors Influence Postsecondary Access, Persistence, and Completion? Celeste Alexander, The University of Texas - Austin; Matt Giani, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin

20.076. Roundtable Session 11; Roundtable Session

20.076-1. Arts-Based Educational Research as Provocation Within Teacher Education. SIG-Arts-Based Educational Research; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm Chair: Daniel T. Barney, Brigham Young University Participants: Making A/r/tographic Novels to Construct Subjects and Build Critical Thinking About Asylum-Seeker and Refugee Learners. Linda Michelle Knight, Queensland University of Technology Navigating the Profitable Relationship Between Teacher Education and Trusting Aesthetic Experience. Stephanie Autumn Baur, University of Nebraska - Lincoln Research as Provocation With Teacher Candidates: Participatory, Film-
Based Methodology and Educational Space. Adrienne Boulton-Funke, The University of British Columbia

20.076-2. Ha‘akea: Learning From Our Communities. SIG-Indigenous Peoples of the Pacific; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Kamuela Makanuhawaiwa Kimokeo, University of Hawaii
Participants:
The Educational Initiatives of the Native Pacific Islander Educational Network. Carl Kalani Beyer, Pacific Oaks College
Participatory Action Research on the Development of Indigenous Education Partnerships in Taiwan, Taiwan. Chien-Lung Wang, National Taitung University; Ju-Hui Chang, National Taitung University
Practices Contributing to Changes in Teacher Actions Toward Culturally Responsive Science Teaching in Indigenous Settings in Australia, Aotearoa-New Zealand, and Canada. Bronwen Cowie, University of Waikato; Brian Ellis Lewthwaite, University of Manitoba; Edward Lewis Glynn, University of Waikato; Michael Michie, Bachelors of Indigenuous Tertiary Education; Kimberly Luamne Wilson, James Cook University - Australia; Barbara McMillan, University of Manitoba
“The Future of Our Past”: Culturally Responsive Pedagogies for the Pacific Diaspora (Contributions From Aotearoa). Tanya L.M. Samu, University of Auckland; Lesieli McIntyre, Massey University; Patisepa Tuafati, The University of Auckland; Roberta Hunter, Massey University

20.076-3. Preparing Disability Practitioners: Policy Implications. SIG-Disability Studies in Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Janet S. Sauer, University of Colorado - Colorado Springs
Participants:
Getting Disability Studies Into the Hands (and Heads) of Preservice Teachers. Janet S. Sauer, University of Colorado - Colorado Springs; Christi R. Kasa-Hendrickson, University of Colorado - Colorado Springs
Getting to Know You: Learning From Narrative Assessment. Missy Morton, University of Canterbury
“Other Tales of Wonder”: Implementing Disability Studies in Rehabilitation Studies. Michael T. Hartley, The University of Arizona

20.076-4. Are We in This Together? The Relational Nature of Community Organizing and Participatory Action Research. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Ben R. Kirschner, University of Colorado
Participants:
Agents of Change, Even When They’re Not in Charge: Apprenticing Youth in Community-Based Organizing. Jesse Moya, University of California - Los Angeles
Poetic Justice: Engaging in Participatory Narrative Analysis to Find Solace in the “Killer Corridor”. LeConte Dill, Morehouse School of Medicine
Using Concept Mapping to Articulate Community Organizing Outcomes. Rebecca R. Orsi, Colorado State University

20.076-5. Achievement Goals and Motivations in Context. SIG-Motivation in Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Corwin Senko, State University of New York - New Paltz
Participants:
An Exploration of Children’s Motivation, Reading Achievement, and School Climate Within and Across Schools. Amy N. Ho, University of Maryland - College Park
Competitiveness: Dimensions, Gender, and Association With Achievement Goal Orientations. Nir Madjar, Monash University; Michael P. Weinstock, Ben-Gurion University of the Negev; Dana Libman-Frangi, Ben-Gurion University of the Negev
Investigating the Compatibility of TARGET (Task, Authority, Recognition, Grouping, Evaluation, and Time) and High-Stakes Testing From the Perspective of Teachers in the United States. Heather Sue Dawson, The Ohio State University - Columbus; Bree Frick, Ohio State University; Monica J. Kowalski, Ohio State University
Mediating Role of Sense of Classroom Community in the Relationship Between Achievement Goals and Learning. Yan Yang, The University of West Georgia; YoonJu Cho, Oklahoma State University; Angela Leigh Watson, Oklahoma State University; Stacey L. Bridges, Oklahoma State University

20.076-6. Critical Perspectives on the Social Studies. SIG-Research in Social Studies Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Ronald W. Evans, San Diego State University
Participants:
“Why Isn’t This in My Social Studies Class?” Learning About Genocide in a Summer Institute. Robert Lawrence Dahlgren, SUNY - College at Fredonia; Jill M. Gradwell, Buffalo State College - SUNY; Misty Dawn Rodeheaver, Buffalo State College - SUNY
Critical Partners Striving to Expand Social Education. J. B. Mayo, University of Minnesota
Realms of Culture. Margaret E. Berel, College of Staten Island - CUNY
What The Fox (WTF) African American Patriots and Glenn Beck: Examining The Narratives of Founders’ Fridays. LaGarrett Jarriel King, The University of Texas - Austin

20.076-7. Local and Global Forces That Shape History Curricula and Policy. SIG-Teaching History; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Jeremy D. Stoddard, College of William and Mary
Participants:
Holocaust Education: Global Forces Shaping Curricula Integration and Implementation. Bryan Lee Davis, The University of Arizona; Elyane Rubinstein-Avila, The University of Arizona
History Education Denied: The Unheralded Growth of a Two-Tier Education System in England. Katharine Burn, Institute of Education - University of London; Richard John Harris, University of Reading
Pedagogical Governance and the Teaching of World History: A Case Study of Policy to Practice in an Inclusive Classroom in a High-Stakes Testing Context. Stephanie D. Van Hoven, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Kevin Hessberg, University of Virginia
Gatekeepers of Local History Instruction. John Joseph DeRose, University of Wisconsin - Milwaukee

20.076-8. Critical Analysis of Teaching and Pedagogy. SIG-Critical Educators for Social Justice; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Eric J. DeMeulenaere, Clark University
Participants:
Action Medicine as Education for Social Justice Within Neoliberalism’s States of Exception. Matthew Weinstein, University of Washington - Tacoma
Critical Pedagogy in Educational Psychology: A Case Study on Student Responses to Critical Pedagogy. Mary Crowell, Washington State University; Paul D. Mencke, Washington State University
Teaching Through the Test: Building Life-Changing Academic Achievement and Critical Capacity. Victor Diaz, Arizona State University
Viewing and Visually Representing, Still Missing: Scaffolding Preservice Teachers’ Understanding of English Language Arts With Critical Literacy. Delane Ann Bender-Slack, Xavier University; Teresa Young, Xavier University

Chair: Michael W. Apple, University of Wisconsin - Madison
Participants:
Common Sense and the Alien Form of the Will in Apple, Marx, and Gramsci. Josh Shepard, University of Wisconsin - Madison
Hegemony and Common Sense in Israeli Public Education. Assaf Meshulam, University of Wisconsin - Madison
Cognitive Frames and Struggles Over Sense. Ross Emmerson Collin, Manhattanville College
20.076-10. From Policy to Arts, Engaging K-12 Students in Peace Education. SIG-Peace Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Candice C. Carter, University of North Florida
Participants:
- Building the Capacity of Students to Be Peaceful Citizens by Implementing a Culture of Care in Schools. Tom Cavanagh, Walden University
- Contradictions and Opportunities for Peace Education: Critical Analysis of the Elementary and Secondary Education Act. Peggy Shannon-Baker, University of Cincinnati
- “Building Peace” Through Quilt Making: Participatory Artistic Quilt Making for Supporting Peace Building Among Youth in Grades 4-7. Roselynn Eileen Marie Vervoord, The University of British Columbia

20.076-11. Supports and Capacity Development for School Turnaround. SIG-School Turnaround and Reform; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Jessica Ann Brown, The University of Texas - Austin
Participants:
- State Capacity to Support School Turnaround: What Are the Ingredients? Brett Lane, Northeastern University
- Supporting School Turnaround: Coordinating External Supports to Improve Coherence. Andrea Boyle, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Susan Bowles Theresau, American Institutes for Research

20.076-12. Contemporary Perspectives in Career Development. SIG-Career Development; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Kimberly A.S. Howard, Boston University
Participants:
- From Faculty to Academic Leader: Career Choice or Accidental Administration. Walter H. Gmelch, University of San Francisco
- Shifting Career Theory and Practice Paradigms Through the Lens of Career Adaptability. V. Scott H. Solberg, Boston University; Patrick J. Rottinghaus, Southern Illinois University; Amanda Kylene Sommerfeld, Boston University; Kimberly A.S. Howard, Boston University
- The Use of the SCCT (Social Cognitive Career Theory) Model to Predict the Success of the PRODUCED (Providing Undergraduate Connections to Engineering Education) Program. Choesung Tendhal, Virginia Polytechnic Institute and State University; Cheryl Carrico, Virginia Polytechnic Institute and State University; Penny L. Burge, Virginia Polytechnic Institute and State University

20.076-13. Student Engagement, Coursework, and High School Trajectories. SIG-Sociology of Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Sylvia Martinez, Indiana University
Participants:
- Effects of Advanced Math Course Taking on Math Achievement, High School Completion, and Postsecondary Entry: Evidence From the Educational Longitudinal Study. Soo-Yong Byun, The Pennsylvania State University; Matthew J. Irvin, University of South Carolina
- Do We Know Who Will Drop Out? A Review of the Predictors of Dropping Out of High School: Precision, Sensitivity, and Specificity. Alex J. Bowers, The University of Texas - San Antonio; Ryan Andrew Sprott, The University of Texas - San Antonio; Sherry Taff, The University of Texas - San Antonio
- Changing Patterns of Engagement in the Transition to High School. Sean P. Kelly, Michigan State University; Heather E. Price, University of Notre Dame
- Changes in Secondary-Level Education and Social Stratification in Ireland: Effectively Maintained Inequality? Delma V. Byrne, National University of Ireland - Maynooth

20.077. Roundtable Session 12; Roundtable Session

20.077-1. Discussing Library Research. SIG-Research, Education, Information and School Libraries; Roundtable Session

20.077-2. Current Studies in Program Evaluation to Improve Student Achievement Outcomes. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Ginger Stoker, SRI International
Participants:
- Contextualizing Effect Size: Using Residual Effect Size to Measure the Closing of Achievement Gaps. John Tapper, University of Hartford
- In School Settings Are All RCTs (Randomized Control Trials) Exploratory? Denis Newman, Empirical Education Inc.; Andrew P. Jaciw, Empirical Education Inc.
- The Mediating Effects of Fidelity of Implementation and Principal Leadership on Student Outcomes in the Randomized Controlled Trial of “Success for All”. San Young Yoon, University of Wisconsin - Madison; Geoffrey D. Borman, University of Wisconsin - Madison
- Theory-Based Evaluation to Distinguish and Integrate Research and Evaluation Functions in Large-Scale Programs. Carole G. Bassle, University of Missouri St. Louis; Laura B. Sample McMeeking, Colorado State University
- Improving Mathematics Achievement Through Technology Integration and Professional Development: Evaluating a Statewide Title II-D Initiative. Meltem Alemdar, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Jessica Gail, Emory University

20.077-3. Development and Validation of School-Based Assessments. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Melinda A. Taylor, Pearson
Participants:
- Developing and Validating Scalable, Multimethod Approaches to Assessing Effective Classroom Interactions. Megan Stuhlman, University of Virginia; Jason Downer, University of Virginia; Jamie DeCoster, University of Virginia
- Developing and Validating a Computer-Based Assessment of Foundational Fractions Concepts: A Pilot Analysis. Maria Angela Mendiburu, Vanderbilt University; Anne Corinne Huggins, University of Miami; Ted Stephen Hasselbring, Vanderbilt University; Gautam Biswas, Vanderbilt University; John Kinn herbs, Vanderbilt University
- The Use of Visual Representations of Scoring Bias in Rater Training. Robert L. Johnson, University of South Carolina; Min Zhu, University of South Carolina - Columbia; Brandon Loudermilk, Lenoir-Rhyne University; Ashlee A. Lewis, University of South Carolina; Xiaofang Jue, University of South Carolina

20.077-4. Investigating Middle School Mathematics Placement and Instructional Practices. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Ray Fenton, Fenton Research
Participants:
- What Does the Crystal Ball Show? Using Success Predictors for Algebra Placement in Middle Schools. David Holdzkom, Wake County Public School System; Bradley J. McMillen, Wake County Public School System
- Predictors of Placement in Lower-Level Versus Higher-Level High School Math. Douglas A. Archbald, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware
- Research on Teacher-Student Racial and Ethnic Matching Effects on
20.077-5. Investigating Reading Difficulties. Division II - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Thomas P. Crumpler, Illinois State University
Participants:
- Examining a Formative Assessment Risk-Classification System Using Latent Class Growth Analysis. Cheng-Fei Lai, University of Oregon
- Growth Estimation of Oral Reading Fluency Using Growth Mixture Modeling. Bihajra J. Park, University of Oregon; Chris Pinkney, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon
- Identification and Assessment: Reading Difficulties: Problems Revealed and a Model Proposed. Susan L. Beverton, Durham University

20.077-6. Analyzing the School District as Agent of Reform. SIG-Districts in Research and Reform; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Kyo Yamashiro, Los Angeles Education Research Institute
Participants:
- The Reincarnation of the Effective Schools Research: Rethinking the Literature on District Effectiveness. Tina M. Trujillo, University of California - Berkeley
- The Effects of School System Superintendents, School Boards, and Their Interactions on Longitudinal Measures of Districts’ Student Mathematics Achievements. Tom Shelton, Fayette County Public Schools; Samuel C. Stringfield, University of Louisville
- Transformational Leadership and System-wide Reform in Nashville. Jacob Mishook, Brown University; Ellen L. Foley, Brown University; Tracie Potochik, Annenberg Institute for School Reform; Alethea Fraizer Raynor, Brown University

20.078. Roundtable Session 13; Roundtable Session

20.078-1. Education and Health Partnerships. SIG-Education, Health, and Human Services Linkages; Roundtable Session
VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Sue Currie, Health Interactions and CARE
Participants:
- Determinants of School Health Service Use Among Adolescents. Manuelito Deguzman Bug, University of California - Davis
- Education, Health, and Human Services Partnerships in The Netherlands. Dolf van Veen, Netherlands Centre on Education and Youth Care
- Dissemination of Knowledge of Practices Supporting Education, Health, and Human Services Linkages Across Time and Institutional Contexts. Hanne B. Mawhinney, University of Maryland - College Park; Hal A. Lawson, University at Albany - SUNY

20.078-2. Engaging and Supporting Student Learning in Middle School. SIG-Middle-Level Education Research; Roundtable Session
VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Regina E. Rahimi, Armstrong Atlantic State University
Participants:
- Agency Through Art: Implications for Middle School Students’ Learning in an After-School Arts Program. Ritu Radhakrishnan, University of Illinois
- Autonomy-Supportive Teaching and Classroom Environments: The Key to Student Motivation. Kathleen Marie Alley, University of South Florida
- Middle School Principals’ Perceptions of Effective Middle-Level Teaching Practices and Preparation. Penny B. Howell, University of Louisville; Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University
- Predictors of STEM Career Interest Among Attitudes and Dispositions of Middle School Students. Sita Periahbavadi, University of North Texas; Gerald A. Knezek, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Leila Mills, University of North Texas; Rhonda R. Christensen, University of North Texas
The Development and Analysis of the Middle School Student Reading Preferences Instrument. Janine M. Firmdenger, Saint Joseph’s University

VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Russell Almond, Florida State University
Participants:
- A Framework for Validation of Test Score Interpretations Using Examinee Judgments of Intrinsic Item Difficulty. Charles Sereolsky, County College of Morris
- A New IRT (Item Response Theory)-Based Continuous Conjunctive Diagnostic Modeling Approach. Chun Wang, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign; Jeffrey Douglas, University of Illinois at Urbana-Champaign; Keith A. Boughon, CTB/McGraw-Hill LLC
An Investigation of the Influences of Item Stem and Option Representation on the Testlet Effect. Yi-Hung Lin, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley
The Validity of Concurrently Measuring Students’ Knowledge and Misconception related to Shape Properties. Jessica Masters, Measured Progress

20.079. Roundtable Session 14; Roundtable Session

20.079-1. Developing Critically Conscious Teachers: Shifting Ideologies and Perspectives for English Language and Biliteracy Development. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Dolores C. Gauthy-Porter, Vanguard University of Southern California
Participants:
- Developing Critically Conscious Teachers: Shifting Ideologies and Perspectives for English Language and Biliteracy Development. Cristina Alfaro, San Diego State University; Karen Cadiero-Kaplan, San Diego State University; Alberto M. Ochoa, San Diego State University
- Exploring New Languages and Finding New Voices: Critical Possibilities in International Image-Based Projects With Children. Carolyne Alt-Khan, University of North Florida; Christina Sry, University of Luxenbourq

20.079-2. Gender and Education in Nontraditional Contexts. SIG-Research on Women and Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Kerry Kathleen Robinson, Virginia Commonwealth University
Participants:
- Advanced Placement Math Scores From 2000 to 2010: Does Gender Still Matter? Jill Morris, Sam Houston State University; John R. State, Sam Houston State University
- Wo(MEN)s: Colleges: The Resistance to Maintain Tradition. Lissa Place, Iowa State University; Kathleen E. Gillon, Iowa State University
- “I Am a Mathy Kind of Person”: Understanding Female Graduate Students’ Experiences in Mathematics. Lynn L. Hodge, The University of Tennessee; Mehmet Aydeniz, The University of Tennessee; Lauren Wagener, The University of Tennessee

20.079-3. Student Bullying and Victimization Roundtable. SIG-Safe Schools and Communities; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Bianca J. Baldridge, Teachers College, Columbia University
Participants:
- Deconstructing Bullying: An Empirical Comparison Between the Constructs of Traditional and Electronic Aggression. Danielle M. Law, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia; Brent F. Olson, The University of British Columbia; Shelley C. Hymel, The University of British Columbia
- Investigating Bystander Motivations and Behavior in Bullying Situations: A Qualitative Study in Sweden and the United States. Robert Thornberg, Linkoping University; Kris Varjas, Georgia State University; Tomas Jungert, Linkoping University; Joel Meyers, Georgia State University
Violent Writing: A Quantitative Examination Of An Unexplored High School Phenomenon. Lori Dawn Brown, Buncombe County Schools; Frederick Chaim Buskey, Western Carolina University

20.079-4. School Choice: Equity and Access. SIG-School Choice; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Tamara Wilder Linkow, Abt Associates Inc.
Participants:
International Study of the Scope and Nature of School Choice. Gary J. Miron, Western Michigan University; Nakiya James, Western Michigan University
School Choice and Low-Income Families: A Case Study of Hartford Public Schools. Elizabeth Cooley Nelson, University of Washington
Student Representations and Equitable Educational Access for Minority Students: Evidence From Two Cities. Matthew Allen Linick, University of Illinois; Christopher A. Lubienski, University of Illinois at Urbana-Champaign

20.080. Roundtable Session 15; Roundtable Session

20.080-1. Inquiry and Evaluation in Collaborative School University Partnerships. SIG-School/University Collaborative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Raymond L. Calabrese, The Ohio State University
Participants:
GK-12 Fellows in the Middle: Partnerships for Inquiry and Interdisciplinary Middle School Science and Mathematics. Sumi Hagiwara, Montclair State University; Mika Munakata, Montclair State University
Learning Mathematics With Technology: The Influence of Virtual Manipulatives on Different Achievement Groups. Patricia S. Moyer-Packenham, Utah State University; Jennifer M. Suh, George Mason University
Evaluation of a K-12 Urban Magnet School Through a School-University Partnership. John A. McLaughlin, McLaughlin Associates; Thomas Joseph Ward, College of William and Mary; Virginia L. McLaughlin, College of William and Mary

20.080-2. Instructional Tools for Learning Mathematics. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Brian A. Botte, University of Kentucky
Participants:
Developing Instructional Tools to Assist Teachers in Implementing the Common Core State Standards for Mathematics. Angela Elizabeth Broaddus, The University of Kansas
Effects of Technology-Supported and Hands-On Units on the Mathematics Performance of Low-Achieving Middle School Students. Brian A. Botte, University of Kentucky; Linda Joy Gassaway, University of Kentucky; Xin Ma, University of Kentucky; Michael Toland, University of Kentucky; Mark Butler, University of Kentucky
Developing Engineers’ Adaptive Mathematical Expertise. Julie Gainsburg, California State University - Northridge

20.081. Roundtable Session 16; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Susan Stillman, Six Seconds, Northcentral University; Fielding University
Participants:
A Factor Model for the Brigance IED-III Social-Emotional Scale. Brian F. French, Washington State University; Chad M. Gotch, Washington State University; Panayota Y. Mantziopoulos, Purdue University; Juan Antonio Valdivia Vazquez, Washington State University
Assessment of Social and Emotional Functioning in Economically Disadvantaged Preschoolers. Adena B. Meyers, Illinois State University; Kathryn E. Hoff, Illinois State University; Emily Kreke, Illinois State University; Kaylynn M. Pfister, Illinois State University; Rachael Levine, Illinois State University; Benicia Colon, Illinois State University
Modeling Longitudinal Change in the Emotional Intelligence Self-Concept From Childhood to Adolescence. Kaia Keefer, Queen’s University - Kingston; James D.A. Parker, Trent University; Ronald Robert Holden, Queen’s University
Emotional Self-Efficacy Moderates Anxiety-Related Impairments in Math Performance in Elementary School-Age Youth. Brian M. Galla, University of California - Los Angeles; Jeffrey Wood, University of California - Los Angeles; Nora Bedrossian, University of California - Los Angeles; Julia Lesel, University of California - Los Angeles; Dmitry Shulga, University of California - Los Angeles

20.081-2. Investigating Assessment and the Role of Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Christine A. Browning, Western Michigan University
Participants:
Rethinking Formative Assessment and the Role of Technology. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University
Development and Validation of an Assessment Method to Measure the Quality of a Technological Strategy and Promote Teacher Growth. Bridget A. Walsh, University of Nevada - Reno; Jenna T. Hayes, University of Nevada - Reno; Leah Sanders, University of Nevada - Reno; Brigitte Vittrup, Texas Woman’s University; Jentry Hammond, University of Nevada - Reno
Investigating Usability and User Experience With Clickers in Large Lecture Learning With Student Teachers. D. Michele Jacobsen, University of Calgary; Brent Davis, University of Calgary

Division and SIG Posters

20.082. Poster Session 2; Poster Session

20.082-1. Division G Section 3 Poster Session: Social Context of Multiple Languages and Literacies. Division G - Social Context of Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
2. Discursive Engagement as the Collaborative Construction of Self: Sherice Clarke, University of Pittsburgh
3. Habit(at)s of “Knowing”: Wrestling With Language in Content Classrooms. Alice K. Holt Taum, Pacific Resources for Education and Learning; Emily Lam, Pacific Resources for Education and Learning; Margo H. Gottlieb, Illinois Resource Center; Marylin G. Low, Pacific Resources for Education and Learning
5. School Administrators’ Perspectives on the Benefits and Challenges of Implementing Restrictive Language Policies: The Case of English Learners in Arizona. Erin Mackinney, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University
7. Understanding the “Meaning Potentials” of Three College English Learners in Taiwan: A Functional Approach. Pei-Yu Shih, The University of Texas - Austin
8. Vocational Training for Newcomer Adolescent English Language Learners: Opportunities or Isolation? April Simon Salerno, University of Virginia; Amanda Kibler, University of Virginia

20.082-2. Division G Section 5 Poster Session: Social Context of Research on Schools and Communities. Division G - Social Context of Education; Poster Session
20.082-3. Division G Section 1: Local Contexts of Teaching and Learning. 
Division G - Social Context of Education; Poster Session 
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
9. Writing Our Stories: An Arts-Based Approach to Building Writing Skills and Fighting Violence. Stacy Hughry Surman, The University of Alabama; Jeanie Thompson, Alabama Writers' Forum; Tracy Smitherson, Alabama Department of Youth Services School District; Margaret Peggy Shippen, Auburn University; David Houchins, Georgia State University

10. The School’s Dance Partner: Exploring Community, Collaboration, and Democracy During a K-5 Dance Residency. Alison Elizabeth Leonard, University of Wisconsin - Madison

11. Understanding the Challenges of Diversity: Analyzing a Restructured Curriculum. Sandra Riegel, Morehead State University; Kitty Belinda Warsame, Morehead State University

20.082-4. Division G Section 4 Poster Session: Social Contexts of Educational Policy, Politics, and Praxis. Division G - Social Context of Education; Poster Session 
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
12. Biopedagogies and Health: Localized Cultural Knowledge and School-Based Health Promotion. LeAnne Dorothy Pethick, University of Manitoba; Natalie Beausoleil, Memorial University; Cora McCloy, Memorial University

13. Exploring the Relationship Between Elementary Student Academic Achievement and Teacher Experiences With Team Learning. Brian Zahn, Southampton Elementary School; S. Marshall Perry, Dowling College


20.082-5. Meeting the Needs of Immigrant Students. Division G - Social Context of Education; Poster Session 
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

21. Latinos in Action: Cultivating Academics, Access, Equity, and Future Bilingual Educators. Maria Timmons Flores, Western Washington University; Michael Sampson, Burlington Edison High School; Marilyn Terese Chu, Western Washington University

23. “I Can Only Teach You What I Know”: Transnational African Immigrants’ Knowledge in the Classroom. Azlina Abdul Aziz, Teachers College, Columbia University; Isabelle Titi, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University

20.082-6. Analyzing In-Service and Preserve Teachers’ Knowledge, Identities, and Agency. Division K - Teaching and Teacher Education; Poster Session 
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
24. “Nobody Can Do This Job”: Efficacy Expectations, Emotional Exhaustion, and Burnout in Special Education Teachers. Tracy Thornkilde-Christ, Western Washington University

25. A Four-Year Longitudinal Study of the Development of Student Teachers’ Pedagogical Knowledge and Skills in Teaching. Doris Choy, National Institute of Education - Nanyang Technological University; Angela Foong Lin Wong, National Institute of Education - Nanyang Technological University; Nguik Tin Sylvia Chong, National Institute of Education - Nanyang Technological University; Kam Ming Lim, National Institute of Education - Nanyang Technological University; Kim Chuan Goh, National Institute of Education - Nanyang Technological University

26. Analyzing Higher Education Teachers’ Learning-Teaching Conceptions With a Model of Student Thinking. Erik Jan Van Rossum, Hotelschool the Hague; Rebecca Nicolette Hamer, Hamer Onderzoek & Organisatie

27. Challenging Conceptualizations of White Privilege. Patricia L. Briscoe, University of Calgary

28. Examining Expert Secondary Mathematics Teachers’ Thinking About Mathematics Instruction. Fran Arbaugh, The Pennsylvania State University; Cynthia E. Taylor, Millersville University of Pennsylvania; Rebecca Bruton, University of Missouri; Kathryn B. Chval, University of Missouri; John K. Lannin, University of Missouri; Matthew Michael Webb, University of Northern Iowa

29. How Teachers Interpret Multimodal Learning Materials: Construction of Common Interpretive Spaces Through Intertextual Loops. Yael Poyas, Oramin Academic College of Education; Billie Eilam, University of Haifa

30. Investigating Prekindergarten Teachers’ Beliefs About School Readiness Skills Using Q Methodology. Cathy Yun, Vanderbilt University; Dale C. Farran, Vanderbilt University; Mark W. Lipsey, Vanderbilt University; Carol Bilbrey, Vanderbilt University


32. Supporting Out-of-Field Teachers of Mathematics and Science in Rural Schools. Linda Marie Hobbs, RMIT University

33. What Am I Supposed to Teach? Case Studies of Novice Teachers’ Writing Knowledge. Heather Tiffany Hebard, University of Washington


35. Situated Hope: Understanding Teacher Educators’ Sources of Hope. Melissa B. Rivers, Arizona State University

36. Teaching Adolescent Literacy in These Times: Resources for Generating Knowledge in a Teacher Study Group. Kathleen Riley

37. Teaching for Transformative Experiences: Challenges, Benefits, and Teacher Change. Karen E. Schmidt, University of Northern Colorado; Wendy B. Allen, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado

20.082-7. Leadership for School Improvement. SIG-Leadership for School Improvement; Poster Session 
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
38. Knowledge Mobilization on Decision Making for School Improvement: A Peer-to-Peer Network for School Principals. Stephanie Chipin, University of Ottawa; Angus McMurtry, University of Ottawa; Marielle Simon, University of Ottawa; Peter P. Grimmelli, The University of British Columbia; Colin W. Evers, University of Hong Kong; Karen Elizabeth Starr, Deakin University; Jeff Orr, Saint Francis Xavier University; Brennan Trainer, Renfrew County Catholic District School Board

39. Urban-School Assistant Principals in Today’s Accountability-Oriented Environment. Anna Q. Sun, University at Buffalo - SUNY

40. School Improvement or District Dissolution: Philadelphia as a Case. James H. Lytle, University of Pennsylvania

20.082-8. Transforming Schools and Strengthening Leadership to Support the Educational and Psychological Needs of Children Affected by

Poster:

20.082-10. Enigmatic Autobiographies in Teacher Education: A Multiyear Study of Teacher Narratives. Division B - Curriculum Studies; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

20.082-11. Looking Beyond the Dichotomies: Acknowledging Complexity in Kindergarten Research. Division B - Curriculum Studies; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:
44. Looking Beyond the Dichotomies: Acknowledging Complexity in Kindergarten Research. Angela Pyle, Queen’s University

20.082-12. Motivation and Cognition in Varied Contexts. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
45. Accepting Personal Responsibility When Becoming a Teacher. Theresa A. Thorndike, University of Illinois at Chicago; Persis Driver, University of Illinois at Chicago; Kuan Xing, University of Illinois at Chicago

46. Teacher Identity Development: A Psychological Journey of Career Decision Making. Ji Yeon Hong, University of Oklahoma; Barbara A. Greene, University of Oklahoma; Robin R. Roberson, University of Oklahoma; Dionne Indera Cross, Indiana University; Lauren Rapacki, Indiana University; Emily Higgins, University of Oklahoma

47. The Effect of Preservice Teachers’ Instrumentality on Their Motivation in Required Courses for Teacher Education. Jumi Lee, Florida State University; Jeanine E. Turner, Florida State University; Kyunghwa Cho, Florida State University; Sung-Oh Hwang, Florida State University

48. Teachers’ Goal Orientations: Revealing Links With Vocational Learning. Sebastian Nitsche, University of Mannheim; Oliver Dickhäuser, University of Mannheim; Markus Dresel, University of Augsburg; Michaela Fasching, University of Augsburg

49. Knowing What to Regulate and Regulating What You Know: The Effect of Metacognitive Awareness Among Initial Teacher Educators. Roland Tormey, École polytechnique fédérale de Lausanne; Tamzin Batte son, Department of Education and Professional Studies; Timothy D. Ritchie, University of Limerick

50. Students’ Problem Behavior: Differential Effects on Grades and Achievement Test Scores? A Three-Wave Longitudinal Study. Friederike Zimmermann, IPN - Leibniz Institute for Science and Mathematics Education; Paeivi Hannele Taskinen, Leibniz Institute; Olaf Koehler, Leibniz Institute

51. Connected Knowing for an Out-Group May Depend Upon Cultural Values. Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter, San José State University


53. Improving Education Through the Addition of Student Emotion Measurement. Roger S. Taylor, SUNY - College at Oswego


56. Fit for School: Links Among Physical Fitness, Executive Functions, and Classroom Performance in Elementary Students. Lucy J. Le Mare, Simon Fraser University; Paul W. Neufeld, Simon Fraser University

57. How Noticing and Attending Relate to Tactical Understanding in a Physical Domain. Peter Baggetta, University of Maryland; Patricia A. Alexander, University of Maryland

58. Influence of a Pedagogical Interdisciplinary Intervention on Interest, Engagement, and Performance in French. Isabelle Cabot, University of Montreal; Roch Chouinard, University of Montreal

59. Student or Patient: Exploring the School Perceptions of Children With Cancer. Jessika Boles, The University of Memphis; Denise Lynne Winstead, The University of Memphis; Belinda Mandrell, St. Jude Children’s Research Hospital; Jami Gattuso, St. Jude Children’s Research Hospital

Friday, 4:05 pm

Presidential Sessions

21.010. AERA Opening Plenary Session: Linda T. Smith. Presidential Session VCC, First Level, West Ballroom C; 4:05-6:05pm

Chair: Jo-ann Archibald, The University of British Columbia
Speaker: The Knowing Circle of Indigenous Education: It Is Not Enough Just to Know. Linda T. Smith, The University of Waikato

Friday, 6:00 pm

AERA Related Activities

22.010. AERA Opening Reception. AERA Related Activities; Reception VCC, First Level, West Ballroom D; 6:00-7:00pm

Chair: Arnetha F. Ball, Stanford University

Friday, 6:15 pm

State and Regional Educational Research Associations

23.010. State and Regional Educational Research Associations: Business Meeting. Consortium of State and Regional Educational Research Associations; Business Meeting Fairmont Waterfront, Concourse Level, Malaspina; 6:15-7:45pm

Participants: Virginia C. Shipman, University of New Mexico; Candace H. Lacey, Nova Southeastern University; Kathleen F. Berg, University of Hawaii; Harry L. Bowman, Council on Occupational Education; Edith H. Carter, Radford University; John M. Enger, Nova Southeastern University; Malinda Hendricks Green, University of Central Oklahoma; Michael S. Green, Hudson Valley Community College; Keith M. Kershner, Research for Better Schools

23.011. Adult Literacy and Adult Education SIG Business Meeting. SIG-Adult Literacy and Adult Education; Business Meeting VCC, Second Level, West Room 214; 6:15-7:45pm

Chair: Esther Prins, The Pennsylvania State University

23.012. Arts-Based Educational Research SIG Business Meeting: Dissertation Award and Tom Barone Award for Distinguished Contributions to Arts-Based Educational Research. SIG-Arts-Based Educational Research; Business Meeting VCC, Second Level, West Room 220; 6:15-8:15pm

Chair: Barbara A. Bickel, Southern Illinois University - Carbondale

Participants:
**Friday Evening, April 13, 2012**

**23.013. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual Education Research; Business Meeting  
VCC, Second Level, East Room 19&20; 6:15-8:15pm

**23.014. Brain, Neurosciences, and Education SIG Business Meeting.** SIG-Brain, Neurosciences, and Education; Business Meeting  
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm  
Chair: Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior

**23.015. Career Development SIG Business Meeting:** Business Meeting and Keynote by Kathleen Jorissen: Learning to Lead Along Nonlinear Career Paths. SIG-Career Development; Business Meeting  
Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm  
Chair: V. Scott H. Solberg, Boston University  
Participant:  
Learning to Lead Along Nonlinear Career Paths: How Women Educational Leaders Develop Knowledge. Kathleen Topolka Jorissen, Western Carolina University

**23.016. Chaos and Complexity Theories SIG Business Meeting.** SIG-Chaos & Complexity Theories; Business Meeting  
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-8:15pm

**23.017. Classroom Management SIG Business Meeting:** Classroom Management Special Interest Group Business Meeting. SIG-Classroom Management; Business Meeting  
VCC, Second Level, East Room 16; 6:15-7:45pm

**23.018. Classroom Observation SIG Business Meeting.** SIG-Classroom Observation; Business Meeting  
VCC, Second Level, East Room 13; 6:15-7:45pm  
Chair: Kelly Feighan, Research for Better Schools

**23.019. Confucianism, Taoism, and Education SIG Business Meeting:** Daoist Lessons for Pedagogy of Authentic Leaders. SIG-Confucianism, Taoism, and Education; Business Meeting  
VCC, Second Level, East Room 17; 6:15-7:45pm  
Participant:  
Daoist Lessons for Pedagogy of Authentic Leaders. Tom E. Culham, Simon Fraser University; Hoesoon Bai, Simon Fraser University

VCC, Second Level, East Room 9; 6:15-8:15pm

**23.021. Democratic Citizenship in Education SIG Business Meeting:** International Perspectives on Publishing on Democratic Citizenship in Education. SIG-Democratic Citizenship in Education; Business Meeting  
VCC, Second Level, East Room 14; 6:15-7:45pm  
Chair: James M. Mitchell, California State University - East Bay  
Participant: Caroline R. Pryor, Southern Illinois University - Edwardsville

**23.022. Design and Technology SIG Business Meeting.** SIG-Design and Technology; Business Meeting  
Sheraton Wall Centre, Fourth Level, South Galiano; 6:15-7:45pm  
Chair: Patricia L. Hardre, University of Oklahoma

**23.023. Districts in Research and Reform SIG Business Meeting and Invited Speakers.** SIG-Districts in Research and Reform; Business Meeting  
Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm

**23.024. Education, Health and Human Service Linkages SIG Business Meeting.** SIG-Education, Health, and Human Services Linkages; Business Meeting  
Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm  
Participant:  
International Perspectives in Policy and Practice for Human Service Linkages. Robert Ian Hulme, University of Chester; Jennifer Sumison, Charles Sturt University

**23.025. Family, School, Community Partnerships SIG Business Meeting.** SIG-Family, School, Community Partnerships; Business Meeting  
VCC, Second Level, East Room 18; 6:15-7:45pm

**23.026. Indigenous Peoples of the Americas SIG Business Meeting:** Indigenizing the Academy: “The Work Continues.” SIG-Indigenous Peoples of the Americas; Business Meeting  
VCC, Second Level, West Room 204; 6:15-8:15pm  
Chairs: Susan C. Faircloth, The Pennsylvania State University; Tarajeen Yazzie-Mintz, Indiana University; Mary Eunice Romero-Little, Arizona State University  
Participants: Andrew Dayton, University of California - Santa Cruz; Danielle N. Terrance, The Ohio State University; Eve Tuck, SUNY - College at New Paltz; Troy Richardson, Cornell University; Leilani Sakhizhan, University of Oregon; Sandra J. Wolf, Lakehead University; Dana E. Christman, New Mexico State University; Amy J. Pann, University of North Texas; Tasha Seneca Keyes, University of Chicago; Larisa Warhol, Arizona State University

**23.027. Language and Social Processes SIG Business Meeting.** SIG-Language and Social Processes; Business Meeting  
VCC, Second Level, West Room 215&216; 6:15-8:15pm  
Chair: Beth V. Yeager, University of California - Santa Barbara

**23.028. Leadership for School Improvement SIG Business Meeting.** SIG-Leadership for School Improvement; Business Meeting  
VCC, Second Level, East Room 10; 6:15-7:45pm  
Chair: Susan Korach, University of Denver  
Participants: William C. Frick, University of Oklahoma; Tricia Browne-Ferrigno, University of Kentucky; Shelby A. Cosner, University of Illinois at Chicago; Kristina Astrid Hesbol, Illinois State University; Bonnie Carol Fassarelli, North Carolina State University; Joseph F. Murphy, Vanderbilt University

**23.029. Marxist Analysis of Society, Schools and Education SIG Business Meeting With Guest Speaker Angela Valenzuela.** SIG-Marxian Analysis of Society, Schools and Education; Business Meeting  
VCC, Second Level, East Room 12; 6:15-7:45pm  
Chair: Sheila Macrine, University of Massachusetts – Dartmouth  
Participant: Peter L. McLaren, University of Auckland  
Participant:  
Native Worlds Centered on Land and Relationships: The Dismantling of Colonial Symbolic Orders in Education and Educational Policy. Angela Valenzuela, The University of Texas - Austin

**23.030. Middle-Level Education Research SIG Business Meeting.** SIG-Middle-Level Education Research; Business Meeting  
Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm  
Chair: Penny A. Bishop, The University of Vermont

**23.031. Philosophical Studies in Education SIG Business Meeting.** SIG-Philosophical Studies in Education; Business Meeting  
VCC, Second Level, West Room 205; 6:15-8:15pm  
Chair: Charles Bingham, Simon Fraser University  
Participants: Amy B. Shuffelton, University of Wisconsin - Whitewater; Bryant Griffith, Texas A&M University - Corpus Christi  
Participant:  
Misrecognition and Belonging. Cris Mayo, University of Illinois at Urbana-Champaign

**23.032. Politics of Education SIG Business Meeting.** SIG-Politics of Education; Business Meeting  
VCC, Second Level, East Room 11; 6:15-8:15pm

**23.033. Rasch Measurement SIG Business Meeting.** SIG-Rasch Measurement; Business Meeting  
Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm

**23.034. Research Focus on Education and Sport SIG Business Meeting.** SIG-Research Focus on Education and Sport; Business Meeting  
Sheraton Wall Centre, Third Level, North Parksville; 6:15-7:45pm
23.035. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-8:15pm
Chair: Weiyan Chen, University of Michigan

23.036. Research on Women and Education SIG Business Meeting and Willystine Goodsell Award Address. SIG-Research on Women and Education; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 6:15-8:15pm

23.037. Stress and Coping in Education SIG Business Meeting. SIG-Stress and Coping in Education Cosponsored with SIG-Social and Emotional Learning; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm
Chair: Rebecca A. Robles-Pina, Sam Houston State University
Participants: Russell L. Carson, Louisiana State University; Julie P. Combs, Sam Houston State University

23.038. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-7:45pm
Chair: Joan E. Hughes, The University of Texas - Austin

23.039. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm
Chair: James E. Bartlett, North Carolina State University
Participants: Judith O. Brown, Barry University; Martin Mulder, Wageningen University; Margaret E. Malloch, University of East London; Jennie Walker, University of Denver

Friday, 7:00 pm

Governance Meetings and Events

24.001. AERA Journal Publications Committee Reception: Invitation Only. AERA Governance; Reception
VCC, First Level, West Room 118-120; 7:00-8:30pm

Friday, 7:30 pm

AERA Sessions

VCC, First Level, West Ballroom A; 7:30-8:30pm
Welcome: Richard P. Duran, University of California - Santa Barbara
Award Recipient and Speaker: The Role of Critical Race Theory in the Struggle for Social Justice. Daniel Gilbert Solorzano, University of California - Los Angeles

Friday, 8:30 pm

AERA Related Activities

26.010. Joint Social Justice Combined Reception. AERA Related Activities; Reception Cosponsored with Affirmative Action Council, Scholars and Advocates for Gender Equity in Education Committee, Scholars of Color in Education Committee, and Social Justice Action Committee
VCC, First Level, West Ballroom A; 8:30-9:30pm
Chair: Richard P. Duran, University of California - Santa Barbara

Saturday, 7:00 am

AERA Related Activities

27.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 1 of 2). AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 3; 7:00-8:00am
Chair: George L. Wimberly, American Educational Research Association

AERA Sessions

27.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Session
VCC, First Level, East Ballroom A; 7:00-8:00am
Chair: Arnetha F. Ball, Stanford University
Participants: William G. Tierney, University of Southern California; Felice J. Levine, American Educational Research Association

Saturday, 8:00 am

Professional Development Courses

28.010. Modeling Mean Structures and Latent Growth Structures Using Structural Equation Modeling. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm
Director: Gregory R. Hancock, University of Maryland

28.011. Using NAEP Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 2; 8:00am to 12:00pm
Directors: Debra Kline, ETS; Catherine S. Trapani, ETS & Fordham U; Emmanuel Sikali, U.S. Department of Education

28.012. Using the School Attendance Boundary Information System. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm
Directors: Salvatore Saporito, College of William and Mary; David Van Riper, Minnesota Population Center

Saturday, 8:15 am

Governance Meetings and Events

29.001. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 8:15-9:45am
Chair: Ruben Donato, University of Colorado - Boulder

29.002. Review of Research in Education (2014) Closed Author Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 8:15-9:45am
Chairs: Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; Todd Reitzel, American Educational Research Association

29.003. SIG Leadership Orientation: Session 1. AERA Governance; Governance Session
VCC, First Level, West Room 114&115; 8:15-9:45am
Chair: Sharon H. Ulanoff, California State University - Los Angeles
AERA Related Activities

29.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
VCC, First Level, West Ballroom D; 8:15-10:15am
Chair: Robert S. Rueda, University of Southern California

29.011. AERA Web Content Management System Training for Division and SIG Web Content Managers: Session I. AERA Related Activities; Workshop
VCC, First Level, West Room 116 & 117; 8:15-9:45am
Chair: Tracy Young, American Educational Research Association

29.012. International Relations Committee Meeting Honoring International Travel Award Recipients. AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 6; 8:15-9:45am
Chair: Michael T. Nettles, ETS

Presidential Sessions

29.013. To Know Is Not Enough: Commissioned Essay Writers—Saturday (Coffee). Presidential Session
VCC, First Level, West Room 109 & 110; 8:15-9:45am
Chair: Rick R. McCown, Duquesne University
Participants:
Improving Teacher Education in the United States. Kenneth Zeichner, University of Washington
On Hampshire College’s Motto, “Non Satis Scire,” and the Educational Endeavor. Sousan Arafah, Southern Connecticut State University
Justice-Oriented Service: Why The Academy Must Serve in Order to Lead. Nicholas Daniel Hartlep, University of Wisconsin – Milwaukee; Robyn A. Carlson, Michigan State University

29.014. We Know It Works Here: Can We Make It Work There? Presidential Session Cosponsored with Division B - Curriculum Studies, Division L - Educational Policy and Politics
VCC, First Level, West Ballroom A; 8:15-9:45am
Chair: Cynthia E. Coburn, University of California - Berkeley
Participants:
The College Ambition Program: Challenges of Scaling-Up With Small Samples. Barbara Schneider, Michigan State University
Scaling Up Success for All: Lessons Learned Over 25 Years. Robert Slavin, Johns Hopkins University
A New Approach for Designing and Scaling Up Educational Interventions. Thomas M. Smith, Vanderbilt University
Implementing District-Driven Instructional Reform: Overcoming Barriers to Change in a Complex Urban Environment. Adam Gamoran, University of Wisconsin - Madison
Discussant: Cynthia E. Coburn, University of California - Berkeley

AERA Sessions

29.015. AERA Early Career Award (2010) Lecture: Guofang Li. AERA Sessions; Invited Session
VCC, First Level, West Ballroom C; 8:15-9:45am
Chair: Milbrey W. McLaughlin, Stanford University
Speaker:
Toward a Culture Pedagogy: Rethinking Literacy, Power, and “Minority.”
Guofang Li, Michigan State University

Committee Sessions

29.016. GSC Chair Elect Fireside Chat: Queering the Academy: Doing Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Intersex (LGBTQI) and Ally Work in the Ph.D. Program and Beyond. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 8:15-9:45am
Chair: Cathy Anne Rosenberg, Ohio State University

International Organization Sessions

29.017. Neoliberalism and Public Education. Social Justice Action Committee; Invited Session
VCC, Third Level, West Room 306; 8:15-9:45am
Chair: William H. Watkins, University of Illinois at Chicago
Participants: William H. Watkins, University of Illinois at Chicago; Antonia Darder, Loyola Marymount University; Todd Alan Price, National Louis University

Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-10:15am
Chair: Petros A. Pashiardis, The Open University of Cyprus
Participants:
Building Creative Capacities in Tomorrow’s Administrators: Innovative Interdisciplinary Leadership Development. Jerome A. Cranston, University of Manitoba; Kristin Kusanovich, Santa Clara University
Leadership for Successful School Capacity-Building. Frank Crowther, University of Southern Queensland
School Leaders Caught in a Discriminatory Web: Leveraging Greater Equity. Jacky Lumbey, University of Southampton
Exploring a New Cocktail Mx: School Principals’ Epistemological Beliefs, Context, and Leadership Practices. Petros A. Pashiardis, The Open University of Cyprus; Panayioti Kedoula, Nafplion University of Pafos; Athina Michaelidou, The Open University of Cyprus; Eleftheria Lytras, Open University of Cyprus
Educational Research by/for the People: The Role of Research in Community-Based Organizations. Sue Winton, York University; Michael P. Evans, Miami University

29.019. Learning From Text in Today’s Society: Reconciling Multiple Incoherent Sources of Information. European Association for Research on Learning and Instruction; Invited Session
Pan Pacific, Restaurant Level, Oceanview 7 & 8; 8:15-10:15am
Chairs: Katharina Scheiter, Knowledge Media Research Center; Erica de Vries, University of Grenoble
Participants:
Effects of News Frames in Texts About Topics of Conflicting Evidence on Risk Perception, Emotions, and Learning. Christine Otieno, University of Freiburg; Hans Spada, University of Freiburg; Alexander Renkl, University of Freiburg
How Children Deal With Conflicting Advice in Web Forums: Impact of Author and Message Cues. Ladislao Salmerón, University of Valencia; J Francois Rouet, Université de Poitiers; Victoria García, University of Valencia; Mónica Macedo-Rouet, National Centre for Pedagogical Documentation
The Effects of Text Structure on the Revising of Learners’ Misunderstandings. Hector Garcia Rodicio, Universidad de Cantabria; Emilio Sanchez, Universidad de Salamanca
Plausibility Biases in Learning With Multiple Texts on Controversial Scientific Issues. Tobias Richter, University of Kassel; Johanna Mauer, University of Kassel

29.020. On the Dynamics and Relatedness of Students’ Approaches to Learning in Higher Education. Flemish Forum for Educational Research; Invited Session
VCC, Second Level, West Room 204; 8:15-10:15am
Chair: Nadine S.L. Engels, Vrije Universiteit Brussel
Participants:
The Interrelations Between Motivational, Cognitive, and Metacognitive Aspects of Student Learning: A Person-Oriented Perspective. Gert Vanhoutte, University of Antwerp; Sven De Maeyer, University of Antwerp; David Gijbels, University of Antwerp; Vincent Donche, University of Antwerp; Peter Van Petegem, University of Antwerp
Looking at Learning Approaches From the Angle of Student Profiles: Combining Capacity and Motivation. Eva Kynast, University of Antwerp
Leuven; Filip J.R.C. Dochy, University of Leuven; Katrien Stuyven, Vrije Universiteit Brussel; Eduardo C. Cascallar, Katholieke Universiteit Leuven

Modeling the Evolution in Learning Strategies: A Multi-Indicator Latent Growth Analysis. Liesje Coertjens, University of Antwerp; Vincent Donche, University of Antwerp; Sven De Maeyer, University of Antwerp; Gert Vauhouarnout, University of Antwerp; Peter Van Petegem, University of Antwerp

Enhancing Students’ Approaches to Learning Through Student-Centered Learning Environments? Katrien Stuyven, Vrije Universiteit Brussel; Marlies Baeten, Katholieke Universiteit Leuven; Filip J.R.C. Dochy, University of Leuven

Discussant: Sofie Loyens, Erasmus University

State and Regional Educational Research Associations

Fairmont Waterfront, Concourse Level, Malaspina; 8:15-10:15am
Chair: Keith M. Kerschner, Research for Better Schools
Participants:
Northern Rocky Mountain Educational Research Association—Instructors’ Perceptions of Community Engagement in Online Courses. Athena Kennedy, University of Wyoming
Pennsylvania Educational Research Association—Impact of a High School Personal Finance Course on Student Attitudes. Bonnie Meszaros, University of Delaware; Erin Yetter, University of Delaware; Andrew T. Hill, Federal Reserve Bank of Philadelphia

California Educational Research Association—Impact of Kindergarten Entrance Age on Academic Achievement: A Longitudinal Study. Sara Najarro, Azusa Pacific University; Hae-Young Park, Azusa Pacific University

Division Sessions

29.022. Cosmopolitanism and Cultural Creativity, Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 8:15-10:15am
Chair: Suzanne S. Choo, Teachers College, Columbia University
Participants:
Creating Cosmopolitan Meaning Through Conversation. Ninni Wahlstrom, Orebro University
Cultivating Belonging Through Multimodal Practices of “Everyday Cosmopolitanism”. Laliitha M. Vassudevan, Teachers College, Columbia University
Living in Translation, Translating Living: Cosmopolitanism as Creative Meaning-Making Among Global Youth. Margaret R. Hawkins, University of Wisconsin - Madison
Cosmopolitan Literacies: Youth on the Frontlines of Intercultural Learning. Glynda A. Hull, University of California - Berkeley; Amy Storniolo, University of California - Berkeley

Discussant: David T. Hansen, Teachers College, Columbia University

29.023. The (Non)Invisible Researcher, Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-9:45am
Chair: Laura M. Jewett, The University of Texas - Brownsville
Participants:
Crazy, Depressive White Ghosts in the Closet: Someone Help Me Say the “N” Word. David Lawrence Humphal, Texas A&M University
The Ties That Bind: Interrupting Familial and Personal Performances of Whiteness. Veronica E. Bloomfield, Chapman University
We Grew Up And Became Teachers: The Personal Reading Experience And Curriculum Understanding. Westry A. Whittaker, The George Washington University
Writing Stories Reveal Academic Insights: Transformative Learning Theory Incorporated With Autoethnography. Connie Elizabeth Taylor, Queen’s University

In Their Own Words: A Digital Account of Innovative Scholarship in Education. Karyn A. Cooper, University of Toronto; Robert E. White, Saint Francis Xavier University
Discussant: Erica R. Davila, Arcadia University

29.024. Investigations of a Functional Grammar Approach to Enhance the Reading and Writing Achievement of Elementary English Language Learners, Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am
Chair: Mary J. Schleppegrell, University of Michigan
Participants:
The Role of a Metalinguage in Supporting English Language Learners’ Literacy Development. Mary J. Schleppegrell, University of Michigan
Supporting Elementary-Level English Language Learners’ Writing Development With Functional Grammar Metalinguage. Catherine O’Halloran, University of Michigan
Investigating the Teaching of Processes and Attitudes in Text to Support Text Comprehension and Writing. Jason Patrick Moore, University of Michigan; Annemarie S. Palincsar, University of Michigan
Discussants: Nell K. Duke, Michigan State University; Maria E. Brisk, Boston College

29.025. Pedagogical Approaches to Enhancing Problem-Based and Simulation-Based Learning, Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am
Participants:
Problem-Based Learning, Goal Orientation, and Learning Success. Kevin J. Pugh, University of Northern Colorado; Michael M. Phillips, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado; Moshe Machlev, University of Northern Colorado
Learning About Aquatic Ecosystems in Middle School Classrooms. Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Suparna Sinha, Rutgers University; Rebecca Jordan, Rutgers University
User-Design Approach for Problem Development in Problem-Based Learning. Hyeoon Woo Lee, Sungnyung University
Successful Collaborative Problem-Solving Through Constructing Qualitative and Quantitative Domain-Specific Representations. Bert Sijf, University of Groningen; Gijsbert Erkens, Utrecht University; Paul A. Kirschner, Open University of the Netherlands
Science Vocabulary Development in a Problem-Based Learning Simulation. Lisa J. Lynn, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Kamila Brodowska, University of Illinois at Chicago; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut; Kimberly A. Richards, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut

29.026. Researching Self- and Coregulated Learning as Situated in Contexts: Implications for Theory, Research, and Practice, Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1 & 2; 8:15-9:45am
Chair: Deborah L. Butler, The University of British Columbia
Participants:
2. Individual and Cultural Influences in ESL (English as a Second Language) Students’ Academic Help-Seeking: A Multiple-Case Study in Secondary Classrooms. Ahiling Tang, The University of British Columbia
5. Teachers’ Working Collaboratively to Support Adolescent Literacy: A Case Study of a Multi-Level Community of Inquiry. Deborah L. Butler, The University of British Columbia; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Kimberley MacNeil, The University of British Columbia
University of British Columbia
6. Collaborative Inquiry: Teacher Professional Development as Situated, Responsive Coconstruction of Practice and Learning. Leyton Schnellert, The University of British Columbia - Okanagan Campus
7. Examining How Teachers Use Tasks, Practices, and Interpersonal Interactions to Support Children’s Self-Regulation in Classrooms. Lynda Ruth Hutchinson, The University of British Columbia; Nancy E. Perry, The University of British Columbia
8. Understanding Postsecondary Students’ Perceptions About Learning in Science From Within an Inquiry-Oriented Biology Laboratory. Kathy Nommee, The University of British Columbia; Carol Pollock, The University of British Columbia; Joanne Nakonechny, The University of British Columbia; Sylvie C. Carrier, University of Montreal
9. Scaffolding Medical Students’ Self-Regulation During Practice on a Simulator: Divergences in Student/Expert Conceptions of Learning. Ryan Brydges, University of Toronto; Adam Peets, The University of British Columbia; Barry Issenberg, University of Miami; Glenn Regehr, The University of British Columbia
10. Students’ Self-Regulated Strategies for an Engineering Design Project: An Exploratory Study of College Freshmen. Oenardi Lawanto, Utah State University; Sylvie C. Carrier, University of Montreal

29.027. Sylvia Scribner Award Address: Richard Mayer, Division C - Learning and Instruction; Invited Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-9:45am
Chair: Mary M. McCaslin, The University of Arizona
Speaker: Games for Learning: An Evidence-Based Approach. Richard E. Mayer, University of California - Santa Barbara

29.028. Tools for Constructing Historical Narratives: Teaching African American and Latino Histories With GIS Census Maps. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am
Chair: Joshua L. Radinsky, University of Illinois at Chicago
Participants: Do the Data Strike Back? Students’ Presentations of Historical Narratives About Latino Communities Using Geographic Information Systems. Jessica Roberts, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Jose W. Melendez; University of Illinois at Chicago
Engaging and Problematizing Narratives of African American Migrations. Michelle Boyd, University of Illinois at Chicago
Co-Census: Designing an Interactive Museum Space to Prompt Negotiated Narratives of Ethnicity, Community, and Identity. Jessica Roberts, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Francesco Caffaro, University of Illinois at Chicago
Middle School Students’ Constructions of African American Narratives: Scaffolding Historical Reasoning With Geographic Information System Maps. Joshua L. Radinsky, University of Illinois at Chicago; Lorie Butler, University of Illinois at Chicago
Discussant: Megan Bung, University of Washington

29.029. Advances in Propensity Score Analyses and Causal Inference. Division D - Measurement and Research Methodology; Paper Session Marriott Pinnacle, Third Level, Pinnacle I; 8:15-9:45am
Chair: Larry R. Price, Texas State University - San Marcos
Participants: Evaluation of Variable Selection and Adjustment Procedures in Relation to Propensity Scores and Prognostic Scores. Bing Yu, University of Chicago; Guanghe Liang, University of Chicago
Interval Matching: Propensity Score Matching Using Case-Specific Bootstrap Confidence Intervals. Wei Pan, University of Cincinnati
Omitted Variables, R-Square, and Bias Reduction in Matching: A Monte Carlo Study. Qiu Wang, Syracuse University; Kimberly S. Maier, Michigan State University; Richard T. Houang, Michigan State University
Propensity Score Matching Within Prognostic Strata. Benjamin Kelcey, Wayne State University
The Nexus of Multilevel Models and Causal Inference in Non-Experimental Multisite Research. Jordan Rickles, University of California - Los Angeles

Chair: Liuhshing Leigh Wang, University of Cincinnati
Participants: On the Multilevel Facets Model for the Analysis of Rating Data. Lidia Dobria, Wilfrid Wright College
Item Response Modeling of Inter- and Intra-Rater Variations in Severity and Local Dependence. Wen-Chung Wang, The Hong Kong Institute of Education
Some Notes on a Hierarchical Rater Model for Constructed Responses. Lawrence T. DeCarlo, Teachers College, Columbia University; Yong-Kyoung Kim, The College Board
Discussants: Edward W. Wolfe, Pearson; Mark R. Wilson, University of California - Berkeley

29.031. Adolescents–Adult Relationships as Developmental Spaces: Mechanisms Underlying Positive Development for Diverse Youth. Division E - Counseling and Human Development; Symposium VCC, Second Level, East Room 13; 8:15-10:15am
Chair: Judith L. Meece, University of North Carolina-CH
Participants: “He’s More Like a Brother Than a Teacher”: Adult-Youth Relationships in a Program for African American Males. Nailah Suad Naas, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Jarvis Givens, University of California - Berkeley
Feeling Known and Unknown in U.S. High Schools. Vichet Chhuon, University of Minnesota
Promoting and Silencing “Queer Voice”: The Role of Educators. Michael Sadowski, Bard College
Quantity and Quality of Relationships With Important Nonparental Adults: The Mediating Role of Youth Intentional Self-Regulation and Hopeful Future Expectations for Positive Youth Development. Edmond P. Bowers, Tufts University; G. John Geldhof, Tufts University; Kristina Schmid, Tufts University
Reaching-Down Reaching-Up Models of Applied Child and Adolescent Development Research. Tanner LeBaron Wallace, University of Pittsburgh
Discussant: Cynthia Hudley, University of California - Santa Barbara

29.032. Black Campus Movements and the Challenge to Higher Education in North America During the 1960s. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Symposium VCC, Second Level, West Room 208&209; 8:15-9:45am
Chair: Stephen Edward Karcher, University of Wisconsin - Oshkosh
The Black Revolution on Campus: The Montreal-Trinidadian Axis. Martha Biondi, Northwestern University
“On Strike! Shut It Down!”: White College Student Allies in the Black Campus Movement in Madison. Cornelius K. Gilbert, University of Wisconsin - Madison

29.033. Bridging New Literacy Studies, Classroom Language Ethnography, and Bourdieu’s Social Philosophy. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 206; 8:15-10:15am
Chair: David M. Bloom, The Ohio State University
Participants: Introduction: Bourdieu, New Literacy Studies, and Classroom Ethnography. David M. Bloom, The Ohio State University
LETTER: Learning for Empowerment Through Training in Ethnographic-Style Research: Theory and Practice in the Adult Literacy Field From a Bourdieusian Perspective. Brian F. Street, Kings College, London
Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 205; 8:15-9:45am
Chair: Janelle Marie Johnson, The University of Arizona
Participants:
Language Status in Two-Way Bilingual Immersion: Dynamics Between English and Spanish in Peer Interaction. Ana M. Hernandez, California State University - San Marcos
Portrait of the Teacher as an Artist: Use of Academic Language as the Paintbrush. Jeanette Mary Bicais, California State University - East Bay; Dana L. Grisham, National University; Susan Elizabeth Crosby, Napa Valley Language Academy
The Sociohistorical Development of Testing and Test Accommodations for Dynamic Multilingual Students. Jamie L. Schissel, University of Pennsylvania

VCC, Second Level, West Room 202&203; 8:15-10:15am
Chair: Andrew Hargreaves, Boston College
Participants:
Using Network and Collaboration to Foster Equity within Urban Education Systems: Possibilities and Barriers. Mel Ainnsow, University of Manchester
Building Evidence-Based Cultures to Support Student Outcomes. Henry I. Brown, Boston College; Beth Morton, Boston College
Changing Professional Culture. Kathryn Ann Sallis, Boston College; Karen W. Lam, Boston College
Achievement Versus Identity: Student Subcultures Can Lever Change. Maureen Hughes, Boston College
The Culture of Urban School Reform. Charles M. Payne, University of Chicago
Discussant: Warren Simmons, Brown University

VCC, Second Level, East Room S&I; 8:15-9:45am
Chair: Kalervo N. Gulson, University of New South Wales
Participants:
You Can’t Erase Race! Attempting to Colorblind Color-Conscious Contexts. Thandeka K. Chapman, University of Wisconsin - Milwaukee
Islamic Schools and the New Suburban Edges of Race and Fear. Kalervo N. Gulson, University of New South Wales
Black Bodies in Canada: Epistemological Ambivalences and Systematic Exclusion. Annette M. Henry, The University of British Columbia
Fourteen Souls, 19 Days, and 1,600 Dreams: Education, Critical Race Theory, and the Politics of Interruption. David O. Stovall, University of Illinois at Chicago

Chair: Mary Jean Gallagher, Ontario Ministry of Education
Participants:
How Choice Ignites Engagement and Learning in Early Primary Educators. Rachel Ryerson, Ontario Ministry of Education; Barnabas Chukwujibeve Emeroga, Ontario Ministry of Education
Studying Student Learning Through Collaborative Inquiry. David Cameron, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education
Discussant: Don A. Klinger, Queen’s University

29.038. Measurement of Reasoning Skills in the Health Professions. 
Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-10:15am
Chair: Rebecca A. Baranowski, American Board of Internal Medicine
Participants:
An Evaluation of Standardized Patient Performance Over Time. Crystal B. Brown, National Board of Medical Examiners; Nilufar Kahraman, National Board of Medical Examiners; Jeanette M. Sanger, National Board of Medical Examiners
Physician Performance Assessment: Prevention of Cardiovascular Disease. Rebecca S. Lipner, American Board of Internal Medicine; Weifeng Weng, American Board of Internal Medicine; Brian J. Hess, American Board of Internal Medicine
Scaffolding Diagnostic Reasoning Skills of Emergency Medical Technicians: Cognitive Apprenticeship Emphasized Simulation-Based Instruction. Woei Hung, University of North Dakota; Sherman Syverson, FM Ambulance Service
Consistency in Diagnostic Suggestions Does Not Influence the Tendency to Accept Them. Silvia Mamede, Erasmus University; Tamara Van Gog, Erasmus University; Jan Van Saase, Erasmus MC; Remy M. Rikers, Erasmus University
Impact of Bedside Physical Diagnosis Training on Third-Year Medical Student’s Physical Exam Skills. Lloyd Roberts, Stony Brook University Medical Center; Wei-Hsin Lu, Stony Brook University Medical Center
Discussant: Danette W. McKinley, Foundation for Advancement of International Medical Education and Research

29.039. Creating Opportunities for Latina/o Student Success. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 207; 8:15-10:15am
Chair: Charles Lu, The University of Texas - Austin
Participants:
(Mis)Aligned Ambitions? Piecing Together the Puzzle of Latina/o Postsecondary Attainment. Sarah M. Ryan, University of California - Riverside
Cultivating Care: The Affinity Research Group Model for Mentoring Hispanic Undergraduates. Heather L. Thiry, University of Colorado - Boulder; Sarah Taylor Hug, University of Colorado - Boulder; Elsa Quiroz Villa, The University of Texas - El Paso
Cultivating Legal Aspirations: Examining the Protective Factors of Academically Resilient Latino Law Students. Daisy Denise Alfaro, University of Washington - Seattle
Pursuing a Degree: Perceptions of Educational Leaders About Latino Males’ Resources, Barriers, and Support Systems for Higher Education. Mary Ann Clark, University of Florida; Luis Ponjuan, University of Florida
The Challenges of Returning to School: The Role of Familismo. Nora Pillard Reynolds, Temple University; Erin McNamara Horvat, Temple University
Discussant: Leticia Oseguera, The Pennsylvania State University

29.040. From Religion to Race: Making Sense of Organizational Behavior in Institutionally Diverse Contexts. Division J - Postsecondary Education; Paper Session
VCC, Second Level, East Room 9; 8:15-9:45am
Chair: Valerie C. Lundy-Wagner, New York University
Participants:
The Institutionalization of Catholic Culture through the Student Life Office. Joe Wurtz, The George Washington University; Minkyong Minsun Kim,
29.043. Assessing Diversity in Alternative Certification Programs. 
Discussant: William M. Zumeta, University of Washington
Participants:
- Adrianna Kezar, University of Southern California

Non-Tenure-Track Faculty’s Social Construction of a Supportive Work Environment. Adrianna Kezar, University of Southern California
Discussant: Penny A. Pasque, University of Oklahoma

29.041. Race and the Postsecondary Student Experience. Division J - Postsecondary Education; Paper Session
VCC, Second Level, East Room 14; 8:15-10:15am
Chair: Jeremy D. Franklin, University of Utah
Participants:
- A Case Study of Cultural Wealth Among Utah Chicana/o College Students. Trina Valdez, University of Utah
- Interrogating the Collegiate Experiences of African American Males Formerly in Foster Care. Terrell Lamont Strayhorn, The Ohio State University; Mauriell Amechi, The Ohio State University
- The Forgotten Voices: Perspectives from Students of Color Living in a Multicultural Residential Community. Kathy Sisneros, Colorado State University
- Un/Masking Racism: Exposing Effective Policies for Retention of Students of Color at Predominantly White Universities. Dalia Rodriguez, Syracuse University
Discussant: Samuel D. Museus, University of Hawai‘i - Manoa

29.042. State Policies and Student Outcomes. Division J - Postsecondary Education; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am
Chair: Julian Vasquez Heilig, The University of Texas - Austin
Participants:
- Beyond College Enrollment: An Examination of the Effects of State Merit-Aid on Labor Force Outcomes. José Muñoz, University of Missouri; James R. Harrington, University of Missouri; Mark W. Ehler, University of Missouri
- The Impact of Affirmative Action Bans in Graduate Studies: Evidence From California, Florida, Texas, and Washington. Liliana M. Garces, University of Michigan; George Washington University
- The Efficiency of Taiwan’s HTVE (Higher Technological and Vocational Education) Institutions: A Stochastic Frontier Estimation of CES (Constant Elasticity Substitution) Cost Function. Chien-Ern Huang, Ling Tung University; Young Yuan, Ling Tung University; Chien-Fu Huang, Ling Tung University
Discussant: William M. Zumeta, University of Washington

29.043. Assessing Diversity in Alternative Certification Programs. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 221; 8:15-10:15am
Chair: Detra Price-Dennis, The University of Texas - Austin
Participants:
- An Evidence-Based Framework for Improving Teacher Education. Ana M. Eflers, University of Washington; Margaret L. Plecki, University of Washington; Yugo Nakamura, University of Washington
- Residency to Relay: Exploring Faculty Perceptions on the Future of Teacher Preparation Programs. Angus Shiva Mungal, New York University - Steinhardt
- Alternative Teacher Certification and the New Professionalism. Andrew M. Brantlinger, University of Maryland
- Teach For América: The Latinization of U.S. Schools and the Critical Shortage of Latina/o Teachers. Jason G. Irizarry, University of Connecticut; Morgaen L. Donaldson, University of Connecticut

29.044. Embracing Soul Work: Black Educators Teaching for Justice. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 222; 8:15-9:45am
Chair: Donyell Lakishka Roseboro, University of North Carolina - Wilmington
Participants:
- Care-Sickness: Teaching With a Pedagogy of Soul. Donyell Lakishka Roseboro, University of North Carolina - Wilmington; Sabrina N. Ross, George Mason University
- Education and Politics in Texas: The Legacies of Laurine C. Anderson and Edward L. Blackshear. Jared R. Stallones, California State University, Long Beach
- Perspectives and Possibilities From a Black Veteran Educator: An Understanding of Agency. Paige M. Bray, University of Hartford
- Journey of Elam: The Servant-Leadership Pedagogy of a Public Intellectual. Zorka Karansha, University of South Florida; Vonzell Agosto, University of South Florida
- Desegregation Pioneers: Teaching With an Epistemology of Navigation. Karen Meadows, Guilford County Schools
Discussant: Sabrina N. Ross, Georgia Southern University

29.045. Preaching ‘to the Unconverted: Building Community Between Critical Teacher Educators of Color and Their Predominately White Preservice Candidates. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 8:15-9:45am
Chair: Adrienne D. Dixson, University of Illinois
Participants:
- Don’t Wanna Be a Playa, but a Spect-Actor: Utilizing Theatre of the Oppressed Within Teacher Education to Create Emancipatory Teachers. Shiv Raj Desai, Thomas More College
- On the “Flip” Side: A Teacher Educator of Color Unveiling the Dangerous Minds of Teaching White Teacher Candidates. Cheryl E. Matias, University of Colorado - Denver
- Solidarity Not Charity: Decolonizing Teacher Education. Patrick Camunyan, University of San Francisco
Discussant: Tyron C. Howard, University of California - Los Angeles

29.046. Promoting Educator Agency: Navigating Restrictive Policy Environments Through Professional Development for Teachers of English Language Learners. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, East Room 19&20; 8:15-9:45am
Chair: Eugene E. Garcia, Arizona State University
Participants:
- Overview. The ITELL (Institute for Teachers of English Language Learners) Project Model for Teachers of English Language Learners. Eugene E. Garcia, Arizona State University
- Professional Development Reflected in English Language Learner Classrooms. Margarita Jimenez-Silva, Arizona State University; Tracy R. Nguyen, Arizona State University
- English Language Learners’ Professional Development Reflects Educator Agency. M. Beatriz Arias, Arizona State University; Amy M. Markos, Arizona State University
- ITELL (Institute for Teachers of English Language Learners) Quantitative Outcomes: Assessing the English Language Learner Professional Development Model. Kerry Chase Lawton, Arizona State University; Eduardo Henrique Diniz De Figueiredo
Discussant: Luis C. Moll, The University of Arizona

29.047. Researching the Humanities in PK-12 Classrooms. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 215&216; 8:15-9:45am
Chair: Brad M. Maguth, The University of Akron
Participants:
- High School Teachers’ Instruction of Writing: Negotiating Knowledge, Student Need, and Policy. Juliet Michelsen Wahleithner, University of California - Davis
- “Othering” in Elementary Social Studies: A Critical Analysis of Teacher Talk. Gisela Ernst-Slavit, Washington State University; Michele Renate Mason, Washington State University - Vancouver
- Negotiating Challenges of Distance, Desire, and Context in Constructivist Literacy Classrooms. Elizabeth Hope Dorman, Regis University
- Ready or Not? Student Perceptions of English Course Preparation for College. Anne Hafner, California State University - Los Angeles; Zulma Cline, California State University; Michelle Saint-Germain, California State University - Long Beach
29.048. **Teacher Education Policy Initiatives Committee Open Meeting.**
Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 8:15-9:45am
Chair: Magaly Lavandez, Loyola Marymount University
Participants: Andrea K. Whittaker, Stanford University; Mary Viett Sandy, California Commission on Teacher Credentialing; Cynthia Freeman Gruzdik, Pacific Oaks College; Maryc Singer-Gabella, Vanderbilt University; Suzanne M. Wilson, Michigan State University; Marilyn Cochran-Smith, Boston College

29.049. **University Connections With Field Experiences.** Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 220; 8:15-9:45am
Chair: Margaret I. Ford, Southern New Hampshire University
Participants:
- Connecting University Coursework and Expert Teacher Knowledge Through Mediated Field Experiences. **Sara Sunshine Campbell, The Evergreen State College**; Teresa Kathleen Dunleavy, University of Washington
- Integration of Theory and Practice in Mathematics Teacher Education. **Nermin Bayazit, Georgia State University**; Stephanie Behm Cross, Georgia State University
- The Challenges That Field Supervisors Face When Engaging in Supervision for Social Justice. Jennifer Lynn Jacobs, Texas State University
- Developing Stories From the Field: The Impact of Audience, Advice, and Authenticity on Preservice Teachers’ Narrative Understandings of Teaching. **Kathy Carter, The University of Arizona**; Kathleen Jahn hydrogen, University of Arizona
- “What Did Your Students Learn? How Do You fow?” Helping Student Teachers Articulate Student Learning. **Kathie Kapustka, DePaul University**; Sharon J. Damore, DePaul University
Discussant: Anna Latif, University of North Carolina - Greensboro

29.050. **Examining Intergovernmental Assumptions About School Integration.** Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 16; 8:15-9:45am
Chair: Darrell Jackson, University of Colorado
Participants:
- Lessons From a Federal Grant for School Diversity: Tracing a Theory of Change and Implementation of Local Policies. **Elizabeth H. DeBray**; University of Georgia; **Kathryn A. McDermott**; University of Massachusetts - Amherst; **Erica Frankenberg**; The Pennsylvania State University
- Parents Involved in Community Schools, Economic Segregation, and School District Capacity to Integrate. **Douglas S. Reed**; Georgetown University; **Andrea Mayer**; Georgetown University
Discussant: Jennifer Jellison Holme, The University of Texas - Austin

29.051. **Re-Imagining Researcher-Practitioner Partnerships: The Regional Educational Laboratories.** Division L - Educational Policy and Politics Cosponsored with AERA Sessions; Symposium
VCC, Second Level, East Room 11; 8:15-9:45am
Chair: John Q. Easton, Institute of Education Sciences
Participants:
- College and Career Readiness Research Alliances in the REL West Region, **Andrea Lash**; WestEd (REL West)
- College and Career Readiness Research Alliances in the REL Pacific Region, **Akemi Glenn**; McREL (REL Pacific)
- College and Career Readiness Research Alliances in the REL Northeast and Islands Region, **Julie Riordan**, Education Development Center (REL Northeast and Islands)
Discussant, Rebecca Maynard, Institute of Education Sciences

**SIG Sessions**

29.052. **National Databases, Science and Math Student Achievements, and a Methodological Assist.** SIG-Advanced Studies of National Databases; Paper Session
Marriott Pinnacle, Third Level, Durandarve; 8:15-9:45am
Chair: Susan Carol Losh, Florida State University
Participants:
- Reporting of Design Effects and Sample Weights: A Review of Published Early Childhood Longitudinal Study, Kindergarten Cohort and NAEP Articles. **Michaela Enge**, **University of South Carolina**; **Kishawna Askew**, **University of South Carolina**; **Bethany A. Bell**, **University of South Carolina**.
- Effects of Single-Sex Schooling in High School: A Comparison of Analysis of Covariance and Propensity Score Methods. **Benjamin Nagengast**, **Tuebingen University**; **Herbert W. Marsh**, **University of Western Sydney**; **Kit-Tai Hau**, **Chinese University of Hong Kong**

Investigating Early Mathematics Achievement Trajectories for English Language Learners with Growth Mixture Models. **Tian Song**, **Pearson Assessment & Information**

Relationships Among Attitudes, Homework, and Achievement Among Eighth-Grade Mathematics Students in the United States. **Cornellius Mark McKenna**, **Northern Illinois University**; **Thomas J. Smith**, **Northern Illinois University**; **Stephen R. Wallace**, **Northern Illinois University**; **Wei Chen Hung**, **Northern Illinois University**.


Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-10:15am

29.054. **Creating a Professional Identity Within Career and Technical Education.** SIG-Career and Technical Education Cosponsored with SIG-Workplace Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
Chairs: **James E. Bartlett**, **North Carolina State University**; **Jenalt Zaleski Burns**, **Georgia State University**
Participants:
- Reviewing Manuscripts: Providing Service in Career and Technical Education. **James E. Bartlett**, **North Carolina State University**; **Michelle Elizabeth Bartlett**, **University of Louisville**; **Frankie Santos Laaman**, **Iowa State University**
- A Grounded Theory Study of Career and Technical Education (CTE) Teachers’ Perspectives on and Experiences With the Process of CTE and Science Content Integration. **Matthew Kenneth Spindler**, SUNY College at Oswego; **Bradley C. Greiman**, **University of Minnesota**

Measuring Professional Identity in Professional Education: A Developmental Perspective. **Chin Pei Tan**, **Republic Polytechnic**; **Henk G. Schmidt**, **Erasmus University**
The Organizational Philosophy of the Future Farmers of America: The Agrarian Tradition. **Michael J. Martin**, **University of Missouri - Columbia**; **Tracy J. Kitchel**, **University of Missouri**

Discussant: **Kedmon N. Hungwe**, **Michigan Technological University**
29.055. Democratic Citizenship in Education 2. SIG-Democratic Citizenship in Education; Paper Session
VCC, Second Level, East Room 17; 8:15-10:15am
Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville
Participants:
“Mr. President, I’m a Fifth Grader”. Ed Madison, University of Oregon
Democratic Citizenship in Elementary Social Studies Education: An Examination of the Views of Graduate-Level Preservice Teachers. Jason K. Ritter, Duquesne University
Democratic Education at the Elementary Level. Kathryn M. Obenchain, Purdue University; Julie L. Pennington, University of Nevada - Reno
Democratic Participation With Scientists Through Place-Based Socioscientific Inquiry. Kristin Leigh Cook, Indiana University; Gayle A. Buck, Indiana University
In the Words of Youth: The Meaning of Public Engagement. Pamela J. Gordon
Perspectives on Democracy in Education as a Framework for Understanding Teachers’ Beliefs. Andrew L. Hostetler, Kent State University
Discussant: James M. Mitchell, California State University - East Bay

29.056. Implementation and Assessment in Early Childhood Programs. SIG-Early Education and Child Development; Paper Session
VCC, Second Level, West Room 223; 8:15-9:45am
Chair: Nancy E. Barbour, Kent State University
Participants:
Implementing Pre-K-3: Aligning Views of School Readiness and Early Childhood Curriculum Among School Staff and Parents. Julie A. Spielberger, University of Chicago
State-Funded Pre-Kindergarten Child Assessment Policies: Implications for Race to the Top—Early Learning Challenge Program Applicants. Debra J. Ackerman, Educational Testing Service (ETS); Richard Coley, ETS
Understanding Students’ Skills at Kindergarten Entry: Findings From Connecticut. Jessica A. Goldstein, University of Connecticut; Melissa Eastwood, University of Connecticut; Peter Behuniak, University of Connecticut
Are Early Childhood Educators (ECE) Prepared for the Full Day Early Learning Kindergarten Program (FDEL-K)? Exploring Perspectives From Early Childhood Educators, Kindergarten Teachers, and ECE Faculty on Ontario’s Full Day Early Learning Program. Nathalie Di Francesco, Sheridan College-Institute of Technology and Advanced Learning; Shawn Lennie, OISE/University of Toronto; Nadia Breese, Sheridan College
Success Factors in a Preschool Classroom in an Early Reading First Project: A Case Study. Byeong-Keun You, Southwest Institute; Karen Burstein, Southwest Institute for Families and Children; Catherine Otto, Southwest Institute for Families and Children; Anubhav Sharma, Southwest Institute; Mi-Jung Song, Arizona State University

29.057. Place and Sustainability Education for the Anthropocene: A Transnational Inquiry of Generative Tensions and Innovative Practices. SIG-Environmental Education; Symposium
VCC, Third Level, West Room 302; 8:15-10:15am
Chair: Noel Gough, La Trobe University
Participants:
Rootedness and Movement: What the “New Mobilities Paradigm” Offers Place-Responsive Discourses. David A. Greenwood, Lakehead University
“Thinking Through Country” as an Everyday Practice of Place. Margaret Jean Somerville, Monash University
Place-Based Pedagogy: Ecofeminism and “Standing With the Other”. Julie M. Matthews, University of the Sunshine Coast
Global Sense of Place? A Cultural Turn for Place and Sustainability Education. Inger Birkeland, Telemark University College
Mapping Sustainability Across the Gippsland Region: Working With Generative Tensions. Monica Green, Monash University
Curriculum Geographies and Global Sustainability: A Project for a Precarious Age. Bill Green, Charles Sturt University

29.058. Holistic Education as Practical Transcendentalism. SIG-Holistic Education; Paper Session
VCC, Second Level, West Room 214; 8:15-10:15am
Chair: Michelle L. Tichy, University of Northern Iowa
Participants:
Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody, and Thoreau. John Miller, University of Toronto
Becoming Dialogue: A Buberian Educational Project Beyond Knowing and the Capacities That Make It Possible. Charles F. Scott, Simon Fraser University
An Innovative Mentoring Approach to Prepare Holistic Educators for the 21st Century. Michael Dominic Dyson, Monash University; Margaret M. Plunkett, Monash University
A Constructive Postmodern Approach to Teacher Education Pedagogy Consistent With a Holistic Philosophy. Robert H. London, California State University - San Bernardino
Choosing a Life of Value: Arts Education and Capability Development in Four Urban High Schools. Cindy Maguire, Adelphi University
Gentling the Mind and Body to the Sacred Other. Kelli Lynn Nigh, OISE/University of Toronto
Discussant: Bruce J. Novak, Indiana University of Pennsylvania

29.059. Indigenous and Decolonizing Research Methodologies When Knowing Is Not Enough. SIG-Indigenous Peoples of the Americas; Paper Session
VCC, Second Level, West Room 219; 8:15-10:15am
Chair: Eve Tuck, SUNY - College at New Paltz
Participants:
Empowerment, Engagement, and Outreach: Evidence From a Photovoice Project in an American Indian Community. Nicole L. Thompson, The University of Memphis; Nicole C. Miller, Mississippi State University
Research and the Collective Story. Catherine Longboat, Brock University
Research in Indigenous Communities: The Suitability of a Community-Based Participatory Approach. Melissa Daniels, University of Alberta; Rebecca Jayne Gokiert, University of Alberta; Rebecca Georges, University of Alberta
Storytelling of Métis Elders: Understanding Pedagogies in Indigenous Education. Judy M. Iseke, Lakehead University
Walking the Talk of Indigenous Research in Higher Education: Mobilizing “To Know Is Not Enough”. Joyce Schneider, The University of British Columbia
Discussant: Joel H. Spring, Queens College - CUNY

29.060. Mana ’Ulu: Indigenous Action—Feeding Our Communities, Feeding Families. SIG-Indigenous Peoples of the Pacific; Paper Session
VCC, Third Level, West Room 304; 8:15-10:15am
Chair: Larson Sia Wah Moke Ng, University of Hawaii - Manoa
Participants:
Addressing Gambling Misuse: A Kāupapa Wahine Maori Education and Health Intervention. Laurie Elena Morrison, Taupua Waiora Maori Health, Auckland University of Technology
Fostering Resistance in the Classroom: A Land-Centered Approach to Education. Dawn Michelle Zinga, Brock University; Sandra Styes, York University
Researching Communities: Communities Researching. Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi
Understanding and Healing the Colonial Wounds of Family Violence with Indigenous Traditional Wholistic Practices. Donna Michele Lester-Smith, The University of British Columbia
Discussant: Huia Tomlins Jahnke, Massey University

29.061. Instructional Technology SIG: Explorations of Professional Development and Other Factors That Impact Teacher Learning and Technology Integration. SIG-Instructional Technology; Paper Session
VCC, Second Level, East Room 17; 8:15-10:15am
Chair: Brett E. Shelton, Utah State University
Participants:
An Exploration of Learning Theories and Emerging Theories of Educational Technology on Teachers’ Use of Technology in Classrooms. Dazhi Yang, Boise State University; Yu-Hui Ching, Boise State University; Kerry L. Rice, Boise State University
Exploring Cognitive and Metacognitive Processes of Teachers in an Open-Ended Learning Environment. Hui-Chen Kung Durley, University of Oklahoma; Xun Ge, The University of Oklahoma
An Evaluation of a Professional Development Program Funded by EETT (Enhancing Education Through Technology): Answers and More Questions. Shadow William Jon Armfield, Northern Arizona University; Laura Esthela Sujo-Montes, Northern Arizona University; J Michael Blocher, Northern Arizona University
The Impact of School Technology Infrastructure on Teachers’ Technology Integration. Elizabeth Pierson, Education Development Center, Inc.; Daniel Light, Education Development Center, Inc.

Discussant: Mahnaz Moallem, University of North Carolina - Wilmington

Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-10:15am
Chair: Stephanie Renee Couch, California State University - East Bay
Participants:
Learning and Reasoning Through Interactive Discourse: Examples From Engineering and Medicine. Carl H. Frederiksen, McGill University
Tracing Ways of Knowing, Being, and Doing Constructed in Classrooms. Judith L. Green, University of California - Santa Barbara
The Nature of Dialogic Pedagogy: Understanding Discourse as Students’ Grasp of Science. Edith A. Forman, University of Pittsburgh
Discursive Construction of Academic Identities as Social Scientists. Maria L. Castanheira, Federal University of Minas Gerais

29.063. Capitalism, Knowledge, and Democracy. SIG-Marxian Analysis of Society, Schools and Education; Paper Session
VCC, Second Level, East Room 18; 8:15-10:15am
Chair: Rebecca A. Goldberg, Montclair State University
Participants:
Adult Education and the State: Gramsci, the Historical Materialist Tradition, and Relevant Others. Peter G. Mayo, University of Malta
Algorithmic Capitalism and Educational Futures. Michael A. Peters, The University of Waikato
An Historical Materialist Critique of Cosmopolitanism in Education. Tereza Jadrankova Zoric, University of Toronto
Beyond Knowing: Experience(s) and Possibilities in Contemporary Critical Pedagogy. Deborah P. Kelsh, College of Saint Rose

Good Citizens and Community Service: AmeriCorps and the Democratic Management of Inequality. Sara Carpenter, OISE/University of Toronto
The Ergot International Year of Persons of African Origin, and why the world doesn’t care. Gina Thesee, University of Quebec - Montreal; Paul R. Carr, Lakehead University

Discussants: Joao Menelau Paraskeva, University of Massachusetts; Sheila L. Macrine, University of Massachusetts - Dartmouth

29.064. The Impact of Middle-Level Classroom Instructional Strategies. SIG-Middle-Level Education Research; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-10:15am
Chair: David B. Struhan, Western Carolina University
Participants:
A Study of the Impact of Professional Development on Middle-Level Advisors. John M. Niska, Rhode Island College
Engaging Digital Natives in the Middle Grades. John M. Downes, The University of Vermont; Penny A. Bishop, The University of Vermont
Middle School Mentoring Outcomes and Perceived Obstacles in College Attendance. Lydia Foster Bell, The University of Arizona; Darold H. Joseph, The University of Arizona

Missed Opportunities: Common Planning Time in Three Oregon Middle Schools. Jan Marie Carpenter, George Fox University; P Maureen Musser, Consultant; Micki M. Caskey, Portland State University; Linda L. Samek, George Fox University; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University

The Relationship of Middle School Instructional Scheduling Configurations and Social Studies Achievement. Kenneth E. Vogler, University of South Carolina; Audrey Allan, York School District One; Susan L. Schramm-Hate, University of South Carolina

Discussants: Nan Bahr, Queensland University of Technology; Virginia M. Jagla, National Louis University

29.065. Achievement Goals and Beliefs. SIG-Motivation in Education; Paper Session
VCC, Second Level, West Room 212&213; 8:15-10:15am
Chair: Lisa Linnenbrink-Garcia, Duke University
Participants:
Antecedents and Consequences of Academic Goal Construal. Jayeon Song, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University
Students’ Achievement Goals and Identity Exploration in the Classroom Context. Mirti Siniu, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Hanoch Flum, Ben-Gurion University of the Negev

The Relations of Achievement Goals and Achievement Emotions. Seung Lee Do, Sungkyunkwan University; Soo Kyoung Son, Sungkyunkwan university
Performance-Avoidance Goals: Not Necessarily Bad All of the Time, for Everyone. Chelsea M. Lovejoy, Northern Illinois University; Amanda Marie Durik, Northern Illinois University

A Cultural Heuristic Approach to Studying Achievement Motivation: Building Practical and Useful Theories of Motivation for Jamaican Undergraduate Students. Karen Elizabeth Clayton, Fordham University; Gerard Robertson, Fordham University; Akane Zusho, Fordham University

Reactions to Failure: Self-Sabotage When Giftedness Is Viewed as Threatening. Junessa Malin, University of Maryland; Kate E. Snyder, Duke University; Amy L. Dent, Duke University; Lisa Linnenbrink-Garcia, Duke University

29.066. Interaction and Collaboration in Online Learning Environments. SIG-Online Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, North Port Alberni; 8:15-9:45am
Chair: Martha Marie Snyder, Nova Southeastern University
Participants:
The Impact of Task Type on Learners’ Online Interaction Patterns. Ting-Ting Aliviso, Simon Fraser University; Alyssa F. Wise, Simon Fraser University; Farshid Marbouti, Simon Fraser University

Examining Students’ Participation Behaviors in Whole-Group Activities to Explore a Group Formation Method. Namsook Jang, The University of British Columbia

Challenges in Computer-Supported Intercultural Collaborative Learning in Higher Education: An Experimental Research. Titliy Popov, Wageningen University; Omid Noroozi, Wageningen University; Harm Biemans, Wageningen University; Dine Brinkman, Wageningen University; Martin Mulder, Wageningen University; Andrei Kuznetsov, Moscow State University of Agricultural Engineering

Cooperative Learning in Distance Learning: Research to Practice. Marie-Anne Mundy, Texas A&M University - Kingsville; Lori Kapczynski, Texas A&M University - Kingsville; Juyeon Song, Texas A&M University - Kingsville; Vanessa Bogran Meling, Texas A&M University - Kingsville

Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am
Chair: Joy Connolly, University of Wisconsin - Madison
Participants:
On Purpose: The Relationship Between Purpose, Hope, and Identity Development and College Student Extracurricular Participation. Zach B. Mural, Michigan State University
Adolescents’ Skill Building and Persistence in Youth Programs. Femi Vanc, University of California - Irvine


Learning More in Math Than Literacy: After-School Students’ Achievement Gains. Zena H. Rudo, SEDL; April C. Wilson, The University of Texas

STEM Activities in After-School: Building Confidence, Motivation, and Knowledge Through High Quality Programming. Christopher Smith, The After-School Corporation; Anne-Marie Hoxie, New York City Department of Education

Discussant: Dana R. Fusco, York College - CUNY

29.068. Intersections of National and Transnational Class Formations, Postcoloniality, and Globalization in Elite Schools: Project Updates. SIG-Postcolonial Studies and Education; Symposium
VCC, Third Level, West Room 303; 8:15-10:15am
Participants:

The Argonauts of Postcolonial Modernity: A Multisited Global Ethnography of Schools in Barbados. Cameron R. McCarthy, University of Illinois at Urbana-Champaign

Elite Education in Singapore: The Reproduction of Transnational Elites in an Elite Independent School. Aaron Koh, The Hong Kong Institute of Education


29.069. Doing Deleuze: Exploring Qualitative Research Methodologies in Education, SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-10:15am
Chair: Jessica Lenore Ringrose, Institute of Education - London
Participants:
Using a Deleuzian Becoming in Qualitative Data “Analysis.” Alecia Youngblood Jackson, Appalachian State University
Desire Undone: Productions of Privilege, Power, and Voice. Lisa A. Mazzei, Gonzaga University
Rhizoanalysis and Literacies Research. Diana Masny, University of Ottawa
Activating Micropolitical Research Practices in the Early Years. Mindy Blaise, The Hong Kong Institute of Education
Deleuze and Guattari in the Nursery: Ethnographic Mappings of Multisensory Young Gendered Becomings. Emma Renold, Cardiff University; David Mellor, Bristol University
Discussant: Maggie Maclaure, Manchester Metropolitan University

29.070. Students’ Mathematical Thinking and Learning, SIG-Research in Mathematics Education; Paper Session
Sheraton Wall Centre, Fourth Level, North Port McNeill; 8:15-10:15am
Chair: Thomas E. Ricks, Louisiana State University
Participants:
Relationships Between How Students Construct Diagrams and Their Mathematical Understandings. Charles Hohensee, University of Delaware; Joanne Lobato, San Diego State University; Jaime Diamond, University of California - San Diego
Adding Up to Multiplicative Concepts: The Role of Embodied Reasoning. Dor Abrahamson, University of California - Berkeley; Andrea Negrete, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley
Gender Gap Among the High Achievers in Mathematics and Implications for STEM Workforce Development: A Cross-Nation Study. Xitao Fan, University of Macau; Xiaoxin Wei, University of Virginia; Robert H. Tai, University of Virginia
Preschool and Kindergarten Children’s Understanding of Fraction and Fair Sharing Concepts. Julie C. Cevikla, University of Southern Mississippi; Jennifer Yonk, University of Southern Mississippi
The Diagram as Story: Unfolding the Event Structure of the Mathematical Diagram. Elizabeth De Freitas, Adelphi University
Discussant: Finbarr C. Sloane, Arizona State University

29.071. National Trends and Research and Policy Issues in the United States and Canada, SIG-Research on Giftedness, Creativity, and Talent; Paper Session
VCC, First Level, West Room 111&112; 8:15-10:15am
Chair: Nina K. Buchanan, University of Hawaii - Hilo
Participants:
A National Investigation Into the Status of Elementary Gifted Programs. Tonya R. Moon, University of Virginia; Carolyn M. Callahan, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia
Using Summer Growth Patterns in Reading to Assess the Impact of Schools on Gifted Students. Karen E. Rambo, Colorado State University; D. Betsy Mccoach, University of Connecticut
Putting the Evaluation Policy Wheel to the Test: Examining State Evaluation Policy in Gifted Education. Kristina Ayers Paul, University of South Carolina
Policies Supporting Acceleration in Canadian Provinces and Territories. Lannie S. Kanevsky, Simon Fraser University; Debbie Clelland, Adler School of Professional Psychology
Gifted Native American Students—Overlooked and Underserved: A Long-Overdue Call for Research and Action. Marcia L. Gentry, Purdue University; Matthew Fugate, Purdue University; Jiaxi Wu, Purdue University

29.072. Changing Places and Trading Spaces in Physical Education, Teacher Education, SIG-Research on Learning and Instruction in Physical Education; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 8:15-10:15am
Chair: Heather Sykes, OISE/University of Toronto
Participants:
Accomplished Teachers’ Quality Teaching Practices. Weyyun Chen, University of Michigan; Mary Ann Rickens, Huron Valley Schools; Austin Hammond-Bennett, University of Michigan; Ashley Upton, University of Michigan; Steve Mason, University of Michigan; Kristin Hendricks, University of Michigan
Students-Centered Inquiry as Curriculum as a Model for Field Based Physical Education Teacher Education. Kimberly L. Oliver, New Mexico State University; Heather A. Osterreiche, New Mexico State University
Student as Pedagogical Voice in Physical Education Teacher Education. Eimear Enright, University of Limerick; Leanne Coll, University of Limerick; Mary Fitzpatrick, University of Limerick
Experiences of the Transition From Physical Education Teacher to Teacher Educator. Ashley Casey, University of Bedfordshire; Tim Fletcher, Memorial University
Discussant: David Kirk, University of Bedfordshire

29.073. Educational Studies Research 30 Years After Jane Roland Martin’s “Excluding Women From the Educational Realm”, SIG-Research on Women and Education; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am
Chair: Susan Laird, University of Oklahoma
Participants:
Epistemological Inequality Thirty Years Later. Barbara J. Thayer-Bacon, University of Tennessee
Disappearing Tricks: The Loss of 19th-Century Women Theorists in Early Childhood Education. Susan Franzosa, Fairfield University
Discussant: Jane Roland Martin, University of Massachusetts - Boston

29.074. Emerging Years of Schooling, SIG-Science Teaching and Learning; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 8:15-9:45am
Participants:
Exploring the Allocation of Time for Science in Urban Elementary Schools Implementing Comprehensive School Reform. Jessica Gale, Emory University
Supporting the Long-Term Development of STEM Skills Among Preschool Teachers. Caitlin Faas, Virginia Polytechnic Institute and State University; Victoria R. Fu, Virginia Polytechnic Institute and State University
Opportunities for Inquiry Science in Montessori Classrooms: Learning From Cultures of Interest, Communication, and Explanation. Carol R. Rinke, Gettysburg College; Steve Gimbel, Gettysburg College; Sophie Haskell, Gettysburg College
With Their Help: How Community Members Construct a Congruent Third Space in an Urban Kindergarten Science Classroom. Cassie Fay Quigley, Clemson University

29.075. “Starting With Ourselves”: Perspectives From the Transformative Education/al Studies Project, SIG-Self-Study of Teacher Education Practices; Symposium
VCC, Third Level, West Room 305; 8:15-9:45am
Chair: Joan Elizabeth Whitehead, University of the West of England, Bristol

Participants:


How Is the Process of Self-Study Transforming Me as a Lecturer and Novice Education/al Researcher in a South African University of Technology? Wendy Anne Rawlinson, Durban University of Technology

How Is the Process of Self-Study Transforming Me as a Graduate Research Supervisor in a “Research-Intensive” South African University? Guruswage (Daisy) Pillay, University of KwaZulu-Natal

How Is the Process of Self-Study Transforming Me as a Professor and University Chaplain in a South African University in a Poor Rural Community? Theresa Chisanga, Walter Sisulu University

How Is the Process of Self-Study Transforming Me as a Doctoral Researcher and as an Academic at a University of Technology in South Africa? Delysia Timm, Durban University of Technology

Discussant: Jack Whitehead, Liverpool Hope University

29.076. An International Symposium on the Practice of Inclusive Education: From Teachers to Systems. SIG-Special Education Research; Symposium

VCC, Second Level, East Room 12; 8:15-9:45am

Chair: Elizabeth B. Koessler, Arizona State University

Participants:

Exhibiting Identities: The Curatorial Work of Becoming an Inclusive Teacher. Federico R. Waitoller, University of Illinois at Chicago

Teachers’ Attitudes Toward Inclusive Education: A Comparative Cultural-Historical Analysis. Petra Engelbrecht, Canterbury Christ Church University; Hannu Savolainen, University of Eastern Finland; Morna Nel, North West University; Olli-Pekka Malinen, University of Eastern Finland

Attitudes and Beliefs About Disability in Cross-Cultural Perspective and Their Implications for Inclusive Educational Practices. Mikał Lewicki, University of Vienna; Tirusw Tefera, Addis Ababa University


29.077. Contemporary Issues in Special Education. SIG-Special Education Research; Paper Session

VCC, First Level, West Room 113; 8:15-10:15am

Chair: Sue Currie, Health Interactions and CARE

Participants:

Applying Intersectionality and Intersectional Needs Politics to Special Education Research. Zachary A. McCall, University of Missouri - Kansas City; Thomas Michael Skrtic, The University of Kansas

A Critical Practice Framework for Examination of Special Education Policy Appropriation in Local Contexts. Kathleen King Thorius, Indiana University - IUPUI; Brendan D. Maszy, Indiana University - IUPUI

The Participation of Students with Disabilities in Extracurricular Activities: Impacts of Disability and Family. Coleen M. Gibbons, University of Illinois at Urbana-Champaign; Brent A. Mcbride, University of Illinois at Urbana-Champaign

The Effectiveness of Schema-Based Instruction as a Tier 1 Intervention On the Proportional Reasoning of Students with Different Types of Learning Difficulties. Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Cara Bauer, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota


Can Self-Determination Predict Academic Achievement for Students With Disabilities? Chunmei Zheng, The University of Kansas; Amy S. Gaumer Erickson, The University of Kansas; Neal M. Kingstone, The University of Kansas; Pattie Noonan, The University of Kansas

29.078. Developing Preservice Teachers’ Technological Pedagogical Content Knowledge With Digital Technologies and Communities of Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-9:45am

Chair: Paul F. Conway, University College Cork

Participants:

Developing Preservice Science Teachers in Video-Centered Communities of Practice. Kim Lebak, Richard Stockton College of New Jersey; Ron Tinsley, Richard Stockton College of New Jersey

Video as a Potential Resource for Student Teachers’ Agency Work. Kristiina P. Kumpulainen, National Board of Education; Auli Toom, University of Helsinki; Merja Annika Saulasti, University of Oulu

Work Samples and Video Cases as a Window on Teachers’ Inquiry Into Technology-Enhanced Literacy Learning in Primary Classrooms. Paul F. Conway, University College Cork; Regina M. Murphy, Saint Patrick’s College. Dublin City University

New Literacies and Teacher Education: Preparing Preservice ELA (English Language Arts) Teachers to Teach 21st-Century Literacy Skills. Jennifer M. Conner-Zachocki, Indiana University - Columbus; Mary Beth Hines, Indiana University; Jenna McWilliams, Indiana University

Discussant: Doug Heurington, Kennesaw State University

29.079. Humanizing Literacy Research: Mapping Exchanges in Adolescent Reading and Writing Spaces. SIG-Writing and Literacies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-9:45am

Chair: Kevin M. Leander, Vanderbilt University

Participants:

Designing “Culture Songs” as Migratory Texts: Exploring Transnational Exchanges in Digital and Multimodal Spaces. Myrh Domingo, New York University

Intrinsic, Contextual, and Variable: Exploring the Complexity of Adolescent Reading Motivation in an Urban Secondary “Reading School”. Chantal Francois, Teachers College

Negotiating Collaboration: Engaging and Extending Youth and Digital Practices. Lisa Hope Schwartz, The University of Arizona

Disciplinary Literacy, Disciplining Identity: Possibilities and Constraints for Identity Instantiation Across Content Areas. Amy Alexandra Wilson, Utah State University

Discussant: Kevin M. Leander, Vanderbilt University

Division and SIG Roundtables

29.080. Roundtable Session 18.; Roundtable Session

29.080-1. Citizenship and Social Norms in the Progressive Era. Division F - History and Historiography; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Ronald W. Evans, San Diego State University

Participants:

Shifting Tides: The Expansion of the Citizenship Curriculum During the Progressive Era. Jeremy Kelton Williams, Texas A&M University

“Women Do Not Want to Vote”: Discussing Women’s Rights in the Shortridge High School Senate, 1895-1920. J. Spencer Clark, Utah State University

All That Jazz: Progressive Educators and the Antijazz Movement. Jacob Hardesty, Indiana University

29.080-2. Disrupting Currents: Arts-Based Educational Research Across Contexts and Discourses. SIG-Arts-Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Peter J. Gouzouasis, The University of British Columbia

Participants:

Disrupting Currents: Interdisciplinary Pedagogical Encounters With Interactive New Media/Artwork Within Cultural/History Museums as Learning Sites. Ruth S. Beer, Emily Carr University of Art + Design; Kit M. Grauer, The University of British Columbia

Poetics and Performance: Addressing the Challenges of Peer Review in Arts-Based Research. Monica M. Prendergast, University of Victoria; George Belliveau, The University of British Columbia

The Death of the Author Redux: (Re) theorizing the Academic Composer. Alisha White, Georgia State University; Nicole Maney Pourchier, Georgia State University; Michelle Zoss, Georgia State University; Teri J. Holbrook, Georgia State University

29.080-3. Innovation and Impact in Educational Leadership Preparation
Florida Master Teacher Initiative: Job-Embedded Graduate Education and Professional Development. Alyson J. Adams, University of Florida; Philip Emery Poekert, University of Florida

London Master School-Based Initiative: Job-Embedded Graduate Education and Professional Development. Helen Mitchell, University of East London; Alex Alexandrou, Freelance Academic

Across the Pond: A Comparative Look at Independently Designed School Reform Programs in England and the United States. Philip Emery Poekert, University of Florida; Alex Alexandrou, Freelance Academic; Alyson J. Adams, University of Florida; Helen Mitchell, University of East London

29.080-7. District Reform Roundtable. Division A - Administration Organization & Leadership; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Raymond A. Lank, Cook County School District 130

Participants:

Making Sense of Equity: An Exploration of Superintendents’ Conceptions of Educational Equity. Rachel D. Kilgusman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University

School Principals’ Role in the Interplay Between the Superintendents and Local Education Authorities in Israel. Addi-Raccach Audrey, Tel Aviv University

The Leadership of Agenda Setting: A Study of the Council of Chief State School Officers. Wesley Henry, University of Washington


Centralization and Decentralization in Real Time: The Interactions of High School and District-Level Reform. M. Bruce King, University of Wisconsin - Madison; Frank F. Honts, University of Wisconsin - Madison; Terrance Green, University of Wisconsin - Madison

29.080-8. Everybody Learns: Professional Learning Communities and Student Improvement. Division A - Administration Organization & Leadership; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Karen Stansberry Beard, Miami University

Participants:

An Examination of How Teachers Make Sense of Data in Professional Learning Communities. Michelle DeVoogt Van Lare, George Mason University

Closer to Learning: Social Networks, Trust, and Professional Communities. Yi-Hwa Liou, University of California - San Diego; Alan J. Daly, University of California - San Diego

Can Professional Development of Teachers Reduce Disparity in Student Achievement? Kane Meissel, The University of Auckland; Judy M. Parr, University of Auckland

Professional Learning Communities: Implementation Evidence From Delaware. Joan L. Buttram, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware

School Boards as Communities of Practice: Learning and Working Toward School Improvement. Becky Gundrum, Marquette University


Chair: Muhammad Khalifa, Michigan State University

Participants:

Relationship Between Family Social Capital and Academic Performance in Japan: Examining School Organizational Activities as a Mediator Variable. Kenji Tsuyuguchi, Ehime University; Tetsuo Karamoto, Saga National University; Sigeru Kido, National Institute for Educational Policy Research

A Quantitative Analysis of Parent and Teacher Perceptions of Parental Involvement. Eleanor Delores White, Bowie State University; Nicole Syreeta Richardson-Garcia, Howard Road Academy

Understanding School Effectiveness and School Community: School Resources and School Community Associations With School Engagement. Heather E. Price, University of Notre Dame

The Role of Social Networks in Parent Trust. Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma; Katherina A.
Saturday Morning, April 14, 2012

Curry, Oklahoma State University


29.080-10. From Policy to Practice: Investigating the Implications of Reform. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Madlene P. Hamilton, Stanford University
Participants:
- An Examination of Emerging Educational Opportunity Zones. Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Kate L. Phillipps, Loyola University Chicago
- The Costs of Equity-Based Reforms: A Case Study of the Michigan Merit Curriculum. Kaitlin Tiplady Obenauf, Michigan State University; Justina L. Judy, Michigan State University
- The Back of a Short Bus Is Still the Back: Intersection and Impact of Policy, Context, Race, and Disability. George Theoharis, Syracuse University; Meghun Cosier, Chapman University
- Framing School Organizations as Complexity Systems: An Education Policy Creation and Practice Tool. Young Hyo Joo, Dongguk University; Mark D. Hals, Hals Consulting Group

29.080-11. Graduate Student Research Dialogic Forum. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Angela Urick, The University of Texas - San Antonio
Participants:
- Graduate Student Quantitative Research Discussion. Virginia Walker Snodgrass Rangel, The University of Texas - Austin
- Graduate Student Qualitative Research Discussion. Tiffany Harvey, Arizona State University; Marcia Ann Ranieri, Syracuse University
- Graduate Student Mixed-Methods Research Discussion. Pat A. Schroeder, Texas A&M University; Virginia Walker Snodgrass Rangel, The University of Texas - Austin

VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Rebecca Jane Lowenhaupt, Boston College
Participants:
- Building Bridges Through Bilingualism: Approaches to Parent-Teacher Communication in the Southwest. Megan Hopkins, Northwestern University
- Access and Agency: Family-School Relations in the New Latino Diaspora. Rebecca Jane Lowenhaupt, Boston College
- Reexamining Definitions of Successful Home-School Relationships in a Context of Rapid Demographic Change. May Hara, University of Wisconsin - Madison
- Family-School District Relations and Educational Policy Making in New Immigrant Destinations. Erica Owyang Turner, University of Wisconsin - Madison

VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Anika Ball Anthony, The Ohio State University
Participants:
- School Leaders, Student Achievement, and Innovations: Lessons From Three Exemplars. Lynne Schrum, George Mason University; Barbara B. Levin, University of North Carolina - Greensboro
- The Role of Principal Leadership in Beginning Middle School Teacher Commitment and Retention. Peter A. Youngs, Michigan State University

29.080-14. The Testing, Development, and Implementation of an Online Instructional Leadership Formative Assessment Tool. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Carolyn Kelley, University of Wisconsin
Participants:
- The Uses of Formative Assessment in School Leadership. Richard R. Halverson, University of Wisconsin
- Design to Engage: Features of the CALL (Comprehensive Assessment of Leadership for Learning) Formative Feedback System That Promote Leadership for Learning in Middle and High Schools. Carolyn Kelley, University of Wisconsin; Steven M. Kimball, University of Wisconsin - Madison; Matthew A. Clifford, Learning Point Associates; Seann Mason Dikkers, University of Wisconsin - Madison
- A Case Study Comparison of Leadership Practice Against Formative Assessment Survey Results. Mark Blitz, University of Wisconsin - Madison
- Examining the Validity and Reliability of the Comprehensive Assessment of Leadership for Learning (CALL) Formative Leadership Assessment Tool: Pilot Study Results. Eric M. Camburn, University of Wisconsin; Jason Salisbury, University of Wisconsin - Madison

29.081. Roundtable Session 19; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Michele D. Smith, Alliant International University
Participants:
- Broadening Our Reach: The Functional Benefits of Composite Counter-Storytelling for Race Research. Daniella Ann Cook, University of Tulsa
- Images of Another Physical World. Ben Jeanne Pfeiffer, Langara College; Bradley Hughes, Langara College

29.081-2. Learning and Teaching About Race, Social Justice, and Global Citizenship Through the Use of Literature. SIG-Literature; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York
Participants:
- Troubling Transformative Multicultural Literature Pedagogy: Four Teachers’ Efforts Toward Moving Students Beyond the Rhetoric of Change. Amanda Haerling Their, University of Iowa
- Reading and Teaching for Social Justice: Two Teachers’ Entwined Reader Responses and Pedagogical Plans for Children’s Literature. Grace Enriquez, Lesley University
- Global Literature Implementation in Secondary Content Area Classroom: A Case Study Analysis of Global Citizenship. Marie A. Lejeune, Western Oregon University; Tracy Lynn Smiles, Western Oregon University

29.081-3. Images and Imagination: Children, Rorty, Deluze. SIG-Philosophical Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Patricia Lynn Walsh Coates, Kutztown University of Pennsylvania
Participants:
- Imagination in the Philosophy Class: A Response to Richard Rorty. Mark E. Jonas, University of Wisconsin - Whitewater
- Teachers, Children, and Philosophical Thinking. Margaret E. Berci, College of Staten Island - CUNY
29.081-4. Implications for Learning From Reflection and Portfolios.
SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Rebecca K. Fox, George Mason University
Participants:
Autobiographical Reflection and a Focus on Personal, Lived Experience in Teacher Reflection. Kelly Morris Roberts, Meredith College
Using E-portfolios to Enhance Student-Teacher Ownership of Learning in Career Development. Cher Ping Lim, The Hong Kong Institute of Education; Christopher Charles Deneen, The University of Hong Kong
Using Teacher Candidate Portfolio to Demonstrate Impact on Student Learning. Karen E. Levitt, Duquesne University
E-Portfolio Design and Critical Reflection: A Field Experience Inquiry. Katrina Liu, University of Wisconsin-Whitewater

29.081-5. Spirituality and Education, Part 2. SIG-Spirituality & Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Russell Glen Yocum, Liberty University
Participants:
Ethnicity, Spiritual Well-Being, and Life Satisfaction Among Immigrant Adolescents. Celeste Yuet Mai Yuen, The Hong Kong Institute of Education
Seven Spiritual Identities: Research, Theory, and Application in Education for Public Good. Mubina Hassanali Kirmani, Towson University
The influence of education on spirituality and religiosity. D. Thomas Markle, University of New Mexico

29.081-6. Teacher Research: Communities of Practice as a Tool for Teacher Empowerment. SIG-Teacher as Researcher; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Romena Marie Holbert, Wright State University
Participants:
Improving Teacher Practice Through Intentional Group Action Research. Annie Adamian, Bidwell junior High School; Kris Calderon, Gray Avenue Middle School; Karen McCutcheon Schreder, Chico Christian; Ann K. Schulte, California State University - Chico; Kile Taylor, Hamilton Elementary
Online Communities of Practice: ESL (English as a Second Language) Teacher Collaboration Using Google Docs. Lan Ngo, University of Pennsylvania
Teacher Inquiry: The Catalytic and Collaborative Role of a Canadian Teacher Union. Charlie Naylor, British Columbia Teachers' Federation

29.081-7. Confucianism and Its Implications for Equality, Democracy, and Critical Thinking. SIG-Confucianism, Taoism, and Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Huey-Li Li, The University of Akron
Participants:
Savaging Class Disparity and Salvaging Equality through Equitable Education: An Application of Confucian Ideals. Baudelaire K. Ulysse, National-Louis University
The Confucian Quest for Democratic Economic Development in the Global Age. Huey-Li Li, The University of Akron
Confucian Values and Their Contemporary Relevance to Public Relations: Exploring a Chinese Theory on Public Relations Education? Ai Zhang, Richard Stockton College of New Jersey
Confucius as a Critical Educator: Toward Educational Thoughts of Confucius. Juanjuan Zhao, University of Cincinnati

29.081-8. Explorations of Central Ideas in John Dewey’s Philosophy of Education. SIG-Dewey Studies; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Margaret A. MacIntyre Latta, University of Nebraska - Lincoln
Participants:
Examining Educative Versus Miseducative Experiences in Learning to Teach. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University
Teacher’s Perspectives on the Purposes of Schooling: A Democratic-Empirical Project on the Aims of Education. Kurt Stemhagen, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth University

VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Susan R. Katz, University of San Francisco
Participants:
Teaching Human Rights Through a Performing Arts Methodology. Andrea McEvoy Spero, University of San Francisco
Race-Conscious Practitioner Research. Jessica Blundell, University of San Francisco
Teachers Research Human Rights in San Francisco Bay Area Schools. Page Hersey, University of San Francisco
Removing the "Dis" From "Disability". Michelle Yee, University of San Francisco

29.081-10. Mentoring Beginning Teachers. SIG-Mentorship and Mentoring Practices; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Julianna E. Kershen, Harvard University
Participants:
But I Thought I Was Helping You? Challenges in Mentoring New Teachers in Urban Contexts. Carol J. Gilles, University of Missouri; Antonio J. Castro, University of Missouri - Columbia; Erica Beth Thieman, University of Missouri
Differences in Mentoring Experiences Across Grade Span Among Principals, Mentors, and Mentees. Rebecca K. Freels, Lamar University; Linda Reichwein Zientek, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University
Mentors, Mentoring, and Dilemmatic Spaces: A Contribution to Theoretical Renewal for Understanding Mentoring. Görän Fransson, University of Gävle; Jan Grannas, University of Gavle

29.081-11. Conceptualizing Peace Education Within a Framework of Ethics, Culture, and Conflict. SIG-Peace Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Supriya Baily, George Mason University
Participants:
The potential of research to improve military education and serve the public good. Rejane Pinto Costa, Brazilian Army Command and General Staff College
Honoring Difference: Onto-Epistemological Challenges for Peace, Education, and Philosophy. Bryan Wright, OISE/University of Toronto
Peace and Development: Education, Conflict, and Development in Conflict and Postconflict Societies. Muhammad Ayaz Naseem, Concordia University; Adeela Arshad-Ayyaz, McGill University
The “Peace Is...” Activity: Multilevel Conceptions of Peace. Tasha Parrish, The University of Alabama; Rebecca L. Oxford, University of Maryland

29.081-12. Characteristics of School Improvement Grants and Turnaround Schools. SIG-School Turnaround and Reform; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Felice Atesoglu Russell, University of Washington
Participants:
School Improvement Grants (SIG): Characteristics of SIG Eligible and SIG Awarded Schools. Steven Hurlburt, American Institutes for Research
Turnaround Schools in California: Definition, Selection, and Reported Turnaround Strategies. Tom B. Parrish, American Institutes for Research; Mette Huberman, American Institutes for Research
Characteristics of Midwestern Schools Identified as Eligible for School Improvement Grants. Coby Meyers, American Institutes for Research; Yinmei Wan, American Institutes for Research
School Improvement Grants: An Inside View. Robin J. Lake, University of Washington; Sarah Yatsko, University of Washington; Elizabeth Cooley Nelson, University of Washington; Melissa Bowen, University of Washington
29.081-13. Second Language Research and Pedagogy. SIG-Second Language Research; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am Chair: Audrey F. Murphy, Saint John’s University Participants: Soka Education in Praxis: A Case Study in English Education. Jason Goulah, DePaul University Student Perceptions of Learner Autonomy in College-Level Foreign Language Instruction. Heiko Everwien Ter Haseborg, West Virginia University; Reagan Curtis, West Virginia University Task Relevance of Online Professional Development for Teachers of English Language Learners: A Q Methodology Study. Linda Collins, The University of Akron; Xin Liang, The University of Akron Teacher and School Practices as Predictors of Reading Proficiency and Language Acquisition for English Learners. JoDee L. Marcellin, Sanger Unified School District; Susan M. Trucz, California State University - Fresno

“An Italian Mode of Thinking”: Perspectives From College Foreign Language Writers. Alessia Valfredini, Fordham University


29.082. Roundtable Session 20; Roundtable Session

29.082-1. Communicating Science Knowledge Across Boundaries. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am Chair: Iris C. Rotberg, The George Washington University Participants: Review of Literature on Science Education for Students Who Are Deaf or Hard of Hearing. Ye Wang, Missouri State University Knowledge Coconstruction in Collaborative Inquiry: Using Collaborative Technology to Promote Distributed Participation. Hedeh Najafi, OISE/University of Toronto; James D. Stotta, University of Toronto Gender, Socialization, and Online Discourse Patterns in a High School Physics Class. Florence R. Sullivan, University of Massachusetts - Amherst; Stefanie Shipe, University of Massachusetts - Amherst

29.082-2. Intervening in Algebra. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am Chair: Mariya Pachman, University of New South Wales Participants: Context Personalization in Algebra: Supporting Connections Between Relevant Stories and Symbolic Representations. Candace Walkington, University of Wisconsin - Madison

The Role of Reform-Oriented Mathematics Curriculum in More Equitable Instruction. Julia Heath Kaufman, Carnegie Mellon University; Rita T. Karam, RAND Education; John Pane, RAND Corporation

When Students Can Choose Their Practice (Exploration of Practice Formats in Context of High School Geometry). Mariya Pachman, University of New South Wales

29.082-3. Learning in Educational Games. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am Chair: Daniel T. Hickey, Indiana University Participants: Epistemic Youth Development: Educational Games as Youth Development Activities. Padraig Nash, University of Wisconsin - Madison; David W. Shaffer, University of Wisconsin Investigating a Digital History Game in Middle School Classes: A Classroom Implementation Study. James Patrick Diamond, New York University; Pilar Carmina Gonzalez, Education Development Center, Inc.; William Tally, Education Development Center, Inc.

Playing for Public Interest: Epistemic Games as Civic Engagement Activities. Padraig Nash, University of Wisconsin - Madison; Elizabeth Bagley, University of Illinois at Urbana-Champaign; David W. Shaffer, University of Wisconsin

29.082-4. Literacy, Texts, and Language Arts: Connections to Science Education. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am Participants: Exploring Semantic Discontinuity in Middle School Science Texts: Implications for Science Literacy Development. Diego Roman, Stanford University; Hannah Rohde, Stanford University; Stephanie Hironaka, Stanford University Measuring the Quality of Instructional Activities Reflected in Student Science Notebooks. Ming-Chih Lan, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver Preliminary Findings From a Randomized Literacy-Integrated Science Intervention Among Low-Socioeconomic-Status Minority Middle School Students. Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Cindy Lynn Guerrero, Texas A&M University; Yinan Fan, Texas A&M University; Margarita Huerta, Texas A&M University; Suchen Xu, Texas A&M University

29.083. Roundtable Session 20; Roundtable Session

29.083-1. Talent Development of Students Placed at Risk. SIG-Talent Development of Students Placed at Risk; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am Chair: Carleen Carey, Michigan State University Participants: Addressing Alabama’s Efforts to Increase the Graduation Rate. Stephanie Bostick; Dannielle Joy Davis, Alabama State University Predisposition and Preparation for Postsecondary Education: Student, Teacher, and Parent Perceptions. Poornam C. Dev, Nazareth College The Effects of a Gifted-Education, Early-Childhood, Home-Based Curriculum With Families in Poverty. Bronwyn MacFarlane, University of Arkansas at Little Rock


29.083-3. Globalizing Higher Education. SIG-International Studies; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am Chair: Donald K. Sharpes, Arizona State University Participants: Is International Higher Education Moving Toward a Social Justice Model? Heidi Whitford, Barry University Stakeholders’ Views on National Policy for Internationalization of South Korean Higher Education. Young Ha Cho, Kyung Hee University; John D. Palmer, Colgate University The Road to World-Class Universities: A case study of South Korea. Donghin Kim, The University of Kansas; Kiyong Byun, Korea University; Jae-Eun Jom, Korea University
Understanding Barriers to Entry Facing Foreign Branch Campuses: An Exploratory Study. Holly Kosiewicz, University of Southern California

29.083-4. Habits of Spoken or Written Discourse for Academic Success. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am Chair: Margaret M. Ferrara, University of Nevada - Reno Participants: Being “Loud”: Negotiating Intersecting Narratives of Race/Ethnicity, Class, Gender, and Achievement in Academic Contexts. Limuray Caraballo, Teachers College, Columbia University
Habits of Whiteness: Race/Ethnicity in College and University Admissions Viewbooks. Nana Osei-Kofi, Iowa State University; Lisette Esmeralda Torres, Iowa State University; Joyce Lai, Iowa State University
Critical Race Theory as a Lens for Understanding Costs of Academic Success for High-Achieving Students of Color. Terah Tai lei Venzant Chambers, Texas A&M University “For Your Own Good” and “Less Is More”: Manifestations of a Discourse of Social Inequality—From National Policy to Classroom Dynamics. Enora B. Brown, DePaul University

29.084. Roundtable Session 21; Roundtable Session 29.084-1. Math Talk and Communication Issues. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Belagua; 8:15-9:45am Chair: Nicole Rose Hallinen, Stanford University Participants: Express Yourself: Math Learning in the Context of Communication. Nicole Rose Hallinen, Stanford University; Robert Semmens, Stanford University; Ilia Dolmen; Doris B. Chin, Stanford University; Catherine C. Chase, Stanford University Helping Teachers Connect Writing to Doing Mathematics. Sharon K. O’Kelley, Francis Marion University Operationalizing a Linguistic Framework for Math Texts to Inform and Improve Instruction for English Learners. Mary A. Avalos, University of Miami; Margarita Zisselberger, Boston College; Alain Bengochea, University of Miami; Kristen Doorn; Naomi Ramona Ijuhas, University of Miami; Tracy A. McLeod, University of Miami; Ryan W. Pontier, University of Miami; Marc Paccinelli, University of Miami; Sabrina Francesca Sembiente, University of Miami; Vanessa Thorrington, University of Miami

29.084-2. Middle Elementary Students Constructing Literate Understandings Within and Beyond Instruction. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Belagua; 8:15-9:45am Chair: Anna O. Soter, The Ohio State University Participants: Doing Reading: Student Understandings of What It Means to Read in Dialogically and Monologically Organized Classrooms. Maren S. Au kerman, Stanford University; Lorien Chambers Schuldt, Stanford University; Erika Moore Johnson, Stanford University Growing Student Knowing Through Morning Meeting Talk. Maureen P. Boyd, University at Buffalo - SUNY; Bill Markarian, University at Buffalo - SUNY

29.085. Roundtable Session 22; Roundtable Session 29.085-1. Modifications: Assessing English Language Learners, Food Genetics, and Nutrition Understandings. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am Chair: John Settlage, University of Connecticut Participants: Educative Assessments for English Language Learners: The Value of Increased Student Writing in Science. Cory A. Buxton, University of Georgia; Martha A. Alleu saht-Snyder, University of Georgia; Regina Suriel, University of Georgia; Bruce Gabbitas, University of Georgia; Allan S. Cohen, University of Georgia; Toun-Jeng Choi, University of Georgia Let’s Talk About Your Lunch: A Study of Young Students’ Ideas About Food and Nutrition. Tathali Urueta-Orito, The University of British Columbia Food for Thought: Preservice Teachers’ Knowledge, Emotions, and Attitudes Toward Genetically Modified Foods. Suzanne H. Broughton, Utah State University; Louis S. Nadelson, Boise State University

29.085-2. Multimedia Design Choices That Improve Learning. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am Chair: April Gardner-Taylor, Argosy University - Hawaii Participants: Can Feedback Visualization Promote Metacognitive Awareness of Revisions? Lisa Ferrara, University of Utah; Kirsten R. Butcher, University of Utah The Influence of Self-Organized, Social Text Signals on Readers’ Behavior: Collective Intelligence or Unchecked Imitation? Andrew F. Chiarella, Athabasca University Using Multimedia to Augment Limited Instructional Time and Support Learning in Professional Education Coursework. Cathy Newman Thomas, University of Missouri; Michael J. Kennedy, University of Virginia

29.086. Roundtable Session 23; Roundtable Session 29.086-1. Phases of the Moon and Student Understandings. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am Chair: Karen S. Sullenger, University of New Brunswick Participants: Academic Language of Science: Examining Fourth-and Fifth-Grade English Learners’ Explanations of Moon Phases. Carrie A. Stroh, University of California - Davis; Marco A. Bravo, Santa Clara University; Alison Knight Billman, University of California - Berkeley Gender Differences of High- and Low-Performing Students’ Spatial Reasoning and Understanding of Lunar Phases. Christa Jackson, University of Kentucky; Jennifer A. Wilhelm, University of Kentucky; Amber Sullivan, University of Kentucky; Ronald Wilhelm, University of Kentucky Urban Second Graders Learning About Sun, Earth, and Moon Through 3D Visualization. Zeynep Zennur Isik-Ercan, Indiana University - Purdue University at Fort Wayne; Hatice Zeynep Inan, Dumlupinar University; Jeffrey Andrew Nowak, Indiana University - Purdue University at Fort Wayne

29.086-2. Qualitative Insights Into How Technology Influences Classrooms and Schools. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am Chair: Tracey A. Stuckey-Mickell, The Ohio State University Participants: A Two-Year Case Study of High School Student Engagement and Learning With Technology. Sharon Friesen, University of Calgary; D. Michele Jacobson, University of Calgary; Jason Scott Daniels, University of Alberta; Stanley J. Varnhagen, University of Alberta Online, All the Time: The Visibility of Learning in Digitally Rich Schools. Mary Frances (Molly) Buckley, University of Pennsylvania Rethinking Organizational Change Through Technology Frames and Narrative Drivers. Gigi L. Johnson, Maremle Institute

29.087. Roundtable Session 24; Roundtable Session 29.087-1. Reading Practices. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am Chair: Lisa A. Scherff, Florida State University Participants: Theory and Practice for Engagement and its Consequences. Gay Ivey, James Madison University; Peter H. Johnston, University at Albany - SUNY Social Imagination in Wordless Book Reading. Judith T. Lysaker, Purdue University Reading Rights: Literacy and Equity in the Contested Spaces of Core Reading Programs. Helen Mandates, University of San Francisco; Jabari Mahiri, University of California - Berkeley Developing Three Formats for Assessing Online Reading Comprehension:
The ORCA (Online Reading Comprehension Assessment) Project Year 3. Donald J. Leu, University of Connecticut; Julie Ciofo, University of Rhode Island; Donna M. Kalikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Heidi Everett-Capodaro, University of Connecticut; Greg McVerry, University of Connecticut; W. Ian O’Byrne, University of New Haven; Michael Hillinger, Lexicon Systems LLC; Lisa Zawilinski, University of Hartford; Clint Kennedy, University of Connecticut; Elena E. Forzani, University of Connecticut

Learning From the Teachers: Independent Reading in Real Classrooms. Sherry Lynn Sandin, Illinois State University

29.087. Impact of Professional Development and Instructional Design on Teacher and Student Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am
Chair: Chauncey B. Monte-Sano, University of Maryland
Participants:
An Exploration of Flow Experiences in Secondary Education for Optimal Learning: Facilitators and Inhibitors. Linda Hauser, California State University - Fresno; Christine Marie Montanez, California State University - Fresno
Understanding the Influence of Professional Development on History Teachers’ Pedagogical Content Knowledge. Leanne Kallemeen, Loyola University Chicago; Daniela Marie Schiazza, Loyola University Chicago; Ann Marie Ryan, Loyola University Chicago; Crystal Johnson, Chicago Metro History Education Center; Julie Peters, University of Illinois at Chicago


Division and SIG Posters

29.088. Poster Session 3; Poster Session
29.088-1. College Student Learning and Outcomes Poster Session 2.
Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
1. A Cognitive-Development Analysis of the Paul and Elder Critical Thinking Framework. Susan Kay Wolcott, CA School of Business
2. Becoming Researchers: Language Minority Community College Students and Critical Information Literacy. David Jay Patterson, University of California - Berkeley
4. Four-Stage, Systems-Based Model of Graduate Student Transformation. Rachel Anne Winston, Claremont Graduate University
5. Influence of Visual Cues on Eye Movements and Reasoning in Physics Problems. Adrian Madsen, Kansas State University; Adam Larson, Kansas State University; Amy Roushfar, Kansas State University; Allison Coy, Kansas State University; Lester Loshchy, Kansas State University; N. Sanjay Rebello, Kansas State University
6. Starting Early: Integrating Reasoning About Nanobiotechnology Applications to a Media Literacy Course for Preservice Elementary Teachers. Eva E. Toth, West Virginia University; Meadow Sherrill-Graham, West Virginia University
7. The Influence of Alternative Break Programs on Students’ Career Plans. Elizabeth Niehaus, University of Maryland; Karen K. Inkelas, University of Virginia
8. Academic Engagement of Undergraduate Students Majoring in STEM. Derek A. Houston, University of Illinois at Urbana-Champaign; Casey E. George-Jackson, University of Illinois at Urbana-Champaign
9. The Role of Community Colleges in STEM Pathways. Felisha Herrera, University of California - Los Angeles; Carlos Ayon, University of California - Los Angeles
10. Undergraduate Research Experiences: Modeling Relationships Among Program Outcomes. Omolola Agedokun, Purdue University; Ann Bessenbacher, Purdue University; Loran Carleton Parker, Purdue University
University; Amy L. Childress, Purdue University; Dorothy Teegarden, Purdue University; Wilella Burgess, Purdue University
11. Leadership and Self-Advocacy: The Impact of a Therapeutic Equine Program. Stephanie Kartts, University of North Carolina - Greensboro; Natsuko Takemae, University of North Carolina - Greensboro
12. Technician Training Trajectories: Employment Outcomes of Advanced Technician Education Programs. Sharika Bhattacharya, FHI 360; Corinne Alfeld, FHI 360; Mindy Feldbaum, FHI 360
13. Student Veterans’ Grade Point Average and Military Experiences: Results From the Student Veteran School Experiences Web Survey. Chris Andrew Cate, Student Veterans of America; David Laurence Holmes, University of California - Santa Barbara
14. How Effective Is Honor Code Reporting? Lucy Barnard-Brak, Texas Tech University; Marcelo R. Schmidt, Texas Tech University; Tianlan Wei, Texas Tech University

29.088-2. Educational Needs of Immigrant and Minority Students.
Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
15. Academic Achievement by Immigrant Learners: A Proposal for Teacher Education Programs in Portugal. Maria Alfredo Moreira, Minho University
16. How to Make Educational Psychology More Effective in the Preparation of Culturally Responsive Teachers: A Conversation With Teacher Educators. Tehia V. Starker, University of North Carolina - Charlotte; Kamau Oginga Siwatu, Texas Tech University
17. In the Heart and to the Home: mLearning Shifts Perspectives and Professional Development for Instruction of Migrant Students in Their Context. Ivan Barron, University of Washington; Maria Muzzo, University of Washington; Ashley Varnell, University of Washington; Daniel Novak, University of Washington
18. Teaching Diversity: Listening to the Voices of Multicultural Parents in South Korea. Yoon H. Lee, Temple University; Yoo-Soon Bang, Teachers College, Columbia University
19. Working with Immigrant Children of “Undocumented” and “Mixed” Families. Xue Lan Rong, University of North Carolina - Chapel Hill; Liv Thorstensson Davila, University of North Carolina - Charlotte; Jeremy Hilburn, University of North Carolina - Chapel Hill
20. Working with Linguistically and Culturally Diverse Families: Learning to Teach by Doing. Mary E. Curran, Rutgers University; Sharon Ryan, Rutgers University; Arianna Mangual Figueroa, Rutgers University; Nora E. Hyndal, Rutgers University; Jessie H. Curtis, Rutgers University; David Greer, Rutgers University
21. Let’s Talk About Science: The Teacher’s Role in Fostering Participation and Community in a Bilingual First-Grade Classroom. Cristin Marie Geoghegan, University of Illinois at Urbana-Champaign

29.088-3. Expanding What We Know About Alternative Certification Programs.
Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
24. Efforts to Expand Undergraduate Math and Science Teacher Pipeline: Preliminary Findings About CalTeach. Heeja Jung, University of California, Office of the President; Ravinder Singh, University of California

29.088-4. Integrating Technology in Preservice Teacher Education.
Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
25. Cultivating Reflective Practitioners in Technology Preparation: Analyses of Preservice Teachers’ Reflection on Their Technology Integration Experience. Liuyang Lu, Syracuse University; Jing Lei, Syracuse University; Yan Suo, Syracuse University
26. Image-Based Pedagogy: Enhancing Critical Reflective Practice in Teacher Education Through Teaching Technology and Image
29.088-5. **Division D Section 2 Quantitative Methods and Statistical Theory.** Division D - Measurement and Research Methodology; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

31. Intervention Effects for Multiple Social Networks in Education Research. Tracy Sweet, Carnegie Mellon University; Brian W. Junker, Carnegie Mellon University

32. Multiple Impedance for Confidence Interval Estimations for Standardized Linear Contrasts of Means: The One-Way Fixed-Effects Between-Subjects Univariate Case. Li-Ting Chen, Indiana University; Chao-Ying J. Peng, Indiana University


34. Type I Error Rate and Statistical Power of ANCOVA (Analysis of Covariance), Pothoff’s Modified Johnson-Neyman Method, and Wilcox’s Trimmed-Mean Method. Sooyoung Kim, Korea National Sport University; Stephen Olejnık, University of Georgia; Ju Sung Jun, Sung-Sil University

35. Reexamining Factors That Impact the Response Rate of Web Surveys: An Updated Meta-Analysis. Meng-Jia Wu, Loyola University Chicago; Jill Y. Young, Loyola University Chicago

36. Strategies for Imputing Missing Values in Hierarchical Data: Multilevel Multiple Imputation. Jee-Seon Kim, University of Wisconsin - Madison; Christopher M. Swoboda, University of Cincinnati

29.088-6. **A Program Theory-Driven Perspective on Training Evaluation.** SIG-Research on Evaluation; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

37. A Program Theory-Driven Perspective on Training Evaluation. Jan Hense, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich

29.088-7. **Partnership Without Hierarchy: Postsecondary Outcomes From a Cross-Sector Mathematics Collaboration.** SIG-School/University Collaborative Research; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:


29.088-8. **School-College Collaborative Research to Link Classroom Teaching to Student Learning: Video-Based Observational Studies.** SIG-School/University Collaborative Research; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

39. School-College Collaborative Research to Link Classroom Teaching to Student Learning: Video-Based Observational Studies. Linda A. Catelli, Dowling College; Cristina Brazzelli, William Floyd High School; Dorothy Burns, Dowling College

29.088-9. **The Influence of Teachers’ Professional Knowledge on the Development of Students’ Systems Thinking in Biology.** SIG-Systems Thinking in Education; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

29.088-10. **Test Validity Research and Evaluation.** SIG-Test Validity Research and Evaluation; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

40. Developing an Instrument to Assess Informal and Formal Statistical Inference: An Argument-Based Approach to Validity. Jiyoon Park, University of Minnesota; Robert C. Delmas, University of Minnesota

29.088-11. **Special Education Research Poster Session.** SIG-Special Education Research; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

41. The Good Behavior Game Is No Longer Just an Effective Intervention for Students: An Examination of the Reciprocal Effects in an Urban Classroom. Susan Elswick, The University of Memphis; Laura Baylot Case, The University of Memphis; Steve Zankas, The University of Memphis; Thomas Black, Middle Tennessee State University

29.088-12. **Division K, Section 2 Poster Session.** Division K - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

42. Investigating Students’ Perceptions of Moral and Value Conflicts in Relation to Their Personal Selvses. Jeffrey Byford, The University of Memphis; Sean Michael Lennon, Valdosta State University

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**Saturday, 10:35 am**

**Goverance Meetings and Events**

30.001. **AERA Ad Hoc International Representatives: Closed Meeting.** AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 5; 10:35am to 12:05pm Chair: Michael T. Nettles, ETS

30.002. **AERA Communications and Outreach Committee: Closed Meeting.** AERA Governance; Governance Session Pan Pacific, Lobby Level, Crystal Pavilion B; 10:35am to 12:05pm Chair: Larry McQuillan, American Institutes for Research

30.003. **AERA Fellows Committee: Closed Meeting.** AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 6; 10:35am to 12:05pm Chair: Robert S. Rueda, University of Southern California

30.004. **Journal of Educational and Behavioral Statistics Closed Management Committee Meeting.** AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 3; 10:35am to 12:05pm Chair: Mark R. Wilson, University of California - Berkeley

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**AERA Related Activities**

30.010. **Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 1.** AERA Related Activities; Workshop VCC, Third Level, West Room 306; 10:35am to 12:05pm Chair: Rick Peacor, All Academic, Inc.

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**Presidential Sessions**

30.012. The Making of Minds: Digital Fabrication and the Future of STEM Education. Presidential Session Cosponsored with Division C - Learning and Instruction
VCC, First Level, West Ballroom A; 10:35am to 12:05pm
Chair: Paulo Blikstein, Stanford University
Participants: Michael Eisenberg, University of Colorado - Boulder; Jeanne Bamberger, Massachusetts Institute of Technology; Nanci Kaufman, Castilleja School; Yetunde Z. Reeves, University of California - Los Angeles

30.013. Memorial Session Honoring Robert Glaser. AERA Sessions; Invited Session
VCC, First Level, West Room 121&122; 10:35am to 12:05pm
Chair: Eva L. Baker, University of California - Los Angeles; James W. Pellegrino, University of Illinois at Chicago; Lauren B. Resnick, University of Pittsburgh; Michelene T. Chi, Arizona State University; Erik De Corte, University of Leuven
Participants: Michael J. James, New York City University of Education; William J. Chang, New York City University of Education; Adam W. Ehrman, New York City University of Education; Birgitta Panzer, New York City University of Education; Amy Kellough, New York City University of Education; Diane J. Rodriguez, East Carolina University; Christine M. Halse, Deakin University; Tamara L. Brown, Indiana University; Kasey A. Phillips, Indiana University; Rochelle Brock, Indiana University; Mary Anne Drinkwater, OISE/University of Toronto; Anthony Garcia, SUNY Brockport

30.014. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable
VCC, Second Level, West Room 201; 10:35am to 12:05pm
Participants:
2. LEARNing Landscapes. Mary Stewart, LEARN; Lynn Butler-Kisber, McGill University
4. International Journal of Educational Development. Qing Gu, University of Nottingham
5. Management in Education. Caroline Lock, Senior Commissioning Editor, Linda Hannumersley-Fletcher, Manchester Metropolitan University
6. The Australian Educational Researcher. Jolanda Voogd, Springer Publishing Company; Jillian Anne Blackmore, Professor, Deakin University; Christine M. Halse, Deakin University
8. New Horizons in Education. Kwok Keung HO, Lingnan University, Hong Kong; Allan J.I. Luke, Queensland University of Technology; Hai Ping Tam, National Taiwan Normal University; William Y. Yu, Hong Kong Baptist University; Guofang Wan, Ohio University
10. Middle Grades Research Journal. David L. Hough, Missouri State University; Vicki L. Schmitt, Logan-Rogersville Public Schools
12. The New Educator. Beverly Falk, City College of New York - CUNY
13. Gifted Child Quarterly. D. Betsy McCoach, University of Connecticut; Del L. Siegle, University of Connecticut; Carolyn M. Callahan, University of Virginia
15. Effective Education. Paul Connolly, Queen’s University - Belfast
16. Harvard Educational Review. Monica Ng, Harvard University; Edward P. Clapp, Harvard University
17. Educational Administration Quarterly. Linda E. Skrla, Texas A&M University
18. Pedagogica Historica. Marc Depaepe, Catholic Universiteit Leuven; Frank Fernand Simon, Ghent University
19. The Internet and Higher Education. Laurie P. Dringus, Nova Southeastern University; Ann Corney, Elsevier Inc.
20. The International Journal of Critical Pedagogy. Rochelle Brock, Indiana University - Northwest; Mary Anne Drinkwater, OISE/University of Toronto; Antonio Garcia, SUNY Brockport

Committee Sessions
30.015. Fireside Chat: Women Crossing Academia, Activism, and Spirituality. Committee on Scholars and Advocates for Gender Equity in Education Cosponsored with Committee on Scholars of Color in Education; Fireside Chat
VCC, First Level, West Room 114&115; 10:35am to 12:05pm
Chair: Lisa Loutzenheiser, The University of British Columbia
Participants: Alejandra C. Elenes, Arizona State University - West; Celia E. Haig-Brown, York University; Angela Valenzuela, The University of Texas - Austin

30.016. GSC Chair Fireside Chat: Educational Research in the 21st Century as an Abilene Paradox: Just Go With It... Or Should You? Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 10:35am to 12:05pm
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: Thandeka K. Chapman, University of Wisconsin - Milwaukee; Ernest D. Morrell, Teachers College, Columbia University; David O. Stovall, University of Illinois at Chicago; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Rema Reynolds, Azusa Pacific University; Cleveland Hayes, University of La Verne

30.017. To Know English Learners Is Not Enough: A Call to Include the Other English Learners. Committee on Scholars of Color in Education; Symposium
VCC, First Level, West Ballroom B; 10:35am to 12:05pm
Chair: Virginia M. Gonzalez, University of Cincinnati
Participants: Effective Schools for Teaching and Reaching the Other Latino Students. Liliana Minaya-Rowe, Johns Hopkins University
Knowing the “Other” Latino Student Is Not Enough: Teaching the U.S.-Born English Language Learner in California. Sharon H. Ulanoif, California State University - Los Angeles; Nilsa J. Thorsos, Azusa Pacific University
“Non Satis Scire”: Standards-Based or Culture-Based Educational Reform? Mariella M. Espinosa-Herold, Northern Arizona University
Discussant: Amado M. Padilla, Stanford University

International Organization Sessions
VCC, Second Level, West Room 215&216; 10:35am to 12:05pm
Chair: Lynn A. Thomas, Université de Sherbrooke
Participants: The Politics and Pedagogy of Sexual and Gender Minority Inclusion Studies. Andre P. Grace, University of Alberta
Developing Social and Cultural Perspectives in the Faculty of Education at Vancouver Island University. Lilian Morton, Vancouver Island University
Brave New Teachers: Examining the Longitudinal Impacts of a Thoroughly Integrated Equity-Centered Teacher Education Program. Jordan Singer, York University
Becoming Indigenous Through Transformative Inquiry. Michele Tanaka, University of Victoria

30.019. The Cohort Study on Educational Careers in Primary and Secondary Education (COOL5-18). Dutch Programme Council for Educational Research; Invited Session
VCC, Second Level, West Room 212&213; 10:35am to 12:05pm
Chair: Diana Goederaad, The Netherlands Organisation for Scientific Research
Participants: Introduction of COOL5-18 (Cohort Onderzoek Onderwijs Oopbanen Among Students Aged 5-18). Margherita P.C. Van Der Werf, Groningen Institute for Educational Research; Liu Mulder, Radboud University Nijmegen; Hans Kuyper, University of Groningen
Trends in Educational Disadvantage in Primary Education. Jaap Roelveld, University of Amsterdam; Geert Driessen, Radboud University Nijmegen; Inke van der Veen, University of Amsterdam; Gunesse Ledoux, University of Amsterdam
Division Sessions

Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 10:35am to 12:05pm
Chairs: Thomas C. Pedroni, Oakland University; Pauline Lipman, University of Illinois at Chicago
Participants:
All Are Created Unequal in the Eyes of the Market: Education Policy, Christian and Islamic Schooling, and the New Urban Spaces of Race. Kalervo N. Kulson, University of New South Wales
Emaciating Gramsci: Is Consent Still Needed in an Era of Disposable Communities? Thomas C. Pedroni, Oakland University
Education and Neoliberal Responses to the Crisis: Producing and Contesting New Forms of Racialized Urban Space and Governance. Pauline Lipman, University of Illinois at Chicago
Discussant: William H. Watkins, University of Illinois at Chicago

30.021. Language, Identity, and Citizenship in International/Transnational Contexts. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 10:35am to 12:05pm
Chair: Jason Gould, DePaul University
Participants:
Locating Globalization Through the “Chutkulas” of Multilingual Children at a Suburban Indian Orphanage. Ushoo Bhattacharya, University of California - Berkeley
Deconstructing the Concept of Good Citizenship Embedded in Foreign Language Curricula in China and America. Juanjuan Zha, Utah State University
Speaking as Democratic Subjects: Transnational Youth, Democratic Discussion, and Learning Citizenship for the 21st Century. Nancy L. Lesko, Columbia University; Teachers College; Rozbeh Shrazi, Teachers College, Columbia University
Decolonizing Curriculum Discourses? Identities and Ideologies Within a TESOL (Teachers of English to Speakers of Other Languages) Masters Program for International Students. Bonnie L. Waterstone, Simon Fraser University; Roumiana Ilieva, Simon Fraser University
Identity Matters: An Examination of “Western-Based” TESOL (Teachers of English to Speakers of Other Languages) Programs and Teacher Candidates’ Teaching Practice. Pei-Chia Liao, University of Washington

30.022. Elementary Preparation for Learning Algebra Concepts. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 10:35am to 12:05pm
Chair: Kevin F. Miller, University of Michigan
Participants:
Algebra in Preschool: Emerging Understanding of Patterns in Four-Year-Olds. Bethany Rittle-Johnson, Vanderbilt University; Emily Ruth Frye, Vanderbilt University; Laura McLean, Vanderbilt University; Katherine L. McEldoon, Vanderbilt University
Concept Development of Decimals in Chinese Elementary Students: A Developmental Approach. Ru-de Liu, Beijing Normal University; Yi Ding, Fordham University; Min Zong, China Foreign Affairs University; Dake Zhang, Purdue University
Elementary Students’ Recognition of Algebraic Structure: Not All Tasks Are Created Equal. Isil Isler, University of Wisconsin - Madison; Ana C. Stephens, University of Wisconsin - Madison; Maria L. Blanton, TERC; Eric J. Knuth, University of Wisconsin; Timothy Marum, University of Massachusetts - Dartmouth; Angela Gardiner, University of Massachusetts - Dartmouth
Refraction Time: Making “Split” Decisions in an Online Fraction Game. Taylor Martin, The University of Texas - Austin; Carmen Julia Petrick, The University of Texas at Austin; Erik Andersen, University of Washington; Yun-En Liu, University of Washington; Zoran Popovic, University of Washington
Understanding of Mathematical Equivalence in U.S. and Chinese Elementary School Students. Xingyu Pan, University of Michigan; Kevin F. Miller, University of Michigan

30.023. Harnessing Technology to Aid Assessment. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 10:35am to 12:05pm
Chair: Sousan Arafieh, Southern Connecticut State University
Participants:
A Systematic Evaluation of the Immediate Feedback Assessment Technique. Whitney Smiley, University of South Carolina; Tracy E. Zinn, James Madison University
Predicting Interest While Reading With Wii Fit Balance Boards. Virginia E. Clinton, University of Wisconsin - Madison; Sidney K. D’Mello, The University of Memphis; Paul van den Broek, Leiden University
Cross-Validation Study on Methods and Technologies to Assess Mental Models in a Complex Problem-Solving Situation. Min Kyu Kim, University of Georgia
Online Curriculum-Based Measurement for Second-Graders in Mathematics. Martin Salaschek, University of Münster; Elmar Sauvignier; University of Münster
Suggestions, Corrections, or Critical Questions? Which Type of Feedback Contributes to Better Writing in a Collaborative Online Learning Environment? Teresa Guasch, Universitat Oberta de Catalunya; Anna Espasa, Universitat Oberta de Catalunya; Bás Alvarez, Universitat Oberta de Catalunya; Paul A. Kirschner, Open University of the Netherlands

30.024. Interdisciplinary and Cross-Cultural Investigations Into Cognitive and Motivational Underpinnings of Mathematical Development. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 10:35am to 12:05pm
Chair: Yulia Kovas, Goldsmiths, University of London and Tomsk State University
Participants:
Developmental Trajectories of Number Knowledge in Preschool Children: A Closer Look at Some of Their Antecedents and Predictors. Jean-Pascal Lemelin, Université de Sherbrooke; Michel Boivin, Université Laval; Nadine Forget-Dubois, Université Laval; Ginette Dionne, Université Laval; Hélène Desrosiers, Institute of Statistics Quebec; Jean Séguin, University of Montréal; Richard Ernest Tremblay, University of Montréal
Genetic and Environmental Contributions to Math Cognition. Stephen Petrill, The Ohio State University - Columbus
The Origins of Mathematical Interest, Motivation, and Self-Perceived Ability. Beata Tick, King’s College London; Yulia Kovas, Goldsmiths, University of London and Tomsk State University; Robert Plomin, Kings College, London
The Relationships Among Number Sense, Spatial Abilities, and Mathematics in Mathematically Gifted Students. Olga Ovcharova, Psychological Institute of the Russian Academy of Education; Sergei Malykh, Psychological Institute of the Russian Academy of Education; Tatiana Tikhomirova, Institute of Psychology, Russian Academy of Sciences; Maria Tosto, University of London - Goldsmiths; Yulia Kovas, Goldsmiths, University of London and Tomsk State University
Cross-Cultural Study of Individual Differences in Number Sense and Mathematics. Sergei Malykh, Psychological Institute of the Russian Academy of Education; Tatiana Tikhomirova, Institute of Psychology, Russian Academy of Sciences; Maria Tosto, University of London - Goldsmiths; Yulia Kovas, Goldsmiths, University of London and Tomsk State University
Discussant: Stephen Petrill, The Ohio State University - Columbus

30.025. Multiple Representations and Learning Environments. Division C - Learning and Instruction; Paper Session

Chair: Janette R. Hill, University of Georgia
Participants:

- Learning From Multiple Representations in Chemistry Simulations: The Effect of Fixation Transitions on Learning Outcomes. Paul A. O’Keefe, Stanford University; Catherine E. Milne, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University; Jan L. Plass, New York University.
- Drawing for Understanding: An Instructional Approach for Promoting Learning and Understanding. Orih Parnafes, Tel Aviv University; Tali Aderet-German, Tel Aviv University; Efrat Toov Ward, Tel Aviv University.
- Storyboarding and Upper Elementary Students’ Conceptions of Magnetism. James Minogue, North Carolina State University; John Curtin Bedward, North Carolina State University; Eric N. Wiebe, North Carolina State University; Lauren P. Madden, North Carolina State University; Mike Carter, North Carolina State University.

30.026. Proportionality Dynabook: Because “To Know Is Not Enough” in Mathematics Teacher Professional Development. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm
Chair: Jeremy Roschelle, SRI International
Participants:
- Designing a Digital Curriculum Environment for Preservice Teacher Education. Teresa Lara-Meloy, Education Development Center, Inc.; Elizabeth Murray, CAST - Sr Research Scientist; Michelle Lea Phillips, Inverness Research - Phillips & Associates.
- The Dynamic Process of Teaching and Learning Mathematics: Preservice Teachers as Learners, Teachers, and Researchers. Susan Courey, San Francisco State University; Jody Siker, University of California - Berkeley; Pamela C. Lepage, San Francisco State University.
Discussant: Eric R. Hamilton, Pepperdine University

Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 10:35am to 12:05pm
Chair: Gale M. Sinatra, University of Southern California
Participants:
- Theme 1: Characteristics of a Scientifically Informed Public. William A. Sandoval, University of California - Los Angeles.
- Theme 2: Understanding and Evaluating Sources of Scientific Information. Rainer F. Bromme, University of Minster.
- Theme 3: Impact of Internet and Media on Public Engagement with Science. Susan R. Goldman, University of Illinois at Chicago.
- Theme 4: Communicating and Mediating Scientific Information for Understanding and Engagement. Anne Britt, Northern Illinois University.
Discussants: Janice M. Earle, National Science Foundation; Anne Briggemann, DFG (German Research Foundation)

30.028. The Role of Educative Curriculum Materials in Supporting Science Teaching Practices With English Language Learners. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 10:35am to 12:05pm
Chair: Marco A. Bravo, Santa Clara University
Participants:
- Identifying and Accommodating the Language Demands of Science for English Learners. Marco A. Bravo, Santa Clara University.
- Building a Teaching Intervention for English Language Learners. Alison Knight Billman, University of California - Berkeley; Gina Cervetti, University of Michigan.
- Influence of Educative Curriculum Materials on Teachers’ Learning and Teaching. Gina Cervetti, University of Michigan; Michelle Jane Drummond, University of Colorado - Boulder; Alison Knight Billman, University of California - Berkeley; Jonna M. Kulikowich, The Pennsylvania State University.
Discussant: Donald J. Leu, University of Connecticut

30.029. Approaches to Scaling, Equating, and Linking. Division D - Measurement and Research Methodology; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm
Chair: Enis Dogan, Achieve, Inc.
Participants:
- Linking Assessments: Effects of Linking Method on Vertical Scale Projections and Resulting Interpretations. Anthony D. Fina, University of Iowa; Katherine Fargol Castellano, University of California - Berkeley; Stephen B. Dunbar, University of Iowa.
- A New Procedure in Large-Scale Assessment Academic Growth Detection as Mixture Group Academic Grows Vary. Ou Zhang, University of Florida; M. David Miller, University of Florida.
Discussant: Marc W. Julian, CTB/McGraw-Hill LLC

30.030. When Validity Theory Meets Validation Practice: Research Syntheses of Validity Evidence Reported in Seven Areas. Division D - Measurement and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 10:35am to 12:05pm
Chairs: Eric K. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia
Participants:
4. A Critical Review of Validity Evidence in Exercise Psychology: An Examination of the Behavioral Regulations in Exercise Questionnaire. Katie E. Gunnell, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Philip M. Wilson, Brock University; Diane E. Mack, Brock University; Peter R.E. Crocker, The University of British Columbia; Benjamin Schellenberg, The University of British Columbia.
5. Research Synthesis of Validity Evidence in Papers Published in a Journal on Patient-Reported Outcomes. Eric K. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Ira Darmawanti, State University of Surabaya; Olivia Prabandini Mulyana, State University of Surabaya.
30.031. Youth Victimization: Diverse Contexts and Psychosocial Consequences. Division E - Counseling and Human Development; Symposium
Fairmont Waterfront, Concourse Level, Malaspina; 10:35am to 12:05pm
Chair: Roxana Marachi, San José State University
Participants:
Poly-Victimization and Psychosocial Adjustment Among African American Adolescents. Lily Ortega, University of Illinois at Urbana-Champaign
Cumulative Risk Factors Leading to Delinquency and Antisocial Behavior. Gabriel Joey Merrin, University of Illinois
The Long-Term Impact of Peer Victimization on Depressive Symptoms and Suicidal Thoughts. Lisa De La Rue, University of Illinois at Urbana-Champaign
Links Between Depression and Substance Use in Early Adolescence: The Mediating Role of Bully Victimization. Miralindia Rao, University of Illinois @ Urbana-Champaign
Discussant: Ron Avi Astor, University of Southern California

VCC, Third Level, West Room 305; 10:35am to 12:05pm
Chair: Christopher M. Span, University of Illinois at Urbana-Champaign
Participants:
The Black Flame Trilogy, Multigeneration Educational Trauma, and the Dehumanization of Black Students. June Cara Christian, University of Missouri - St. Louis, Visiting Scholar
“A Mind and a Spirit”: Negotiating African American Exclusion From the Jacksonville Public Library. Linda Mizell, University of Colorado - Boulder
Educating the New Negro: Teaching and Learning in African American Literature and Life. Daniel Perlstein, University of California - Berkeley
Discussant: Christopher M. Span, University of Illinois at Urbana-Champaign

VCC, Second Level, West Room 206; 10:35am to 12:05pm
Chair: Anjale DeVawn Watson, University of Illinois at Urbana-Champaign
Participants:
A Mother’s Humiliation: School Organizational Violence Toward Latina Mothers. Lila D. Monzo, Chapman University
A Violent Production: Racial Fantasies, No Child Left Behind, and Anti-Blackness. Connie Wu, University of California - Berkeley
Beyond Antiracism: Whiteness, Abolitionist Pedagogy, and the Dismantling of Race as a Social Institution. Ricky Lee Allen, University of New Mexico
Chief Ilmiwek: Understanding the Controversial Discourse and the Politics of Power. Socorro Morales, University of Utah

30.034. Deconstructing Race, Racism, and Antiracism. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 10:35am to 12:05pm
Chair: Anjale DeVawn Watson, University of Illinois at Urbana-Champaign
Participants:
A Mother’s Humiliation: School Organizational Violence Toward Latina Mothers. Lila D. Monzo, Chapman University
A Violent Production: Racial Fantasies, No Child Left Behind, and Anti-Blackness. Connie Wu, University of California - Berkeley
Beyond Antiracism: Whiteness, Abolitionist Pedagogy, and the Dismantling of Race as a Social Institution. Ricky Lee Allen, University of New Mexico
Chief Ilmiwek: Understanding the Controversial Discourse and the Politics of Power. Socorro Morales, University of Utah
30.038. Measures of Effective Teaching Project. Division H - Research, Evaluation and Assessment in Schools; Symposium Marriott Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm Chairs: Steven M. Cantrell, The Bill & Melinda Gates Foundation, Division H - Research, Discussant: Sheryl S. Lazarus, University of Minnesota

Participants:
Value-Added Working Group. Douglas Staiger, Dartmouth College
Teacher Knowledge Working Group. Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University
Student Perceptions Working Group. Ronald F. Ferguson, Harvard University
Video-Scoring Working Group. Catherine A. McClellan, ETS
Building a Composite Measure of Effective Teaching. Daniel McCaffrey, RAND Corporation

30.039. Academic and Program Assessment in Higher Education. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 207; 10:35am to 12:05pm
Chair: Cecilia Rios Aguilir, Claremont Graduate University
Participants:
Assessment as an Innovation: Faculty Members’ Changing Perspectives on Assessment. Don Haviland, California State University - Long Beach
Harold S. Turley, California State University - Long Beach
Nonresponse in Online Course Evaluations: An Analysis of Participation and Its Consistency Over Semesters. Meredith J.D. Adams, North Carolina State University
Program Assessment at a Research University. Monica A. Stitt-Bergh, University of Hawaii
Discussion: Alexander C. McCormick, Indiana University - Bloomington

30.040. Division J Invited Session: Developing an Activist Research Agenda. Division J - Postsecondary Education; Invited Session VCC, Second Level, West Room 208&209; 10:35am to 12:05pm
Chair: Michelle M. Espino, University of Georgia
Participants: Benjamin Baez, Florida International University; Estela M. Bensimon, University of Southern California; William G. Tierney, University of Southern California; Deborah Santiago, Excelsior in Education.

30.041. Race/Ethnicity and the College Student Experience. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 220; 10:35am to 12:05pm
Chair: Tryan L. McMickens, Suffolk University
Participants:
Black Men in College: Understandings and Perceptions of Masculinity. Jennifer Fellabaum, University of Missouri; Jeni L. Hart, University of Missouri - Columbia; Andre Brown, University of Missouri - Columbia
Black and Latino Male Positionality in Narratives of Transition to Community College. Beth E. Bukoski, The University of Texas - Austin; Deryl Keith Hatch, The University of Texas - Austin
Race as Both Biologically and Socially Constructed: Exploring the Nature of College Students’ Racial Conceptions. Marc P. Johnston, University of California - Los Angeles
Remaking Selves, Repositioning Selves: An Examination of Asian American College Students’ Efforts to “Belong”. Michelle Samurai, Chapman University
Discussion: Darnell G. Cole, University of Southern California

30.042. Reimagining Teacher Education Through University-Community Partnerships. Division K - Teaching and Teacher Education; Symposium VCC, First Level, West Room 116&117; 10:35am to 12:05pm
Chair: Christina Paguyo, University of Colorado - Boulder
Participants:
Reenvisioning Learning in Order to Transform Teaching. A. Susan Jarrow, University of Colorado - Boulder; Jacqueline S. Hotchkiss, University of Colorado - Boulder; Christina Paguyo, University of Colorado - Boulder
Collaborative Teacher Education: Forging Tangible Connections Between the Field and the Classroom. Andrea Caroline Bien, University of Colorado - Boulder
Makenzie Selland, University of Colorado - Boulder
Appropriating Principles of Practice: Novice Teachers as Students of the After-School Setting. Shirin Vossoughi, Stanford University
LabZone: Undergraduates and Youth Learning From Each Other in Informal Education Settings. Alexander W. Chizhik, San Diego State University; George Franklin Sweeney, San Diego State University; Ariane Grubb, California State University, San Diego; Ricardo Nemirovsky, San Diego State University
The Places People Become: The Role of Imagination, Language, and Bodies in Constructing Difference. Emily Gleason, University of California - Berkeley
Discussion: Kris D. Gutierrez, University of Colorado - Boulder

30.043. School Improvement Through Social Entrepreneurship? Division L - Educational Policy and Politics; Invited Session VCC, Second Level, East Room 11; 10:35am to 12:05pm
Chairs: William A. Firestone, Rutgers University; Donald J. Peurach, University of Michigan
Participants: Jeffrey R. Henig, Teachers College, Columbia University; Frederick M. Hess, American Enterprise Institute; Janelle T. Scott, University of California - Berkeley; Robert Slavin, Johns Hopkins University

SIG Sessions

30.044. “To Know Is Not Enough”: Action Research as the Core of Educational Research. SIG-Action Research; Symposium Marriott Pinnacle, Fourth Level, Ambleside; 10:35am to 12:05pm
Chair: Susan E. Noffke, University of Illinois at Urbana-Champaign
Participants: To Know Is Not Enough, or Is It? Jack Whitehead, Liverpool Hope University
Unlearning what you know: A narrative analysis of university and school teacher reflective journals. Patricia Thomson, University of Nottingham
Ethics, Caring, and Power: Grounding Our Work in Theory and Practice. Susan E. Noffke, University of Illinois at Urbana-Champaign
Discussion: Gary L. Anderson, New York University

30.045. Lifelong Learning From Adult Secondary to Postsecondary Education. SIG-Adult Literacy and Adult Education; Paper Session VCC, Second Level, West Room 214; 10:35am to 12:05pm
Chair: Cristine A. Smith, University of Massachusetts - Amherst
Participants: Exploring the Structure of Engagement Among Adult Secondary Students. Madelyn A. Arballo, Mt. San Antonio College; Hiromi Masunaga, California State University - Long Beach
Immediate Student Outcomes of Adult Education Bridge Programs in Illinois. Jason L. Taylor, University of Illinois at Urbana-Champaign; Debra D. Bragg, University of Illinois at Urbana-Champaign
From GED (General Educational Development) Testing to Postsecondary Education: The Role of Institutions. Wei Song, The Council of Independent Colleges; Margaret B. Patterson, Research Allies for Lifelong Learning
Academically Underprepared Writing Students and Morphological Awareness Instruction: An Intervention Study. Sasha Lotas, University of Washington
The Social Relations of Profiling the Language Requirements for Internationally Educated Professionals in Specific Occupations. Tara Gibb, The University of British Columbia/Athabasca University
Discussion: Gail Palmisano, Mountain State University

30.046. Assessing Students Using New Learning Technologies. SIG-Advanced Technologies for Learning; Paper Session Sheraton Wall Centre, Fourth Level, South Galliano; 10:35am to 12:05pm
Chair: Vanessa Siviglia, University of New Mexico
Increasing Academic Success in Undergraduate Engineering Education Using Learning Analytics: A Design-Based Research Project. Andrew Edward Krumm, University of Michigan; Richard Joseph Waddington, University of Michigan; Steven Lonn, University of Michigan; Stephanie D. Teasley, University of Michigan


Using Process Analysis Techniques to Understand Students’ Learning Strategies with Computer Models. Lina Markauskaite, The University of Sydney; Michael J. Jacobson, The University of Sydney; Vlathong Southavilay, The University of Sydney; Nick Kelly, The University of Sydney

Discussant: Daniel T. Hickey, Indiana University

30.047. Transforming City Schools Through Art: Approaches to Meaningful K-12 Learning. SIG-Arts and Learning; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm

Chair: Karen Hatzel, The Ohio State University

Participants:

Artful Cityscapes: Transforming Urban Education With Art. Flavia M. C. Bastos, University of Cincinnati


Artistically Asking About School: Picturing City Youth as Writers, Artists, and Citizens. Kristien Zengov, George Mason University; Kimberly Marie Sheridan, George Mason University

Beyond Interpretation: Responding Critically to Public Art. Melanie L. Buffetton, The Ohio State University

Community Arts Academy: Service-Learning for Urban Art Teachers. Bryna Bobich, The University of Memphis; Donalyn Heise, The University of Memphis

30.048. Complexities of Educational Experiences of Africans at Home and in the Diaspora. SIG-Caribbean and African Studies in Education; Paper Session

VCC, Second Level, East Room 18; 10:35am to 12:05pm

Chair: Dolapo Adeniji-Neill, Adelphi University

Participants:


Supporting Elementary Mathematics Education in Rural Tanzanian Communities: Developing Relationships and International, Interdisciplinary, Cross-Sector Partnerships. Florence A. Glenfield, University of Alberta; Elaine Simmt, University of Alberta; Joyce Mgombelo, Brock University; Dawn Wiseman, University of Alberta

The Experiences of African-Born Professors in Higher Education: A Phenomenological Study. Amon Okay Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University

Who Will Remember Your Name? Teachers and African Immigrant Students. Denzil Street, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University

“To Know Is Not Enough”: Diaspora Fathers’ Conduct of Fatherhood, Teaching, and Learning With Their Children in a New World. Dolapo Adeniji-Neill, Adelphi University; Berte Van Wyk, Stellenbosch University

Discussant: Frank C. Worrell, University of California - Berkeley

30.049. Classroom Management Research Presentations. SIG-Classroom Management; Paper Session

VCC, Second Level, East Room 16; 10:35am to 12:05pm

Chair: Sandee G. McClowry, New York University

Participants:

Working Together: The Role of a Transformative School-University Partnership in Changing Behavior at School. Claire W. Lyons, Mary Immaculate College; Ann Mary Higgins, Mary Immaculate College; Fiona O’Connor, Mary Immaculate College

Teacher Classroom Management Style and Efficacy: Do Novice, Mid-Career, and Veteran Teachers Differ? Nancy K. Martin, The University of Texas - San Antonio; Joan M.T. Walker, Pace University

Twenty Years of Research: A Person-Centered Instructional and Discipline Management Program. Jerome Freiberg, University of Houston

School-Wide Professional Development to Improving Teacher-Student Relationships: Complexities, Successes, and Failures. Kent Alan Divoll, University of Houston; Clear Lake; Winona Burt Vese, University of Houston; Clear Lake

Teacher Student Relations and Job Satisfaction During the Teacher Career. Iteje Veldman, Leiden University; Jan Van Tartwijk, Utrecht University; Theo Wubbels, Utrecht University

30.050. Cognition and Assessment Paper Session. SIG-Cognition and Assessment; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 10:35am to 12:05pm

Chair: Howard T. Everson, The Graduate Center - CUNY

Participants:

Articulating a Common Algebra 1 Final Using Cognitive and Psychometric Models of Student Learning in Mathematics. Jivan Dhalwala, Santa Clara County Office of Education; Diana Bornbaum Wilmot, Santa Clara County Office of Education

Developing a Diagnostic Test for Introductory Computer Science Courses: An Application of Cognitive Diagnostic Modeling. Michael Cook, The Pennsylvania State University; Hongli Li, Georgia State University; Wil Hung Pun, The Pennsylvania State University; Steven Shaffer, The Pennsylvania State University; Doug Hogue, The Pennsylvania State University; Hoi K. Suen, The Pennsylvania State University

Developing an Assessment of Reading Comprehension Utilizing a Cognitive Diagnostic Assessment Approach: A Critical View. Richard F. Brummer, University of South Florida

English Language Learners and Mainstream Students Solving Multiple-Choice Science Items With and Without Vignette Illustrations. Rachel R. Ruchachaf, TERC; Guillermo Solano-Flores, University of Colorado - Boulder


30.051. New Developments in Conflict Resolution. SIG-Conflict Resolution and Violence Prevention; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: David W. Johnson, University of Minnesota

Participants:

A Quasi-Experimental Analysis of School-Wide Violence Prevention Programs. Tia Navelene Barnes, University of Florida; Walter L. Leite, University of Florida; Stephen W. Smith, University of Florida

An Internal Exploration of the Santa Barbara School District’s Gang and Violence Intervention Program. Mario G. Galicia, University of California - Santa Barbara

Gangs: An Examination of Social Bonding Theory. Anthony Vander Horst, The Ohio State University; Richard G. Lomax, The Ohio State University


“Stop Fighting!” Third-Party Peer Intervention and Preschoolers’ Conflict Resolution. Megan C. Fedor, Michigan State University; Barbara Thelamour, Michigan State University; Cary J. Roseth, Michigan State University

Discussant: Roger T. Johnson, University of Minnesota

30.052. Critical Race Analysis of Internalized Racism Across the K-12 Educational Pipeline. SIG-Critical Educators for Social Justice; Symposium

VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: Marcos Pizarro, San José State University

Participants:


Internalized Racism and African American College Students: Implication for Academic Achievement. Robin Nicole Johnson-Ahorlu, University of California - Los Angeles

Internalized Racism, Teachers of Color, and the K-12 Classroom. Rita Kohli, Santa Clara University
30.053. M/othering a Bodied Curriculum: Emplacement, Desire, and Affect. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm
Chair: Debra M. Freedman, UW/UofG/PSU
Participants:
M/othering and a Minor Methodology. Stephanie Springgay, OISE/University of Toronto; Debra M. Freedman, UW/UofG/PSU
Consuming M/Otherhood: Pedagogical Regimes of Truth in Parental Consumerism. Jake Burdick, Arizona State University; Jonel Thaller, Arizona State University
Pregnant Pedagogy. Julie Garlen Maudlin, Georgia Southern University
Navigating M/other-Son Plots as a Migrant Act: Autobiography, Currere, and Gender. Nicholas Ng-A-Fook, University of Ottawa
Where Desire Endures: Intimacy and Mother a Bodied Curriculum. Reta Ugena Whitlock, Kenneawas State University
Multiple Stories: Alternate Constructions of M/othering in the Context of Family Violence. Saskia Stille, OISE/University of Toronto
Discussant: Erik L. Malewski, Purdue University

30.054. Documenting and Researching Early Childhood Practices. SIG-Critical Perspectives on Early Childhood Education; Paper Session
VCC, Third Level, West Room 302; 10:35am to 12:05pm
Chair: Joseph J. Tobin, University of Georgia
Participants:
Children, Mathematics, and Videotape: Using Multimodal Analysis to Bring Bodies Into Early Childhood Research. Amy Noelle Parks, University of Georgia; Mardi Schmeichel, University of Georgia
Learning to Read in a Digital Age: A Multimodal Perspective. Rosie Flewitt, The Open University
Photo Elicitation and the Exploration of School Readiness in Low-Income Families. Kyle Elizabeth Miller, University of Wisconsin - Madison; Janean Dilworth-Bart, University of Wisconsin - Madison
The Politics of Ethnographic (Mis)Representation in Early Childhood Mathematics Research: Pedagogical Documentation. Sylvia McLellan, The University of British Columbia

30.055. Including and Excluding (Dis)ability. SIG-Disability Studies in Education; Paper Session
VCC, First Level, West Room 111&112; 10:35am to 12:05pm
Chair: Emily A. Nusbah, California State University - Fresno
Participants:
Constructions of the Education of People With Dis/Abilities in Russia: A Discourse Analysis of Newspaper Talk. Maria J. Oreshkina, University of Scranton; Jessica Nina Lester, Washington State University
From Assistive to Accessible Technology: Ensuring Access and Inclusion. Beth A. Ferri, Syracuse University; Alan R. Foley, Syracuse University
Thinking About College? Exploring an academic future with middle school students. Maria C. Patewonsky, University of Massachusetts
Vulnerable to Exclusion: The Place for Segregated Education Within Conceptions of Inclusion. Emily A. Nusbah, California State University - Fresno

30.056. Lifting All Boats With a Multisector Approach: Lessons From New Orleans. SIG-Districts in Research and Reform; Symposium
Marriott Pinnacle, Third Level, Shaughnessy II; 10:35am to 12:05pm
Chair: Kara S. Finnigan, University of Rochester
Participants:
Turning Around Schools in New Orleans: Two Sectors, Two Directions. Robin J. Lake, University of Washington
What’s in a Design? A Quasi-Experimental Evaluation of New Orleans High School Turnarounds. Andrew McEachin, University of Southern California; Dominic J. Brewer, University of Southern California
Discussant: Elliot H. Weinbaum, U.S. Department of Education

VCC, Second Level, West Room 224; 10:35am to 12:05pm
Chair: Kristie Kauerz, University of Washington
Participants:
A Collaborative Approach to Achieving Ready Schools and Ready Students. Reuben Jacobson, University of Maryland
Discussant: Lisa Hood, Illinois State University

30.058. Acknowledging Philanthropy in Faculty Work: A New Approach to Understanding the Professoriate. SIG-Faculty Teaching, Evaluation, and Development; Symposium
VCC, Second Level, West Room 223; 10:35am to 12:05pm
Chair: Genevieve Shaker, Indiana University - Purdue University Indianapolis
Participants:
Do Faculty Use a Portion of Their Time Philanthropically? Thomas F. Nelson Laird, Indiana University
Is Unrewarded Civic-Engagement Work Philanthropic? William M. Plater, Indiana University - Purdue University at Indianapolis; Richard Turner, Indiana University - Purdue University at Indianapolis
Are Full-Time Non-Tenure-Track Faculty Philanthropically Motivated? Genevieve Shaker, Indiana University - Purdue University Indianapolis
Discussant: Ann E. Austin, Michigan State University

30.059. Teachers, Parents, and Principals Supporting English Language Learners. SIG-Hispanic Research Issues; Paper Session
VCC, Second Level, East Room 17; 10:35am to 12:05pm
Chair: Jacqueline Elena Romano, University of North Texas
Participants:
Language and Literacy Practices of Parents That Enroll Their Children at a Spanish-English Two-Way Immersion Charter School. Erika Feynauer, Brigham Young University; Erin Feynauer Whiting, Brigham Young University
Something to Talk About: Studying Teachers’ Conceptual Understandings of English Learners in an Online Course. Elsa M. Billings, San Diego State University
Successful Teachers of Latino English Language Learners. Ischel Samson, Stanford University
The Contribution of Spanish Cognate Knowledge to the Literacy Development of Latino Students in the United States. Ignote Arteaga, Connecticut State University
What is the connection between the Actions of the Principal and the Involvement of Latino Immigrant Parents in an Elementary School Setting? Alicia Miguel, Kansas City Missouri School District; Barbara Nell Martin, University of Central Missouri
Discussant: Ellen R. Clark, The University of Texas - San Antonio

30.060. Research and Strategies for Engaging African American and Latino Families in Informal STEM Education. SIG-Informal Learning Environments Research; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm
Chair: Jill Denner, Education, Training, and Research Associates
Participants:
Using Parent Leadership to Engage Latino Families in Informal STEM Education. Jacob Martinez, ETR Associates; Sylvia Reyes, ETR Associates; Ken Rafanan, SRI International; Liliiana Ructinger, SRI International; Denise Sauereteig, SRI International
Engaging Latino and African American Families in Informal STEM Education: Perspectives From Research and Practice. Melissa J. Koch, SRI International; Patrik Lundh, SRI International; Christopher J.

30.062. Technology-Mediated Learning Environments. SIG-Learning Environments; Paper Session VCC, Second Level, West Room 219; 10:35am to 12:05pm Chair: David B. Zandvliet, Simon Fraser University Participants: Behind the Screens: English Language Learners’ Out-of-School Literacy Engagement in World of Warcraft (WoW). Zuo Li, University of Florida; Chia-Chuan Chiu, University of Florida Examining the Impact of Flexible and Digitally Mediated Learning Environments on Teachers’ Conditions of Professional Practice. Philip Andrew McRae, University of Alberta; Stanley J. Varnhagen, University of Alberta; Bradford Arkison, University of Alberta Grade-Level and Gender Differences in Learning Environment and Student Attitudes in Technology-Rich Biology Classrooms. Lisa P. Incatalupo, Curtin University; David F. Tregast, Curtin University; Rekha Bhan Koul, Curtin University Perspectives on Boundary Crossing in an Innovative Playful Learning Environment. Marjaana Kangas, University of Helsinki; Leena Krooks, University of Helsinki; Kristiina P. Kumpulainen, National Board of Education; Lasse Lipponen, University of Helsinki Discussant: Perry den Brok, Eindhoven University of Technology

30.063. Framing and Epistemology and Theories of Learning. SIG-Learning Sciences; Paper Session Sheraton Wall Centre, Third Level, North Parksville; 10:35am to 12:05pm Chair: AnnMarie Darrow Baines, San Francisco State University Participants: Explaining How Exposive Framing Fosters Transfer: The Case of Elaine. Diane Lam, University of California - Berkeley; Xenia S. Meyer, University of California - Berkeley; Rand A. Engle, University of California - Berkeley; Lloyd Goldwasser, University of California - Berkeley; Sarah Perez, University of California - Berkeley; Kathleen Zheng, University of California - Berkeley; Jim Clark, University of California - Berkeley; Erica Naves, University of California - Berkeley; Hernan Rosas, University of California - Berkeley; Danny Tan, University of California - Berkeley Exploring Secondary Preservice STEM Teachers’ Domain-General and Domain-Specific Epistemic Constructs. Mauricio A. Herron, Purdue University; University Del Norte - Colombia; Ali Samarapungavan, Purdue University Speaking Across Levels: Generating and Addressing Levels Confusion in Discourse. Mike Steffe, University of Illinois at Chicago; Minjung Ryu, University of Maryland - College Park; Jason C. Yip, University of Maryland - College Park The Decline of Learning Theory as an Influence on Pedagogy: A Cross-Disciplinary Analysis. David Kirshner, Louisiana State University Discussant: Victoria M. Hand, University of Colorado - Boulder


30.065. Ensuring Quality in Mixed-Methods Research in Higher Education: From Theory to Praxis. SIG-Mixed Methods Research; Symposium Marriott Pinnacle, Third Level, Shaugnessy 1; 10:35am to 12:05pm Chair: Vicki L. Plano Clark, University of Nebraska - Lincoln Participants: Promoting Transparency: Explicating the Role of Philosophy in Design and Application of Quality Criteria in Mixed Research. Kathleen M.T Collins, University of Arkansas; Burke Johnson, University of South Alabama; Anthony J. Owuagbazie, Sam Houston State University Implementing Quality Criteria in Designing and Conducting a Sequential Mixed-Methods Study. Nataliya F. Ivankova, The University of Alabama - Birmingham; Sorina Keser, University of Alabama - Birmingham; Mary N. Owuagbazie, Sam Houston State University Inference Quality in a Multilevel Mixed-Methods Study of Quality Management in Greek Higher Education. Antigoni Papadimitriou, Aristotle University of Thessaloniki Reflections of a Mixed-Method Researcher. Sylvia Hurtado, University of California - Los Angeles Discussant: Abbas Tashakhori, University of North Texas


30.068. Fulfillment of Self Through Adherence to Law: Formative Justice and Educational Politics. SIG-Philosophical Studies in Education; Symposium VCC, Third Level, West Room 303; 10:35am to 12:05pm Chair: Jessica Lee Hochman, Pratt Institute Participants: The Exercise of Formative Justice. Seth Halvorson, Columbia University Can We Distribute Education? Formative Justice as Critique. James
Stillwagon, Iona College
Study and the Question of Formative Justice. Rene V. Arcilla, New York University
Reframing Access to, Instruction in, and Alternatives Beyond the University: Formative Justice and Postsecondary Education. Winston Charles Thompson, NYU-Steinhardt
Discussant: Robert McClintock, Teachers College, Columbia University

30.069. New Material Feminist Methodologies. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 10:35am to 12:05pm
Chair: Lisa A. Mazzei, Gonzaga University
Participants:
Language and Materiality in Qualitative Methodology. Maggie Mac lure, Manchester Metropolitan University
Matter That We Make, and Matter That Makes Us: Finding Freedom in New Feminist Materialisms. Alecia Youngblood Jackson, Appalachian State University
Possibilities and Difficulties in Performing a Diffractive Methodology in a Project on School-Related Health Problems. Hillel Levin Togouchi, Stockholm University; Anna Palmer, Stockholm University
Materialist Mappings of Knowing in Being: Researchers Constituted in the Mangle. Lisa A. Mazzei, Gonzaga University
Discussant: Kate McCoy, SUNY - College at New Paltz

30.070. Border Crossings: Intercultural Explorations of Gender and Sexuality in Families and Schools. SIG-Queer Studies; Paper Session
VCC, Second Level, East Room 19&20; 10:35am to 12:05pm
Chair: Sandra Schmidt, Teachers College, Columbia University
Participants:
Staging Harriet’s House: Writing and Producing Research-Informed Theatre. Tara Goldstei, OISE/University of Toronto
What’s in a Label? Perspectives Toward “LGBT Community” and “Sexual Minority” Among Israeli Youth. Oren Pizmony Levy, Indiana University; Guy Shilo, Tel Aviv University
Gender Transgressors on Campus: The Educational Experiences of Transgender-Identified University Students. Les Tyler Johnson, University of Wisconsin - Milwaukee
Teaching Arab-Muslim Feminisms and Sexualities: Queer Ethics at the Intersections of Homophobia and Islamophobia. Manal Hanzeń, New Mexico State University
Alumni Relations and Development Among Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex Graduates. Noah Daniel Drezer, University of Maryland - College Park; Jay Garvey, University of Maryland
Discussant: Gent Cowan, California State University - Sacramento

30.071. Education in a Postsecular Age. SIG-Religion and Education; Symposium
Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm
Chair: Hans-Uwe Otto, Bielefeld University
Participants:
Thoccry and Pedagogy: Public Education in Israel between the Secular and the Religious. Yotam Y. Hotam, Faculty of Education, University of Haifa
Ecopedagogy as a Postsecular Educational Movement. Richard V. Kahn, Antioch University Los Angeles
Ernst Bloch’s “Atheism in Christianity” Revisited: Bildung (Education) in the Postsecular Society. Heinz Sänker, University of Wuppertal
Discussant: Philip Wexler, Brandeis University

30.072. Research That Improves Education in the Context of Sport: “To Know Is Not Enough”. SIG-Research Focus on Education and Sport; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm
Chair: Thalia Mulhivill, Ball State University
Participants:
Exploitation in the American Academy: College Athletes and Self-Perceptions of Value. Derek M. Van Rheenen, University of California - Berkeley
Athletic Personnel’s Influence on the Academic Success of Student-Athletes in Featured Sports. India Menon, The Pennsylvania State University; Karla Loya, The Pennsylvania State University; Susan Rankin, The Pennsylvania State University
The Role and Influence of Support Service Practitioners and Big-Time College Head Coaches: An Academic-Athletic Priority Collision. Eddie Comeaux, University of Kentucky
Do Student-Athletes’ Identity and Sense of Belonging Change Over Time? Danielle D. Fearon, Baylor University; Lucy Barnard-Bruk, Texas Tech University; Eric L. Robinson, Baylor University; Tracey Nicole Salak, Baylor University
Mentes Sanes in Corporibus Sanis? Evaluating Achievements on and off the Playing Fields in Ohio’s High Schools. Daniel Henry Bowen, University of Arkansas; Jay Phillip Greene, University of Arkansas at Fayetteville; Jennifer Ash, University of Arkansas
Discussant: James W. Satterfield, Clemson University

VCC, Second Level, East Room 13; 10:35am to 12:05pm
Chair: Mary Jo Self, Oklahoma State University
Participants:
The Power of Induction Programs: Components that Impact Student Achievement. Janice H. Holt, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University
RetainingNovice Teachers Through Effective Teacher Induction Programs. Kathryn Ann Sallis, Boston College
School Counselor Induction: The Importance of Mattering. Jennifer R. Curry, Louisiana State University; Dana L. Bickmore, Louisiana State University
Discussant: Susan D. Myers, Texas Tech University

VCC, Second Level, East Room 14; 10:35am to 12:05pm
Chair: Sarai Koo, Chapman University
Participants:
“Too Asian”? Ruling Through Discourse. Dan Cui, University of Alberta
Contextualizing Immigrant Youth’s Adaptation: A Case Study of Filipino Immigrant Students From Transnational Households. Jeomja Yeo, University of Washington
Second Generation Latoom American College Students’ Educational Aspirations: The Struggle for Individual Choice. Malaphee Phommasa, University of California - Santa Barbara
Understanding the Role of Culture in the Success of Southeast Asian American College Students. Dina C. Maramba, Binghamton University; Samuel D. Museus, University of Hawaii - Manoa; Robert Terry Palmer, Binghamton University - SUNY
Discussant: Clara Lee Brown, The University of Tennessee - Knoxville

30.075. Library Research. SIG-Research, Education, Information and School Libraries; Paper Session
VCC, Third Level, West Room 304; 10:35am to 12:05pm
Chair: Michelle Kowalsky, University of Hawaii at Manoa
Participants:
School Librarians as Partners in School Improvement: What Principals Know and Do. Lorraine C. Schmertzing, Valdosta State University; Dianne Dees, Valdosta State University; Cheryl Youse, Colquitt County High School; Ailsanne Mayer, Moulton Branch Elementary School
Stop and Think: Metacognition and the Standards for the 21st-Century Learner. Robin Spyce, Old Dominion University; Casey Lynn Garrison, Old Dominion University
The Collaboration Penalty: Why Groups of Students Show Lower Performance on Complex Information Search Tasks. Eric Meyers, The University of British Columbia
Online Learning Communities: Enhancing Undergraduate Students’ Acquisition of Information Skills. Ling Wang, Nova Southeastern University; Noraida Dominguez, Nova Southeastern University
Discussant: M. Delia Neuman, Drexel University

30.077. Language, Identity, and Diversity. SIG-Second Language Research; Paper Session VCC, Second Level, East Room 12; 10:35am to 12:05pm Chair: Priya Mariana Shimp, Mills College Participants: Ethnolinguistic Identity of First-Year Non-Heritage Chinese Postsecondary Students. Sharon Chang, Western Washington University Factors Affecting Academic Outcomes of Newly Arrived Immigrant English Language Learners at Selected High Schools in Texas. Gloria C. Lenoir, The University of Texas - Austin; Pet-Ling Lee, The University of Texas - Austin; Soojin Lim, The University of Texas - Austin Understanding Language Difference Versus Language Deficit as Quality of Education Practice. Shu Jen Chen, Touro College Discussant: Eva Ponte, University of Hawaii - Manoa


30.079. Exploring Pedagogical Engagements of In-Service and Preservice Teachers in Learning With Technologies. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 10:35am to 12:05pm Chair: Joan E. Hughes, The University of Texas - Austin Participants: Unearthing Students' Digital Artifacts: Examining Technology Tools and Elements From a Yearlong Technology Integration Initiative. Prisca Rodriguez, University of Florida; Chris Atkinson Frey, University of Florida; Kara M. Dawson, University of Florida Examining the Effects of Cognitive Style on Learners’ Performance and Interactivity With a Computer-Modeling Tool to Solve a Problem. Charoula M. Angeli, University of Cyprus; Nikolaos C. Valanides, University of Cyprus Just Ask Alice: Using Gaming Software to Develop Math Content and Technological Pedagogical Content Knowledge. Pamela L. Whitehouse, West Virginia University; Ugar Kale, West Virginia University The Gamer Generation Teaches School: The Gaming Practices of Preservice Teachers. Elisabeth R. Hayes, Arizona State University; Maryellen Ohrnberger, Arizona State University Discussant: James E. Bartlett, North Carolina State University


Division and SIG Roundtables

30.081. Roundtable Session 25; Roundtable Session

30.081-1. What Did I Read? Multiple Literacies in STEM Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm Chair: Daniel Ness, Dowling College Participants: Conceptualizing Content-Specifically Important Pedagogical Opportunities. Shari L. Stockero, Michigan Technological University; Laura R. Van Zoest, Western Michigan University; Keith R. Leatham, Brigham Young University; Blake E. Peterson, Brigham Young University Developing Students Multiliteracies Through Multimodal Educational Material: Multimedia Builder Software Integration. Simon Tsiolakis, Frederick University; Nikleia Eteokleous, Frederick University Early Career Middle School Science Teachers Learning Science Through Teaching: Strategies for Recognizing Content Knowledge Gaps. Brian Edward Kinghorn, Michigan State University; Ralph T. Putnam, Michigan State University; E. David Wong, Michigan State University Mathematical Literacy: Reading Clinicians’ Perceptions of Domain Relevance of Cognitive Comprehension Strategies. Taylar B. Clements, University of Central Florida; Michele Gregoire Gill, University of Central Florida Teacher’s Instructional Strategies in Multimodal Modeling-Based Activities for Teaching and Learning the Moon Phases. Mi Song Kim, Nanyang Technological University; Wei Ching Lee, Nanyang Technological University; Xiaoxuan Ye, Nanyang Technological University

30.081-2. Using a Critical Inquiry Approach to Enhance Student Teachers’ Capacity for Reflection. Division K - Teaching and Teacher Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm Chair: Deb Morrison, University of Colorado Participants: Constructing a Critical Perspective on Teaching Writing: Learning From the Experience of a Middle School Preservice Teacher. Detra Price-Dennis, The University of Texas - Austin Fostering Data Literacy Through Preservice Teacher Inquiry in English Language Arts. Steven Z. Athanases, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen
30.081-3. Bilingual Education Research: Theory, Policy, and Practice Roundtable. SIG-Bilingual Education Research; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Arturo Olivarez, The University of Texas - El Paso
Participants:
A Multisited Ethnography: Immigrant Adults’ Church-Based Second Language Socialization and Family Cultural Capital. Xia Chao, The University of Alabama
Reality of Bilingualism When Home and School Languages Are Intersected. Keon-Ryeong Park, University of Georgia
Translanguaging Beliefs and Behaviors of Russian-Speaking Parents With Elementary-Age Children. Elena Lutykh, Northern Illinois University
The Effects of Immersion Education on Children’s Cognitive Development: A Longitudinal Study. Claire Stephens, Queen’s University - Belfast; Judith Wylie, Queen’s University - Belfast; Gerry Mulhern, Queen’s University - Belfast

30.081-4. Ethnic Groups, Microagression, and Social Capital. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Kimberly R. White, Carroll University
Participants:
Educatign Authenticity: A Collaborative Auto-Ethnographic Journey Through the Simulacra. Trenio L. Walker, Texas Tech University; Colette M. Taylor, Texas Tech University
Examining Effects and Responses to Racist Nativist Microaggressions in Chicana Students’ Testimonios and Healing Through Conocimiento. Lindsay Perez Huber, University of California - Los Angeles; Bert Maria Cueva, University of California - Los Angeles
Parental Social Capital and Educational Outcomes: A Homogeneous Property or a Diversely Accessible Resource Across Ethnic Groups? Maria Papapolodyrou, University of Greenwich
Teacher Choice Versus Gender Survey: Outcomes and Insights. Margaret M. Ferrara, University of Nevada - Reno

30.081-5. Experiences in Nature and Outdoor Education. SIG-Environmental Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Justin Dillon, King’s College London
Participants:
Outdoor Environment as a Discourse in Policy Documents. Kristin Norðdahl, University of Iceland; Ingojler Asgeir Johannesson, University of Iceland; Johanna Einarssdotir, University of Iceland
Unearthing Possibility: Connecting Children with Nature Through School Gardens. Scott Frederick Hughes, Queen’s University; Rena B. Uptits, Queen’s University; Anna Ingbjorg Peterson, Queen’s University; Jennifer Elisabeth Davis, Queen’s University
School Teachers’ Perception and Attitude Toward Outdoor Education. Judith Chen-Hsuan Cheng, Tamkang University; Ivy Huoyin Hsieh, Tamkang University; Yu-Chi Tseng, National Taiwan Normal University

30.081-6. 21st-Century Youth: Unlocking the Potential of Peer Networks and Identity in Youth Activism. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Cynthia Taines, Northern Illinois University
Participants:
Alienation to Activism: Liberatory Lessons of Transformation From Alternative Education Youth. Angela Nasom, Lewis & Clark; Marla W. McGhee, Texas Christian University
Social Media Knowledge Networks in Youth Organizing: A Social Network Analysis. Michael P. Evans, Miami University; Sean C. Duncan, Miami University
Spatializing Identity: Identity Projects in the Lives of Youth Organizers. Sonia Michelle Rosen, University of Pennsylvania

30.081-7. Moral Education: The Role of Teachers and Topics. SIG-Moral Development and Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Rita Nawrocki-Chabin, Alverno College
Participants:
Empathy, Empathizing, and Empathetic Development: A Qualitative Analysis of Internet Content for Educators. Bruce Macwell, Université du Québec à Trois-Rivières; Roxanne Desforges, Concordia University
How Teachers Shape Children’s Shame and Guilt Experiences: Development of a Multicultural Instrument. Lourdes Majdalani, Majdalani Foundation - Center for Moral Development; Rebecca A. Rohles-Pina, Sam Houston State University
The Effects of an Ethical Philosophy Course Upon the Moral Development of Urban Middle School Students. Scott Clifford Seider, Boston University; Sarah Novick, Boston University; Jessica Gomez, Boston University

30.081-8. Multicultural/Multiethnic Education: New Insights for Schooling. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Daniella Ann Cook, University of Tulsa
Participants:
Culturally Relevant Science Teaching Using a Hip-Hop-Based Epistemological Model. Maurice Doherty, University of Washington
Identity Politics Versus Politics of Identities: Whatever Happens in the Debates on Identities in Multicultural Education? Seungho Moon, Oklahoma State University - Stillwater
Intersections of Multicultural Identities With Diversity Issues in Online Multicultural Education Discussions. Binod Gurung, New Mexico State University

30.081-9. Music Education Roundtable 3. SIG-Music Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Ronald P. Koss, Boston University
Participants:
Becoming a Music Teacher: Preserve Music Teachers Describe the Meanings of Music Making, Teaching, and a Tour Experience. Kristen Pellegrino, Christopher Newport University
An Observational Study of Intermediate Band Students’ Self-Regulated Practice Behavior. Peter John Miksza, Indiana University Jacobs School of Music; Stephanie Pichard, University of Colorado
Citing Influential Teachers: Perceptions of Undergraduate Music Education Majors. Dale Misenhelter, University of Arkansas
Music Making as Place Making: Case Studies of Place-Based Community Music in Japan. Koji Matsunobu, University of Queensand

30.081-10. Elementary Social Studies Pedagogy. SIG-Research in Social Studies Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chairs: Andrea S. Libresco, Hofstra University; Cinthia S. Salinas, The University of Texas - Austin
Participants:
Changing the Narrative: Dissecting Content and Structure Through Historical Thinking. Cinhia S. Salinas, The University of Texas - Austin
30.081-11. Teacher Research: The Role of Inquiry in the Elementary Classroom. SIG-Teacher as Researcher; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Rebecca Akin, Oakland Unified School District / Stanford University
Participants:
The Use of Play and Inquiry in a Kindergarten Drama Centre. Laura Lynn Hope-Southcott, Lakehead University
A Teacher Researcher’s Look Into Small Book-Discussion Groups by First-Grade Boys. Sudarshana Das, Manhattanville College; Joanna K. Uhry, Fordham University
Pedagogical Documentation as a Tool of Teacher Research: Two Teachers’ Experiences. Amanda Humphreys, The Bishop Strachan School; Shelley van Benschop, The Bishop Strachan School
Collaborative Teacher Research: Teacher Researchers Reflect on Their Experience. Judith A. Gouwens, Roosevelt University; Leilani Pao, Roosevelt University; Tyler Flynn Rambo, Christopher House

30.081-12. Formative Assessment, Questioning, and Higher Order Thinking. SIG-Classroom Assessment; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Susan K. Green, Winthrop University
Participants:
Relating Formative Assessment and Affordances to Learn in Classroom Questioning Practices. L. Shahradz Ahmad, University of Colorado - Denver; Maria Arceli Ruiz-Primo, University of Colorado - Denver
From Research to Practice: Teachers Use Formative Assessment and Explicit Instruction to Develop Higher Order Thinking. Henry W. Schulz, Memorial University; Beverly Ann Fitzpatrick, Memorial University
How a Research-Based Intervention and Teacher Learning Community Supported Teachers in Teaching and Assessing Higher Order Thinking. Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University

30.081-13. Systems Learning From Educational Change. SIG-Educational Change; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Dan L. King, Massachusetts School of Professional Psychology
Participants:
Multiple Mediator Models of Educational Reform: Organizational Learning as Persistent Change. James A. Levin, University of California - San Diego; Amanda L. Datnow, University of California - San Diego
The Use of Research to Improve Education and Serve the Public Good. Adrienne Alton-Lee, Ministry of Education
What Can We Learn from Educational Change in Finland? Pasi Sahlberg, Center for International Mobility and Cooperation

30.081-14. Teacher Contribution to School Effectiveness. SIG-School Effectiveness and School Improvement; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Kristy S. Cooper, Michigan State University
Participants:
Assessing Student Teaching Experiences: Perceptions of Teacher Candidates’ Preparedness. Joohi Lee, The University of Texas - Arlington; Kathleen Rice, The University of Texas - Arlington; Denise Collins, The University of Texas - Arlington; Janet Melton, The University of Texas - Arlington; Amber L. Brown, The University of Texas - Arlington; Cleta Smith, The University of Texas - Arlington; Jill Fox, University of Houston - Victoria
Lesson Study With School Efforts to Improve Students’ Academic Skills. Wako Oyanagi, Nara University of Education
Teacher Practices and Beliefs on Students’ Mathematic Self-Efficacy: A Multilevel Analysis. Joshua Gisemba Bagaka’s, Cleveland State University
The Effect of a Standards-Based Teacher Professional Development Intervention on Pupil Reading Comprehension Achievement. Mechthild Fenke van Kuijk, University of Groningen; Marjolein Deunk, University of Groningen; Roel J. Bosker, University of Groningen

30.081-15. Early College as an Academic Turnaround Strategy. SIG-School Turnaround and Reform; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Charles F. Vanover, University of South Florida
Participants:
Is the Early College High School Working Early On? John Christopher Fischetti, Southeastern Louisiana University; Robert W. Smith, University of North Carolina - Wilmington
Teacher Working Conditions in Early College High Schools. Elizabeth J. Glennie, RTI International; Annaliza Michelle Nunnery, North Carolina State University; Larry Bernstein, RTI International

30.081-16. Family and School Influences on Children's Achievement. SIG-Sociology of Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: S. Michael Gaddis, University of North Carolina - Chapel Hill
Participants:
It Takes a Whole Child to Achieve? Effects of Holistic Measures of School Readiness on Grade-3 Test Scores. Scott Davies, McMaster University; Magdalena Janus, McMaster University; Eric Duku, McMaster University
Investment in and Returns to Capital at Home and at School: Differences in the Achievement Process by Sex and Race. Miikala J. Dufur, Brigham Young University; Toby L. Parcel, North Carolina State University; Kristie J.R. Phillips, Brigham Young University
Contextualizing Parental Involvement Across Measurements, Outcomes, and Immigration Backgrounds. Miriam Clark, Brigham Young University; Craig L. Alder, Brigham Young University; Michelle Body, Brigham Young University; Benjamin G. Gibbs, Brigham Young University
Social Capital and Educational Aspirations. Carol Fuller, The University of Reading

30.082. Roundtable Session 26; Roundtable Session

30.082-1. Becoming an Expert. Division I - Education in the Professions; Roundtable Session VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Sara Kim, University of California - Los Angeles
Participants:
Expertise Differences in the Comprehension of Visualizations: A Meta-Analysis of Eye-Tracking Research in Professional Domains. Andreas Gegenfurtner, TU Munchen; Erno A. Lehtinen, University of Turku; Roger Saljo, University of Gothenburg
Can Medical Licensing Examinations Scores Predict Examinees’ Subsequent Professional Development and Conduct? Linjuan Shen, National Board of Osteopathic Medical Examiners; Feiming Li, National Board of Osteopathic Medical Examiners
Factors Related to Occupational Expertise of Employees Working in Education, Finance, and Health Care. Isabel Raemdonck, Université Catholique de Louvain; Mien Segers, Maastricht University; Harm H. Tillema, Leiden University
Modeling the Characteristics of Vocational Expertise and Excellence: Case Study With Finnish World Skills Competition Participants. Petri J. Nokelainen, University of Tampere

30.082-2. Knowledge in Professional Development. Division I - Education in the Professions; Roundtable Session VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Judith I. Brooks-Buck, Virginia State University
Participants:
Decomposition in Professional Education: Professional Ontologies for Guiding Perception and Practice. Jamie O’Keefe
Calibration of Self-Efficacy and Knowing. Glenda Simonton Stump, Massachusetts Institute of Technology; Sarah K. Brem, Arizona State University; Jenefer E. Husman, Arizona State University

Computational Thinking “In Action” in America’s Workplaces. Joyce Malyon-Smith, Education Development Center, Inc.; Irene Lee, Santa Fe Institute; Joe Ippolito, Education Development Center, Inc.

Knowledge Exchange Between Experiential Learning and Classroom Teaching of Pharmacy Students on Medication Safety. Ceritna Ho, OISE/University of Toronto; Patricia Hung, University of Waterloo; Brett Morphy, University of Waterloo; Nancy Waite, University of Waterloo

30.082-3. Instructional Approaches and Intervention Programs Designed to Promote Optimal Academic Performance. SIG-Studying and Self-Regulated Learning; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences

Participants:
General Monitoring and Instructional Scaffolds That Support Metacognition in Middle School Students. Rayne A. Spoering, The Pennsylvania State University; Crystal M. Ramsay, The Pennsylvania State University; Aaron S. Richmond, Metropolitan State College of Denver; John L. Niefeld, North Carolina State University; Philip M. Reeves, The Pennsylvania State University; Amanda M. Hood, The Pennsylvania State University

Implementation of Self-Regulatory Instruction Based on a Guided Inquiry Approach in 11th-Grade Chemistry Class. Cansel Kadioglu, Gaziosmanpasa University; Ezen Uzuntyari, Middle East Technical University

The Importance of Task Understanding for Learning in Young Students. Stephanie Catherine Helm, University of Victoria; Alsyn F. Hadwin, University of Victoria

30.082-4. The Effects of Literacy, Information, and Environment on Health. SIG-Education, Health, and Human Services Linkages; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Eunmi Park, Johns Hopkins University

Participants:
Examining African American Male Adolescents’ Literacy on Climate Change and Its Effects on Health. Margaret D. Knight, Norfolk State University; Judith S. Connell, Norfolk State University

The Effect of Educational Differential on Health-Information-Seeking Behavior of Adults in Taiwan. Mi-Hsue Wei, Tzu-Chi University; Chien-Hung Chen, Dahan Institute of Technology

The Effect of Social Groups and External Environments on Youths’ Smoking Experience in China. Tian Fu, The Pennsylvania State University

30.082-5. Rasch Measurement SIG Roundtable Session. SIG-Rasch Measurement; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Kwang-Lee Chu, Pearson

Participants:
Effect of Missing Data in Computerized Adaptive Testing on Accuracy of Item Parameter Estimation: A Comparison of NWEA (Northwest Evaluation Association) and WINSTEPS Item Parameter Calibration Procedures. Shudong Wang, Northwest Evaluation Association; Gregg Harris, Northwest Evaluation Association

Using Rasch Measurement Theory to Validate the Student Performance Character and Student Moral Character Scales. Jade Caines, University of Pennsylvania

The Development of the TELCA (Teaching Economic Literacy: Confidence and Anxiety) Scale. Julia Rollison; Larry H. Ludlow, Boston College

The Effects of Sample Selection on Item Parameter Estimation. Lixiong Gu, ETS; Vanessa F. Lall, ETS; Maxwell D. Wise, ETS

Cognitive Diagnostic Assessment of TIMSS (Trends in International Mathematics and Science Study) 2007 Mathematics Achievement Items for Eighth Graders in Turkey.Turker Toker, University of Denver; Kathy E. Green, University of Denver

30.082-6. Innovative Models for Preparing Teachers for Urban Schools. Division K - Teaching and Teacher Education; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Francine P. Peterman, Queens College - CUNY

Participants:
Examining Urban Teacher Identity Formation Through the Lens of Figured Worlds. Amy E. Saks Pavesse, Saint Michael’s College

Examining the Effectiveness of a Residency Program in Providing High-Quality Special Education Teachers for Urban Schools. Nancy D. Burstein, California State University - Northridge; Sue Sears, California State University - Northridge; Anne Wilcoxen, California State University - Northridge

Examining Teacher Identity and Prospective Efficacy Beliefs Among Students in a Precollegiate Urban Teaching Academy. Marsha Simon, University of South Florida

Developing an Urban Community Pedagogical Stance: Research on Change in Teacher Candidates’ Use of Conceptual Tools. Honorine D. Nocon, University of Colorado - Denver; Ellen Robinson, University of Colorado - Denver

Teacher Preparation for Urban Schools: Relationship Between Program Components and Teacher Retention. Ruchi Bhatnagar; Georgia State University; Sarah Ji hye Kim, Georgia State University; Joyce E. Many, Georgia State University

30.083. Roundtable Session 27; Roundtable Session

30.083-1. Sociocultural Context of Schooling. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm
Chair: Shaka Rawls, University of Illinois at Chicago

Participants:
Constructed Childhoods: I-Stories and Children and Youths as Researchers of Their Own Lives. Susan Finley, Washington State University - Vancouver; Morgan Parker, Washington State University

Wiring Culture Circles: Fostering Intergenerational Dialogues on Providing Quality Education in America’s Public Schools. Eli Tucker-Raymond, TERC; Christopher George Wright, TERC

Apprenticeships in Power and Critique: Comparing Youth Critical Civic Development in the Classroom and Community. Jesse Moya, University of California - Los Angeles

Seeing Through Student Experiences: Unveiling the Complexities of the School-Community Divide. Negin Dahiya, York University

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm
Chair: Nikolette Christodoulou, Frederick University

Participants:
Curricular Standpoint and Strong Objectivity: Pushing the Boundaries of Curriculum Studies. Wayne Au, University of Washington - Bothell

Standardized Testing, Politics, and Complexity Theory. Theodora A. Lightfoot, National Louis University; Ruth L. Peach, University of Wisconsin - Madison


Challenging Methodological Boundaries in Deaf Education. Ye Wang, Missouri State University

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm
Chair: Pamela J. Konkol, Concordia University

Participants:
A Pirate’s Dilemma: Popular Culture, Piracy, and Outlaw Pedagogy. Beth Pollock, Georgia Southern University

Global Citizens and Olympic Branding: Mega-Events, Neoliberalism, and the Effects of Educational Discourse. Jacqueline Kennelly, Carleton University

Making “Radical” Public Space in Zines. Karin H. deGravelles, Episcopal High School of Baton Rouge

Public Curriculum as Ethical-Political Self-Understanding: The Case of Museum Education in Bosnia and Herzegovina. Patrick Roberts, National Louis University
To Believe is Not Enough: Reading Conspiracy Theory Texts with Implications for School Curriculum. Mark C. Baldon, National Institute of Education - Nanyang Technological University; James S. Damicco, Indiana University

30.083-4. Instructional Technology SIG: Online Learning, Mobile Learning, and Technology-Enhanced Learning. SIG-Instructional Technology; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm Chair: Mahnaz Moallem, University of North Carolina - Wilmington Participants: Students’ Attitudes Toward an Online Synchronous Collaborative Problem-Based Learning Environment. Chatchada Akarsriworn, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado Technology to Enhance Mathematics and Science Teaching and Learning. Gladis Kersaint, University of South Florida; Albert Dieter Ritzhaupt, University of Florida; Feng Liu, University of Florida The Virtual 10-Frame: Lo-Fi Prototyping a Multitouch App for Pre-K Mathematics. Michael A. Evans, Virginia Polytechnic Institute and State University; Sharon Warner, Haverford College in Pennsylvania

30.084. Roundtable Session 28; Roundtable Session


30.085. Roundtable Session 29; Roundtable Session


30.086. Roundtable Session 30; Roundtable Session

30.086-1. Beyond Knowing: Migration, Immigration, and Diaspora in the Contested World Landscape. Division B - Curriculum Studies; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm Chair: Jinting Wu, University of Wisconsin - Madison Participants: Reexamining Immigrant Assimilation Models Through the Lens of Nostalgia. Kaora Miyazawa, Gettysburg College Beyond Knowing: Collaborating With Migrant Families for Quality Early Childhood and Parent Education. Elizabeth P. Quintello, California State University - Channel Islands; Fernando Naiditch, Montclair State University Kinship Narratives: Transforming Boundaries of Knowing, Being, and Doing. Loren Gayle Intolulabhe-Chnil, University of Virginia; Lisa Jones, Eastern/Southern African and Virginia Networks and Association; Audrey Rudzani Raedani, University of Venda A Case Study of the Impact of Globalization and Migration on the Brain Drain on Select Sub-Saharan Africa Countries. Kingsley Banya, Misericordia University How Do You Know? Anzaldúa’s Conocimiento as Framework for Understanding Immigrant Students’ Ways of Knowing. G. Sue Kasun, The University of Texas; Anita Bright, American University


30.087. Roundtable Session 31; Roundtable Session

30.087-1. Issues in Brain, Neuroscience, and Education. SIG-Brain, Neurosciences, and Education; Roundtable Session Sheraton Wall Centre, Third Level, South Orea; 10:35am to 12:05pm Chair: Tracey Noel Tokuhama-Espinosa, Universidad San Francisco de Quito, Ecuador Participants: The Design of Stimulus Tasks To Promote Interdisciplinary Research in Brain-Based Research in Mathematics. Anthony E. Kelly, George Mason University; John Y. Baek, National Oceanic and Atmospheric Administration; Mary Layne Kalbfleisch, Krasnow Investigations of
Developmental Learning and Behavior
Interviews With Academics on Shared Goals, Challenges, and the Future of Neuroscience in Education. Abigail Lane Larrison, University of California - San Diego

Affective Neuropedagogy: Enhancing the Role of Neuroscience in Emotional Literacy Programs. Kathryn Elizabeth Patten, Simon Fraser University

Teachers' Perceptions of Neuroscience, Medical Research, and Students With Attention Deficit-Hyperactivity Disorder. Debby M. Zambo, Arizona State University; Lawrence Paul Sidlik, Arizona State University - West; Ron Zambo, Arizona State University

30.087-2. Emergence, Change, and Improvement. SIG-Chaos & Complexity Theories; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm
Chair: Michelle Jordan, Arizona State University
Participants:
A Framework for Leading Emerging Education Systems “At the Edge of Chaos”. Eugene Gary Kowch, University of Calgary
Realigning Continuous Improvement: An Epistemological Autobiography of Emergent Change. Laura M. Hewett, The University of Texas - Brownsville
Emergence in Science Learning: Noticing New Things in New Ways. Cedric Linder, Uppsala University; Rachel F. Moll, Vancouver Island University

Division and SIG Posters

30.088. Poster Session 4; Poster Session

30.088-1. Doing the Right Work and Doing It Well. Division A - Administration Organization & Leadership; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

30.088-2. From Know-How to Do Now: Clinical Testing of the School Leader Communication Model. Division A - Administration Organization & Leadership; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
1. From Know-How to Do Now: Clinical Testing of the School Leader Communication Model. Benjamin H. Dotger, Syracuse University; Amanda Leigh Alger, Syracuse University

30.088-3. Issues in Education and Leadership. Division A - Administration Organization & Leadership; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Posters:
2. Emotional Intelligence Skills, School Accountability Ratings, and Demographic Factors. Fred C. Lunenburg, Sam Houston State University; Sandra Luby, Sam Houston State University
3. Sustaining Improved Practices Through Technology-Enriched Learning Communities. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Sharron Ann Wilbur, University of Oklahoma; Gregg A. Garn, University of Oklahoma; Scott Neal Wilson, University of Oklahoma; Gloria Hamlin, Oklahoma Educational Technology Trust
4. Family Literacy and Differential Effects: The Role of Vocabulary Knowledge. Lisa O'Brien, Boston University; Jeanne R. Paratore, Boston University; Christina Cassano, Boston University; Christine Leighton, Emmanuel College; Barbara Krot-Sinclair, Boston University; Jennifer Greif Green, Boston University
5. Leading for Student Academic Outcomes: What Counts? Paula Kwan, The Chinese University of Hong Kong
6. Partnering for Success: Data-Based Parental-School Engagement in Low-Income Communities in New Zealand. Irena Madjar, University of Auckland; Elizabeth McKinley, University of Auckland
8. The Effect of PAT (Parents as Teachers) on Childhood Outcomes for a Migrant Population: Results From a Quasi-Experimental Design Study. Helena P. Miranda, Florida Gulf Coast University; Thomas C.Yalesky, Florida Gulf Coast University; Madelyn Isaacs, Florida Gulf Coast University; Margaret Sullivan, Florida Gulf Coast University; Mari Fernandez, University of South Florida
9. Research on the Relationships Between Distributed Leadership, Teacher Academic Optimism and Student Achievement in Taiwanese Elementary Schools. I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology; I-Tsai Chang, Wulon Elementary School in Hsinchu County
10. Types and Roles of Interruptions in School Faculty Meetings. Lynn Marie Sikma, University of Illinois at Urbana-Champaign
11. Middle School Teachers and Students in Texas: Ethnic Diversity Over 11 School Years. Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University

12. Classroom Observations of Instruction for Second Language Students. Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University; Kayla Brazel Rollins, Texas A&M University; Beverly L. Alford, Texas A&M University; Danielle Baird Ritter, Texas A&M University; Jacqueline R. Siffisano, Texas A&M University - College Station
13. Identifying Efficacious Interaction in Collaborative Learning Situations. Elina Muatta. University of Oulu; Hanna Jarvenoja, University of Oulu; Sanna Jarvela, University of Oulu
14. Longitudinal Effects of Statewide Professional Development: Classroom Observations of Teachers’ Mathematics Instruction and Student Outcomes. Melanie N. Woods, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Beverly L. Alford, Texas A&M University; Kayla Brazel Rollins, Texas A&M University; Danielle Baird Ritter, Texas A&M University; Jacqueline R. Siffisano, Texas A&M University - College Station

30.088-5. Division II Graduate Student Poster Session: Using Data to Drive Educational Success. Division H - Research, Evaluation and Assessment in Schools; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Posters:
15. Correlations Between Developmental Kindergarten. Kelly A. Coughlan-Mainard, University of Washington
16. Examining Alignment Between State Science Assessment and Classroom Activities. Linette Mar‘ea McJunkin, The University of Kansas; Vicki D. Peyton, The University of Kansas; Melinda Montgomery, The University of Kansas; Kayla Sapon-Carver, The University of Kansas
19. Principal Change Facilitator Style and Student Learning: The Effects of Teacher Efficacy and Curriculum Satisfaction. Jillian Cohen, University of Nevada - Las Vegas; Jason Boggs, University of Nevada - Las Vegas; Ralph E. Reynolds, University of Nevada - Las Vegas; Gwen C. Marchand, University of Nevada - Las Vegas; Gene E. Hall, University of Nevada - Las Vegas
20. Attribution of Responsibility for College Readiness in High Schools. Elizabeth M. Gilkey, University of Oregon
21. Comparison of the Efficiency of Blocking Factors for Randomized Control Studies in Education. Ting Zhang, IMHQ International, LLC
22. Creating the Tools for Student Success: Validation of an RI (Response to Intervention) School Fidelity Rubric. Adena S. Miller, Colorado Department of Education
23. Examining Relationships Between Student Learning Conditions and Student Achievement: Evidence From a North Carolina Survey. Jennifer Mayfield, North Carolina State University; Megan Townsend, North Carolina State University; Dina Carol Walker-DeVose, North Carolina State University; Daniel S. Stanhope, North Carolina State University
24. How Principals Understand and Apply Growth Model Data. Amanda Corby Soto, University of Massachusetts - Amherst; Kathryn A. McDermott, University of Massachusetts - Amherst; Lisa A. Keller, University of Massachusetts - Amherst
25. Using Data to Innovate: How Teachers Develop Student Assessment
30.088-6. Language Instruction and Assessment. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:
26. Metadiscourse in Oral Discussions and Persuasive Essays in Collaborative Reasoning Groups. Beata M. Latawiec, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
27. Small Group Discussions and Language Development for Diverse Learners. Jie Zhang, Western Kentucky University; Shahbaz Manawar, Western Kentucky University; Chunling Niu, Western Kentucky University; Richard C. Anderson, University of Illinois at Urbana-Champaign; Kim Nguyen-Jahiel, University of Illinois at Urbana-Champaign
28. Morphological Processing During Children’s Word Reading: Is It Really a Meaningful Relationship? Deborah E. Mccauley, University of Washington; Becky D. Logan, University of Washington
29. Long-Term Effects of Orthographic Depth on Literacy Performance: Reading Comprehension Difficulties Across Languages. Nicola McClung, University of California - Berkeley
30. Qualitative Portraits of Multifaceted Vocabulary Instruction in Diverse Upper Elementary-Grade Classrooms. Patrick C. Manyak, University of Wisconsin; Heather Peterson, University of Wisconsin
31. Cyber-Plagiarism Among Taiwanese 4th-12th Graders: The “Cut-and-Paste” of Digital Content. Yen-Yin Huang, Institute of Education - National Chiao Tung University; Yin-lan Chen, Institute of Education - National Chiao Tung University; Chih-ming Chang, Institute of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University
32. Adolescents’ Reading Attitude and Its Relationship to Reading Behavior and Strategy Use. Hyo Jin Lim, Korea University; Yeon-kyoung Woo, Korea University (Brain and Motivation Research Institute)
33. The Role of Overlapping and Contradictory Information in Students’ Multiple Texts Comprehension. Wenke Mork Rogne, Volda University College; Helge I. Stromso, University of Oslo
34. Familiar and Unfamiliar Topics’ Effect on Readers: Test-Taking Strategies for TOEFL iBT Reading Comprehension Questions. Jia-Ying Lee, the University of Iowa
35. The Role of Implicit Learning in Incidental Vocabulary Acquisition while Reading. Ben Sejpal, California State University, Chico
36. A Study of Reading Identities and Reading Ideologies Among Adolescents. Julie E. Learned, University of Michigan

30.088-7. Learner Characteristics. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:
37. A Meta-Analysis of the Relations Between Middle and Secondary School Learning Environments and Student Outcomes. Rebecca Givens Rolland, Harvard University
38. A Meta-Analysis on the Influence of Spatial Ability on Learning With Observable and Molecular Views? David I. Miller, University of California - Berkeley; Kevin McElhaney, University of California - Berkeley; Marcia Linn, University of California - Berkeley
43. Cognitive Processes During Reading and Conceptual Change. Matthew T. McCudden, Victoria University of Wellington; Julie Brockman Smart, Presbyterian College; Blair Daniel Northcott, Victoria University of Wellington
44. Constraints and Criteria in the Classroom: Classifying Elementary Teacher Implementation of Engineering Design. Louis S. Nadelson, Boise State University; Patricia Pyke, Boise State University; Janet Callahan, Boise State University
46. Examining “Scientists in the Classroom” Through Systems Thinking. P. Elizabeth Pate, The University of Texas - San Antonio
48. How to Get Real: The Authenticity of Computer-Based Science Labs. Megan Sauter, Northwestern University; Michael Downing, Northwestern University; Kemi Jona, Northwestern University; David Henry Urd, Northwestern University; David Rapp, Northwestern University
49. Middle School Students’ Scientific Literacy: Constructing a Measure. Helenrose Fives, Montclair State University; Wendy Huebner, Montclair State University; Amanda Birnbaum, Montclair State University; Mark Nicolic
50. Reading Comprehension Strategies in High School Classrooms: Evidence That Improving Students’ Reading-to-Learn Competencies Increases Science Achievement. Phillip Herman, University of Pittsburgh; Kristen Perkins, Northwestern University; Peter Samuelson Wardrop, University of Pittsburgh
52. Student Uses and Perceptions of Formative Assessment: Voices From the “Truth Box”. Rachelle Hawthorn, University of Minnesota
53. Supporting Elementary Teacher Candidates’ Understandings of Ambitious, Content-Rich Science Instruction. Julie Kittleson, University of Georgia; Janna Dresden, University of Georgia; Julianne A. Wenner, University of Georgia
54. The Stanford Global Climate Change Education Project: Classroom Implementation, Student Achievement, and Project Evaluation. Nicole Holthuis, Stanford University; Rachel A. Lotan, Stanford University; Jennifer Saltzman, Stanford University; Michael Mastrandrea, Stanford University; Salina Gray, Stanford University; Laura Boffering, Purdue University; Shayna Sullivan, Stanford University
55. Technology Supported Inquiry-Based Approaches: Opportunities for Culturally- Relevant Pedagogy? Noemi Waigant, University at Buffalo - SUNY
56. Student Learning and Inquiry-Based Science Instruction: Testing Effectiveness in a Randomized Trial. Mack C. Shelley, II, Iowa State University; Christopher Gonza-Reeves, Iowa State University; Joan Baenziger, Iowa State University; Ashley Seefeld, Iowa State University; Brian Hand, University of Iowa; William J. Tennon, University of Iowa

30.088-9. Q Methodology Study of Personal Learning Profiles: An International Baccalaureate Staff Looks in the Mirror. SIG-School/ University Collaborative Research; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
57. A Q Methodology Study of Personal Learning Profiles: An International Baccalaureate Staff Looks in the Mirror. Linda Collins, The University of Akron; Lori J. Vargo, The University of Akron; Jaclyn Przantz Gordon, The University of Akron; Kristine Lynn Still, Cleveland State University; Ronald J. Abate, Cleveland State University; Lisa A. Lenhart, The University of Akron

30.088-10. International Studies SIG Poster Session. SIG-International Studies; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
Neelam Kher, Michigan State University; Yehui Wang, Beijing Normal University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University; Na Yu, Beijing Normal University

Saturday, 12:25 pm

Governance Meetings and Events

31.001. AERA Committee on Scholars of Color in Education: Closed Meeting. AERA Governance; Governance Session
Chair: Ruben Donato, University of Colorado - Boulder
Pan Pacific, Restaurant Level, Oceanview 5; 12:25-1:55pm

Pan Pacific, Lobby Level, Crystal Pavilion B; 12:25-1:55pm
Chairs: Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign

31.003. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 12:25-1:55pm
Chair: David H. Monk, The Pennsylvania State University

Presidential Sessions

31.010. Moving From Knowing to Doing: Students of Color Engaging in Participatory Action Research in a Social Justice, College Access Program. Presidential Session
VCC, First Level, West Ballroom A; 12:25-1:55pm
Chair: Tyrone C. Howard, University of California - Los Angeles
Participants:
The Role of Family Support in Aiding First-Generation College Students. Llidia Alfaro, University of California – Los Angeles
Examining the Effects of Campus Climate and Persistence to Graduation for Students of Color. Markesha Chong, University of California – Los Angeles
The Role of Financial Support in the Support of College Access for Low-Income Students. Tyrone Aman, University of California – Los Angeles
Examining the Effects of a College Preparatory Program for First-Generation Students of Color. Neshemah Keetin, University of California - Los Angeles
Examining Issues of Access and Opportunities in Urban Schools. Bree Blades, University of California – Los Angeles
Discussant: Joni Tunistall, University of California - Los Angeles

31.011. Pedagogical Imagination: Using Knowledge to Inform, to Change, and to Improve Teaching and Learning. Presidential Session Cosponsored with Division C - Learning and Instruction and Division B - Curriculum Studies, Division K - Teaching and Teacher Education
VCC, First Level, West Ballroom B; 12:25-1:55pm
Chairs: Claude Steele, Stanford University; Susan Fuhrman, Teachers College, Columbia University
Participants:
Panel 1: Changing the Subject. William T. Trent, University of Illinois at Urbana-Champaign; Margaret Beale Spencer, University of Chicago; Ezekiel J. Dixon-Roman, The University of Pennsylvania; Carl F. Kaestle, Brown University; James Greeno, Stanford University
Panel 2: Changing the Practice. Linda Darling-Hammond, Stanford University; Eva L. Baker, University of California - Los Angeles; Carol Camp-Yeekey, Washington University in St. Louis; Wade Boykin, Capstone Institute at Howard University; Carol D. Lee, Northwestern University
Discussant: Edmund W. Gordon, Teachers College, Columbia University

VCC, First Level, West Room 109&110; 12:25-1:55pm
Chair: Constance Ihlo, University of Southern California
Participants: Kevin K. Kumashiro, University of Illinois at Chicago; Gary D. Rhoades, The University of Arizona; Estela M. Bensimon, University of Southern California; William G. Tierney, University of Southern California

31.013. The Development of P-20 Common Education Data Standards (CEDS) To Advance Education Research and Policy. AERA Sessions; Invited Session
VCC, Second Level, East Room 13; 12:25-1:55pm
Chair: Michael T. Nettles, ETS
Participants: Jack Buckley, Commissioner, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education
Discussants: Douglas N. Harris, University of Wisconsin - Madison; Barbara Schneider, Michigan State University; Michael J. Flicek, Michael Flicek Projects, LLC; Jerry D. Weast, Montgomery County Public Schools; Retired

31.014. Walking in (More Than) Two Worlds: Literacy and Language Revitalization in Canada’s North. AERA Sessions; Invited Session
VCC, Second Level, West Room 215&216; 12:25-1:55pm
Chair: Bonnie P. Norton, The University of British Columbia
Participants:
Indigenous Contexts for Learning. Lawrence Fabien, Deninu School, Fort Resolution, Northwest Territories
Language Connections Between Schools and Communities. Angie Fabien, Deninu School, Fort Resolution, Northwest Territories
Effective Literacy Programs for Aboriginal Students. Kate Powell, Deninu School, Fort Resolution, Northwest Territories
The Role of School Boards in Indigenous Student Learning. Brent Kaulback, South Slave Divisional Education Council, Northwest Territories
Techmacy and Language Revitalization: Multimedia Technology Use Among Indigenous Communities. Candace Kaleimamoowahinekapu Galla, The University of British Columbia

31.015. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable
VCC, Second Level, West Room 201; 12:25-1:55pm
Participants:
1. Canadian Journal of Education. Carla Lisa DiGiorgio, University of Prince Edward Island
2. Journal of Education Policy. Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University
3. Educational Researcher. Steven Richard Visscher, University of Minnesota - Twin Cities
4. Journal of Research on Technology in Education. Dave L. Edyburn, University of Wisconsin - Milwaukee
5. Educational Review. Emma Smith, University of Birmingham
7. Studies in Philosophy and Education. Gert J.J. Biesta, University of Stirling; Astrid Noordermeer, Springer Science + Business Media
8. Curriculum Inquiry. Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto
9. Journal of School Leadership. Jeffrey S. Brooks, Iowa State University; Gaetane Jean-Marie, University of Oklahoma; Anthony H. Normore, California State University - Dominguez Hills; Autumn K. Tooms, Kent State University
10. Journal of Educational Administration and History. Helen Gunter, The University of Manchester
13. Journal of Moral Education. Darcia F. Narvaez, University of Notre Dame
14. Contemporary Issues in Early Childhood. Nicola J. Yelland, Victoria University - Australia; Susan J. Grieshaber, Queensland University of Technology
15. Journal of Transformative Education. John M. Dirkx, Michigan State University
16. Global Studies of Childhood. Nicola J. Yelland, Victoria University - Australia; Sue Saltmarsh, The Australian Catholic University; Esther Y.M. Chan, The Hong Kong Institute of Education; I-Fang Lee, The Hong Kong Institute of Education
17. Journal of Early Childhood Teacher Education. J. Amos Hatch, The University of Tennessee, Susan McLean Benner, The University of Tennessee
18. Teachers and Teaching. Christopher W. Day, University of Nottingham
19. Mentoring & Tutoring. Beverly J. Irby, Sam Houston State University
20. Compare. Qing Gu, University of Nottingham

Committee Sessions

31.016. GSC Division A Fireside Chat: “Non Satis Scire”: Evidence to Support School Leaders for Increased Capacity in Practice and Policy. Graduate Student Council; Fireside Chat
Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm
Chairs: Angela Urick, The University of Texas - San Antonio; Pat A. Schroeder, Texas A&M University
Participants: Ronald H. Heck, University of Hawaii - Manoa; Karen Seashore Louis, University of Minnesota; James P. Spillane, Northwestern University; Linda C. Tillman, University of North Carolina - Chapel Hill; Brian P. Rowan, University of Michigan

31.017. GSC Division G Fireside Chat: Public or Private Intellectualism? Perspectives on Scholarly Responsibility and Social Change. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 202&203; 12:25-1:55pm
Chairs: LaGarrett Jarriel King, The University of Texas - San Antonio; Pat A. Schroeder, Texas A&M University
Participants: Joyce E. King, Georgia State University; Angela Valenzuela, The University of Texas - Austin; David O. Stovall, University of Illinois at Chicago; Dolores Delgado Bernal, University of Utah; Ernest D. Morrell, Teachers College, Columbia University

31.018. Gendered Identities, Gender Differences, and Agency in Straight Spaces. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
VCC, First Level, West Room 121&122; 12:25-1:55pm
Chair: Lisa W. Loutzenheiser, The University of British Columbia
Gender Differences in Identification of Gifted and Talented Youth: A Meta-Analysis. Jennifer Lee Petersen, University of Wisconsin - Whitewater
Gendered Identities, Cultural Beliefs, and the Teaching Force in the United Arab Emirates. Bevin Rowe, Michigan State University; Olena Aydarova, Michigan State University; Keith Kennes, Emirates College for Advanced Education
The “Box”ing Match: Gender Identity, Positioning, and Agency in Straight Spaces. Bethly Leonard, University of Colorado - Boulder
Discussant: Lisa W. Loutzenheiser, The University of British Columbia

31.019. Graduate Student Council Take-A-Break. Graduate Student Council; Graduate Student Seminar
VCC, Second Level, West Room 211; 12:25-1:55pm
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

31.020. Innovative Teaching and Learning Research: Global and National Results. International Relations Committee; Symposium
VCC, Second Level, West Room 207; 12:25-1:55pm
Chair: Sid F. Bourke, The University of Newcastle
Participants: Innovative Teaching and Learning: Research Design and Global Results. Linda F. Shear, SRI International
Innovative Teaching in Finland. Juhani Matti Norrena, University of Jyväskylä, University of Jyväskylä
Innovative Teaching in Mexico. Bernardo Naranjo, Proyecto Educativo; Lucia Remes, Proyecto Educativo
Innovative Teaching in Australia. Kylie Shaw, The University of Newcastle; Greg Preston, The University of Newcastle; Katherine Holmes, The University of Newcastle; Sid F. Bourke, The University of Newcastle
Innovative Teaching in Indonesia. Gucci Estrella-Trinidad, SRI International; Medelina Hendytoyo, Centre for Strategic and International Studies; Vidyandika Perksa, Center for Strategic and International Studies
Discussant: Deirdre Butler, St. Patrick’s College

International Organization Sessions

VCC, Third Level, West Room 304; 12:25-1:55pm
Chair: Joe O’Hara, Dublin City University
Participants: Class Clashes: A Critical Ethnography of School Choice, Social Class, and Identity Constructions in an Irish Post-Primary School. Kevin Cuhill, University College Cork; Kathy Hall, University College Cork
Transforming the Transition: Irish Students and the Transition to Higher Education. Delma V. Byrne, National University of Ireland - Maynooth; Rose Malone, National University of Maynooth
The Impact of Crisis on the Discourse of School Reform. Anne Looney, National Council for Curriculum and Assessment
Discussant: Paul F. Conway, University College Cork

VCC, First Level, West Room 114&115; 12:25-1:55pm
Chair: Barry J. Fraser, Curtin University
Participants: Educational Innovation and the “ Appropriation” of the Ideals of “ New ” Education: Primary Education in Belgium in the 1930s. Marc Depaepe, Catholic Universiteit Leuven
The Virtual Lab as a Context for Collaboration and Learning: Student Engagement and Teacher Contributions. Emma Petersson, University of Gothenburg; Annika Lantz-Andersson, University of Gothenburg, Sweden; Roger Saljo, University of Gothenburg
Will New Technologies Transform Teaching and Learning in Schools? Nicholas C. Burbules, University of Illinois
Implementing Research-Based Novel Ideas and Practices in the Mathematics Classroom: Lessons for Teacher Education and Professional Development. Erik De Corte, University of Leuven; Lieven Verschaffel, University of Leuven; Fien Depaepe, University of Leuven
Discussant: David C. Berliner, Arizona State University

Division Sessions

31.023. Innovations in Measuring and Assessing Instructional Leadership in Schools. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 9; 12:25-1:55pm
Chair: Richard R. Halverson, University of Wisconsin
Participants: Case Studies of California School District Policies: Testing a Research-Based Theoretical Model of Principal Evaluation and Improvement. Christopher Thomas, University of San Francisco; Nancy M. Sanders, Washington State University - Vancouver
The Development and Testing of the CALL (Comprehensive Assessment of Leadership for Learning) Survey Instrument. Carolyn Kelley, University of Wisconsin; Richard R. Halverson, University of Wisconsin; Mark Blitz, University of Wisconsin - Madison; Seann Mason Dikkers, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin; Matthew A. Clifford, Learning Point Associates
The McREL (Mid-continent Research for Education and Learning) Educator Effectiveness and Evaluation Systems. Charles Igel, McREL; Louis F. Cicchinelli, McREL
The Vanderbilt Assessment of Leadership in Education: Conceptualization,
Psychometric Development, and Implementation. Ellen B. Goldring, Vanderbilt University; Andrew C. Porter, University of Pennsylvania; Joseph F. Murphy, Vanderbilt University; Xu Cravens, Vanderbilt University; Stephen N. Elliott, Arizona State University

Discussant: James H. Stronge, College of William and Mary

Chair: Donald G. Hackmann, University of Illinois
Participants: Attaining the Standard for Headship and Enhancing the Leader’s Capacity to Impact School Improvement. Elizabeth Anne Halsal, The University of Aberdeen
Effects of the National Institute for School Leadership’s Executive Development Program on School Performance in Massachusetts. John A. Nunnery, Old Dominion University; Shana L. Prilose, Old Dominion University; Steven M. Ross, Johns Hopkins University; Chong-Jyh Yen, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion University
Exploring Leadership Trainees’ Perceptions of Collective Learning in Schools. Chen Schechter, Bar-Ilan University
Exploring the Artistic Elements of Leadership Effectiveness and How These Can Be Taught. Bob L. Johnson, Jr., The University of Alabama
Discussant: Donald G. Hackmann, University of Illinois

Chair: Ellen W. Eckman, Marquette University
Participants: Are Turkish Primary School Principals Ready for the 21st Century? Sedat Gumus, Michigan State University; Mete Akcaoglu, Michigan State University
Getting It Done: Leading Academic Success in Unexpected Schools. Christina Theokas, The Education Trust
Principal Effects: Using Hierarchical Linear Growth Models to Investigate the Effects of Principal Training and Tenure on Teacher Hiring and Student Proficiency. Brad White, Illinois Education Research Council; Alex J. Bowers, The University of Texas - San Antonio
Mapping the School Leadership Pipeline. Jason A. Grissom, Vanderbilt University; Demetra Kalogrides, Stanford University; Susanna Loeb, Stanford University; Nathaniel A. Nakashima, Stanford University
Discussant: Billie Gasric, Relay Graduate School of Education

31.026. (Im)Possibilities of Alternative Representation of Reality, Memory, and Research in the Crisis of Representation. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 12:25-1:55pm
Chair: Anna V. Wilson, Chapman University
Participants: Who “Are” I? Visual Narratives on the Subjectivity In-the-Making. Seungho Moon, Oklahoma State University - Stillwater
Examination: A Survey of Self and Identity. Christopher Strope, Chapman University
Writing From the Ashes, the (Im)Permanency of Paper. Heather J. Pinedo-Burns, Teachers College, Columbia University
Discussant: Janet L. Miller, Teachers College, Columbia University

Chair: Nel Noddings, Stanford University
Participants: Daisaku Ikeda’s Cosmopolitan Curriculum of Value-Creation. Gonzalo Obelleiro, Teachers College, Columbia University
Soka Education in Brazil: Daisaku Ikeda’s Value-Creating Pedagogy in Escola Soka do Brasil. Jason Goulah, DePaul University
Daisaku Ikeda’s Philosophy of Soka Education in Japan: A Narrative Analysis of Culturally Specific Language in Practice. Julie Nagashima, University of Pittsburgh
Education and Society in Postconflict Sierra Leone: Considering Daisaku Ikeda’s Curriculum of Value-Creation. Mitsuko Matsumoto, University of Oxford
Ikeda Research in China and Taiwan: Possible Contributions of Soka Education to Educational Reformation in China. Nozomi Inukai, Soka University of America
Discussant: Nel Noddings, Stanford University

31.028. Critical (Post)colonial Pedagogies of the Contact Zone. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm
Chair: Sandy Grande, Connecticut College
Participants: The Contact Zone as a Frame for Critical Pedagogy? Robert James Hattam, University of South Australia; Julie M. Matthews, University of the Sunshine Coast
Indigenous Knowledge, Place, and Pedagogy. Daryl M. Rigney, Flinders University; Belinda Mary MacGill, Flinders University
Locating the “Museum” in Public Pedagogies of Indigenous/Settler Relations: The Case of the South Australian Museum. Steve Hemmings, Flinders University; Robert James Hattam, University of South Australia
Ngapartji Ngapartji as a Pedagogy of Reciprocity. Simone Tur, Flinders University
Discussant: Linda T. Smith, The University of Waikato

Chair: Kalvwant Bhopal, University of Southampton
New Directions in International Education: Toward Multiple Identities in a Transnational World. John P. Myers, University of Pittsburgh
Kites Over Kabul: Rebuilding Teacher Education in Afghanistan. Terrence C. Mason, Indiana University
Limbic Places and Seeing Others in Global Curricular Partnerships. William Gaudelli, Teachers College, Columbia University
Discussant: Kalvwant Bhopal, University of Southampton

Chair: Grace Enriquez, Lesley University
Participants: Learning to Read Bodies Differently in Education. Hilary E. Hughes-Decatur, Virginia Commonwealth University
Embodying English: Performing and Positioning “White Teacher” in an English Classroom. Elisabeth Johnson, College of Staten Island - CUNY
“The Personal Has Become Political”: The Presence of a Secondary Teacher’s Body in the Classroom. Christine Ann Mallozzi, University of Kentucky
Orienting Bodies in Space: Riding the Bus in Teacher Education. Stephanie R. Jones, University of Georgia; Rachel Monette, University of Georgia
Discussant: Elizabeth M. Dutro, University of Colorado

31.031. Learning From Others: Advancing Theory and Research on Learning From Sources. Division C - Learning and Instruction Copresented with SIG-Science Teaching and Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm

VCC, First Level, West Ballroom D; 12:25-1:55pm

Chairs: Barbara G. Dodd, The University of Texas - Austin; Hyeonjoo J. Oh, ETS

Participants:
Computerized Adaptive Testing and Multistage Testing: In Which Direction Should Online Testing Go? Hua-Hua Chang, University of Illinois at Urbana-Champaign; Zhihui Ying, Columbia University

31.036. Spaces of Protests: Student Activism in the Post-World War II Era. Division F - History and Historiography; Paper Session

VCC, Third Level, West Room 306; 12:25-1:55pm

Chair: Marybeth Gasman, University of Pennsylvania

Participants:
“Building Up Our Own Institutions”: A History of Student Agency in Mississippi, 1941-1965. Jon Hale, College of Charleston
Afro-Asian American Solidarity and Collaboration on College Campuses: 1965-1975. Thai-Huy P. Nguyen, University of Pennsylvania; Keon Monte McGuire, University of Pennsylvania; Colin Williams, University of Pennsylvania
The Seattle Liberation Front: Exploring (Former) Student Activism of the Late New Left Era. Jacob Benjamin Starsky, University of Washington
A History of the Vietnamese Students Association at the University of California, Irvine, 1980-1990. Thai-Huy P. Nguyen, University of Pennsylvania

Discussant: Derrick Alridge, University of Georgia

31.037. After the School Bell Rings: Opening Up New Spaces for Teaching/ Learning Mathematics With Latinas/os. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 204; 12:25-1:55pm

Chair: Peter M. Appelbaum, Arcadia University

Participants:
When Home Came to School: Mexican Mothers and their Children Finding (and Solving) Mathematical Problems in their Life Experiences. Higinio Dominguez, Michigan State University

Mathematics Socialization Through Games: Bilingual Third Graders After School. Alexander Rodasavljevic, University of Illinois at Chicago

Reconnecting With Powerful, Personal Resources to Teach and Learn Mathematics: Experiences of Three Latina/o Preservice Teachers. Craig J. Willey, Indiana University - Indianapolis; Carlos Alfonso Lopez Leiva, University of New Mexico; Eugenia Ionovoridi-Ivanovic, University of South Florida

Playing Games to “Change the Game”: Preservice Teachers Learning to Support Latina/o Adolescents Through an After-School Mathematics Club. Juan Manuel Gerardo, University of Illinois at Urbana-Champaign; Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Sonya E. Irving, University of Illinois at Urbana-Champaign

Family Mathematics Education: Improvement Performance Beyond the Classroom Walls. Javier Diez-Palomar, Autonomous University of Barcelona; Silvia Molina Roldan, Universitat Rovira i Virgili; Ixaso Tellado, University of Vic

Discussant: Peter M. Appelbaum, Arcadia University

31.038. Knowing English Is Not Enough! Cultivating Academic Literacies Among Bilingual Learners. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 206; 12:25-1:55pm

Chair: Iliana Alanis, The University of Texas - San Antonio

Participants:

“I Wanted to Make a Difference…”: Building Mathematics Academic Literacy in Bilingual Kindergarten Classrooms. Sylvia Celedon-Pattichis, University of New Mexico; Sandra I. Musanti, The University of Texas - Brownsville

Aprendiendo Ciencias: Acquiring and Expanding Scientific Language and Literacy. Maria-Antonieta Avila, The University of Texas - Austin; Cynthia Esperanza Lima, The University of Texas - Austin

Identity Texts: Cultivating Academic Literacy in a Newcomer Social Studies Class. Maria E. Franquais, The University of Texas - Austin; Cinthia S. Salinas, The University of Texas - Austin

Academic Literacies in Writing: A Case of Spanish/English Bilinguals in Middle Childhood. Minda M. Lopez, Texas State University - San Marcos

Discussant: Kimberley Gomez, University of California - Los Angeles


VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: Huajuan Zhang, Beijing Normal University

Participants:

Exploring Teaching Conceptions of Teachers in China: A Case Study. Zhiyong Zhu, Beijing Normal University; Xiaohui Fan, Hohai University

Listening to Pupils’ Experiences of Pedagogical Changes. Wei Kan, Beijing Normal University

Teaching as Aesthetic Experience: Using John Dewey to Reflect Classroom Teaching in China. Huajuan Zhang, Beijing Normal University

Cultural Identity Formation in an Online Cross-Cultural Communication Project. Liang Du, Beijing Normal University

Discussant: Gerard A. Postiglione, The University of Hong Kong


Pan Pacific; Lobby Level, Crystal Pavilion C; 12:25-1:55pm

Chair: Cynthia B. Dillard, The University of Georgia

Participants:

Culturally Relevant Practices of Immigrant Teachers: Hybrid Global and Local Life Experiences in Teaching. Gumiko Monobe, Kent State University

Locating Agency in African American Girls’ Negotiations of Gender, Class, and Race With Peers. Samatha Wahome, Kent State University

When the “Public” Has a Global Face: Understanding African Immigrant Identities Across Sociocultural Contexts. Chiwee Linda Okpalaoka, The Ohio State University

Researching Community, Constructing Selves: Appalachian Adolescents’ Identity Positioning in English Class. Audra Slocum, The Ohio State University

31.041. Programs of Study as Locally Adaptable High School Reforms. Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm

Chair: James R. Stone, University of Minnesota

Participants:

The Impact of Programs of Study on Student Achievement: Interim Results from a Longitudinal Study. Marisa E. Castellano, University of Louisville; Kirsten Evart Sundell, University of Louisville; Laura Overman, University of Louisville; Oscar A. Aliaiga, University of Louisville

Backward Mapping Mature Programs of Study: Local CTE (Career and Technical Education) Policy Implementation. Corinne Alfeld, FHI 360; Sharika Bhattacharya, FHI 360

Changes in Career and Technical Education Awareness and Participation in a Mandated Programs of Study School Reform Environment: Third-Year Results. Cathy Hammond, Clemson University; Cainen Withington, Clemson University; Samuel Francis Drew, Clemson University; Catherine Mobley, Clemson University; Julia Sharp, Clemson University; Samuel C. Stringfield, University of Louisville; Natalie Kosine Stipanovic, University of Louisville

A Study of Programs of Study in Six States. Robert D. Shumer, University of Minnesota

A Cross-Study Examination of Programs of Study in Three States. Samuel C. Stringfield, University of Louisville; Robert D. Shumer, University of Minnesota; Natalie Kosine Stipanovic, University of Louisville; Nora Murphy

Discussant: Faith Connolly, Johns Hopkins University

31.042. Bridging Research and Practice With “Practical Measurement”: The Case of Improving Developmental Mathematics in Community Colleges. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 208&209; 12:25-1:55pm

Chair: Laura Graciela Torres, The University of Texas - Austin

Participants:

A Theory of “Practical Measurement”: Collecting Data to Support Improvements to Educational Practice and Theory. Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Paul Lemahieu, The Carnegie Foundation for the Advancement of Teaching

Practical Measurement in Action: Designing a New Measure of Community College Student Motivation and Engagement. Laura Graciela Torres, The University of Texas - Austin

Validating a New (Practical) Measure of Community College Student Motivation and Engagement: Results by Age and Race/Ethnicity. David Scott Yeager, Stanford University

Using Experiments to Optimize the Validity of a Practical Measure. Yph Leikes, Stanford University

31.043. Factors Affecting College Enrollment. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 12:25-1:55pm

Chair: Melissa Ann Martinez, Texas State University-San Marcos

Participants:

Navigating College Opportunity: The Impact of School-Based Counseling on Postsecondary Enrollment. Andrew Steven Belasco, University of Georgia

The Cumulative Effect of the Top Five Factors Associated With Higher Initial Four-Year and Two-Year College Enrollment Rates. Greg Cumpton, The University of Texas - Austin; Deanna T. Schexnayder, The University of Texas - Austin; Chandler Stolp, The University of Texas - Austin; Christopher King, The University of Texas - Austin

Understanding the Role of Information Utilized by Students in Their College Enrollment and Choice. Alyssa M. D’Alconzo, University of Pennsylvania


Discussant: Patricia M. McDonough, University of California - Los Angeles

31.044. Science, Technology, and Professional Development in Higher Education. Division J - Postsecondary Education; Paper Session
31.045. Addressing the Diverse Needs of All Learners. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 12:25-1:55pm
Chair: Mara Sapon-Shevin, Syracuse University
Participants:
Preservice Teacher Inquiry as a Catalyst in Developing Pedagogical Content Knowledge for English Teaching With Diverse Learners. Steven Z. Athanasues, University of California - Davis; Juliet Michelsen Wahlleithner, University of California - Davis; Lisa H. Bennett, University of California - Davis
Promoting Interface and Knowledge Sharing: A Joint Project Between General and Special Education Preservice Teachers. Xiuwen Wu, National Louis University
Teaching Written Expression in the Inclusive High School Classroom: Strategies to Assist With Students With Disabilities Based on Teachers’ Needs. Cort Casey, St. George’s Independent School; Laura Baylott Casey, The University of Memphis; Thomas Black, Middle Tennessee State University
Teaching Boys: Toward a Theory of Gender Relevant Pedagogy. Travis Bristol, Teachers College, Columbia University
Discussant: Darlene Russell, William Paterson University

31.046. Inquiry-Based Tools for the Study and Use of Community Knowledge for Teaching and Teacher Learning in Urban Contexts. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 12:25-1:55pm
Chair: Beverly M. Gordon, The Ohio State University
Participants:
Gwendolyn Williams, Georgia State University; Adrienne Goss, Georgia State University; Sherell A. McArthar, Georgia State University; Shonda Lemons-Smith; Ellen Swartz, The Rochester Teachers Association, Rochester, NY
Participants:
Engaging Parents in Culturally Authentic Assessment of Heritage Knowledge and Contextualized Teaching for Black Middle School Students. Adrienne Goss, Georgia State University; Sherell A. McArthar, Georgia State University; Joyce E. King, Georgia State University
Using Re-Membered Student Texts as a Pedagogical Frame for Urban Preservice Math Teachers. Shonda Lemons-Smith
Bringing Black Male Voices to the Teaching of Reading Through Digital Storytelling and Readers’ Theatre. Gwendolyn Williams, Georgia State University
Discussants: Kristen L. Buras, Georgia State University; Cirecie West-Olatunji, University of Florida

VCC, Second Level, West Room 222; 12:25-1:55pm
Chair: Jeremy N. Price, Montclair State University
Participants:
Crafting Curriculum in Preservice Teacher Education: An Examination of Action Research Curriculum for Understanding the Needs of English Language Learners. Courtney M. Clayton, University of Mary Washington
Study Together: Collaborative and Transformative Action Research. Lara Wilcox, The University of Western Australia
Cartographies of Transformation: Rethinking Action Research Curriculum for Change Agency in an Online Transnational Community. Jenifer Anne Crawford, University of Southern California
Discussant: Kathryn G. Herr, Montclair State University

31.048. STEP-UP (Summer Teacher Education Partnership for Urban Preparation): An Innovative Program of Urban Teacher Preparation Through Cultural and Community Immersion. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 12:25-1:55pm
Chair: Robert E. Lee, Illinois State University
Participants:
Developing Community-Based Partnerships for Contextualized Teacher Preparation. Dakota Pawlowski, Illinois State University
Evaluation and Findings From the Inaugural STEP-UP (Summer Teacher Education Partnership for Urban Preparation) Cohorts. Brent Showalter, Illinois State University
The Path from Former Participant to In-service Urban Teacher. Mitch Staroscik, Chicago Public Schools

31.049. Understanding and Supporting Teaching Practice: Multiple Perspectives. Division K - Teaching and Teacher Education; Symposium
Fairmont Waterfront, Concourse Level, Malaspina; 12:25-1:55pm
Chair: Walter Doyle, The University of Arizona
Participants:
Targeting Core Practices for Enactment in Professional Development. Pamela L. Grossman, Stanford University
Bounded Rationality and the Task of Enactment. Fred Janssen, Leiden University; Hanna Westbroek, VU University Amsterdam
Mapping the Discourses of Practice. Walter Doyle, The University of Arizona; Kristin L. Ganckel, The University of Arizona; Marcy B. Wood, The University of Arizona; Erin Turner, The University of Arizona
Enacting Pedagogies of Practice: Teaching Beginners to Teach Mathematics. Laurie Sleep, University of Michigan; Timothy A. Boerst, University of Michigan
Discussant: Mary M. Kennedy, Michigan State University

SIG Sessions

31.050. Defining Action Research Through Different Lenses. SIG-Action Research; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm
Chair: Carrie Ann Barnes Rogers, Western Carolina University
Participants:
Educational Researchers’ and Practitioners’ Perspectives About the Distinguishing Characteristics of Action Research: A Delphi Study. Lonnie L. Rowell, University of San Diego; Elena In Polshuk, Ball State University; Margaret M. Riel, Pepperdine University
Grant Funding Strategies for Action Research Designs. Thomas W. Christ, University of Bridgeport
International Action Researchers Talk About Tension in Their Work With Practitioners. Rhonda L. Nixon, University of Victoria; Susan L. Lytle, University of Pennsylvania; Jill A. Meclay, University of Alberta
Practicing Value and Virtue: Action Research for a Good Social Order. Jean
Saturday Afternoon, April 14, 2012

31.051. Exploring Daily Social Transactions of Resilient Youth in Various Contexts Around the Globe. SIG-Adolescence and Youth Development; Symposium
VCC, Second Level, West Room 223; 12:25-1:55pm
Chair: Catherine Ann Cameron, The University of British Columbia
Participants:
Scaffolding Drawing in Youth Resilience Development. Giuliana Pinto, University of Florence; Sombat Tapanya, Chiang Mai University; Catherine Ann Cameron, The University of British Columbia
Resilience From Offending: Visions From First Nations. Colleen Krushelniski, University of Saskatchewan; Carolyn Brooks, University of Saskatchewan
The Child’s Play of Adolescent Clowning. Leslie Cameron, Carthage College; Nora Didkowsky, Dalhousie University; Catherine Ann Cameron, The University of British Columbia

31.052. Alternative Technology Interfaces to Support Teaching and Learning. SIG-Advanced Technologies for Learning Co-sponsored with SIG-Instructional Technology; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm
Chair: Robb William Lindgren, University of Central Florida
Participants:
OpenGesture: A Low-Cost, Easy-to-Author Application Framework for Collaborative, Gesture-, and Speech-Based Learning Applications. Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University
Simulating Students With Hearing Differences in Virtual Classrooms: The Use of Simulations for Training Teachers to Work With Students With Special Needs. Tendra Lea Tyler-Wood, University of North Texas; Situ Periathiruvadi, University of North Texas; Leila Mills, University of North Texas; Gerald A. Knezev, University of North Texas
Usability for Learning: Evaluation of a Map-Based Modeling Tool for Maximizing Productive Learning Time. Vanessa L. Peters, University of Michigan; Nancy B. Songer, University of Michigan

Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm
Chair: Selen Turkay, Teachers College, Columbia University
Participants:
Collaborative Learning in a 3D Virtual Environment. Mihwa Kim, Teachers College, Columbia University
Grounding Learning in a Motivating Real-World Context. Xin Bai, York College - CUNY
On the Internet, No One Knows You’re a Dog: Teaching Communication Skills to Medical Students. Susan Lowes, Teachers College, Columbia University; Gillian Hamilton, The University of Arizona; Vicki Hochstetler, Hospice of the Valley; Jennifer Lower, Hospice of the Valley
Hanging Out in Desi: Straddling Multiple Universes Through Second Life. Devayani Tirthali, Teachers College, Columbia University

31.054. Contextual Influences on the Career Development of Youth. SIG-Career Development; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm
Chair: Kimberly A.S. Howard, Boston University
Participants:
The Determinants of Occupational Aspiration among General High School Students in South Korea: Focusing on Working Class and Patriarchy. BaekSan Yu, Korea University
The Effects of Parental Environment on Students’ Academic Self-Efficacy and Career Expectations. Mihyeon Kim, Center for Gifted Education, College of William and Mary
Contextual Factors Influencing Canadian South Asian Young Women Selecting a Career in the Sciences. Priya Sabra Mani, University of Manitoba

31.055. Assessment of Complex Thinking in Mathematics, Reading, Science, and History. SIG-Cognition and Assessment; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:25-1:55pm
Chair: Peter C. Seixas, The University of British Columbia
Participants:
Formative and Summative Assessments in Mathematics Supporting the Goals of the Common Core Standards. Alan H. Schoenfeld, University of California - Berkeley
Designing, Developing, and Validating Assessments of Complex Thinking in Mathematics for the Middle Grades. Edith Aurora Graf, ETS
Characterizing and Assessing Higher-Order Thinking in Reading. Peter P. Afflerbach, University of Maryland - College Park; Byeong Yong Cho, University of Maryland - College Park; Jong-In Kim, University of Maryland
Designing Assessments to Track Student Progress in Understanding the Complex Roles of Energy in Photosynthesis. Kihyun (Kelly) Ryoo, University of California - Berkeley; Marcia Lim, University of California - Berkeley
An Evidence-Centered Assessment Design for Historical Thinking. Kadriye Erçikan, The University of British Columbia; Peter C. Seixas, The University of British Columbia; Juliette Lyons-Thomas, The University of British Columbia; Lindsay Smith Gibson, The University of British Columbia

31.056. Extreme, Adventure, Scenario, and Game-Based Learning: The Future of Hybrid and Online Education. SIG-Computer and Internet Applications in Education; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm
Chair: George Veletsianos, The University of Texas - Austin
Participants:
Just How Extreme Is Adventure Learning? An Analysis and Comparison of Adventure Learning Websites. Justin Whiting, Indiana University; Curtis J. Bonk, Indiana University; Minhyoun Kim, Indiana University; Eulho Jung, Indiana University; Xiaokui (Katie) Jia, Indiana University; Matthew Callison, Indiana University - Bloomington; Verty Tan, Indiana University
An Assessment of the Adventure Learning Framework as a Learner-Engagement Model for Designers and Educators. Jeni Henrickson, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota
Problematic Online Game Use Among College Students and Its Relationships With Social Skill, Aggression, and Depression. Ikuko Aoyama, Chiba University
Use of a Scenario-Based Tutorial to Facilitate Student Proficiency in Social Science Research Methodology and Attitude Toward Research. M Cecil Emerson, Northern Illinois University; Wei Chen Hung, Northern Illinois University; Thomas J. Smith, Northern Illinois University
No Such Thing as Failure, Only Feedback: Designing Innovative Opportunities for E-Assessment and Technology-Mediated Feedback. Charles DeVaughn Miller, University of Minnesota; Aaron Doering, University of Minnesota; Cassandra Scharber, University of Minnesota

31.057. Advances in Cooperative Learning. SIG-Cooperative Learning; Theory, Research and Practice; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm
Discusssant: Charles DeVaughn Miller, University of Minnesota
31.058. A Critical Look Into History: Implementing Our Cultural Intuition in Educational Research. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium VCC, Second Level, West Room 219; 12:25-1:55pm
Chair: Sombra Libertad Ruiz, University of California - Los Angeles
Participants:
“Lessons That Will Not Stay Taught”: Dismantling Cultural Deficit Discourses of Mexican Mothers and Schoolchildren. Michaela J. López Mares-Tamayo, University of California - Los Angeles
Como Te Ven, Te Tratan: A Critical Race Analysis of Chicana Eyebrows and “Masked” Resistance. Maria C. Olivarres Pasillas, University of California - Los Angeles; Iris Lucero, University of California - Los Angeles
Discussant: Bert Maria Cueva, University of California - Los Angeles

Chair: Rachelle Winkle-Wagner, University of Nebraska
Participants:
Toward a Model of Graduate Student Socialization and Satisfaction. Susan K. Gardner, University of Maine
Anticipatory Socialization for Underrepresented Prospective Doctoral Students. Rachelle Winkle-Wagner, University of Nebraska; Dorian L. McCoy, Louisiana State University
Stony the Road We Trod: African American Socialization in STEM-Related Disciplines. Fred Arthur Bonner, Texas A&M University - College Station
Discussant: Anna Neumann, Teachers College, Columbia University

Chair: Reuben Jacobson, University of Maryland
Participants:
Community Schools as Ecological Systems: A Theoretical Framework. Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University
Community Schools: Structures and Cultures for Collective Action. Reuben Jacobson, University of Maryland
The Community School Effect. Curt M. Adams, University of Oklahoma
A National Perspective on Collective Impact: Methods and Results From the Communities in Schools National Evaluation. Allan W. Porowski, ICF International
Discussant: John S. Rogers, University of California - Los Angeles

31.061. Educational Reform and the Problem of Subjectification: Debglobalizing the Global. SIG-Foucault and Contemporary Theory in Education; Symposium VCC, Third Level, West Room 302; 12:25-1:55pm
Chair: Thomas S. Popkewitz, University of Wisconsin
Participants:
Unpacking Discourses of Normalizing Taiwanese Teachers in the Era of Globalization. Yi-Chen Lee, University of Wisconsin - Madison
Becoming Teacher: Teacher Identity Formation in the Turkish Educational Reform Movement. Aysegul Mester, University of Wisconsin - Madison
Unlocking Educational Audit Culture in Southwest China. Jinting Wu, University of Wisconsin - Madison
A Fair (Affair)? On Subjectivities and Stakeholding in Swedish Upper Secondary School Choice. Martin Harling, University of Gothenburg
Discussant: Maarten Simons, Katholieke Universiteit Leuven

Chairs: Candace M. Schlein, University of Missouri - Kansas City; Barbara Gari, SUNY - College at Oswego
Participants:
Border Crossings: Cross-Cultural Interpretations of the Professional Self. Candace M. Schlein, University of Missouri - Kansas City; Barbara Gari, SUNY - College at Oswego
Examining the Practice of Critical Reflection for Developing Preservice Teachers’ Multicultural Competencies: Findings From a Study Abroad Program to Honduras. Suniti Sharma, The University of Texas - Brownsville; JoAnn J. Phillion, Purdue University; Erik L. Malewski, Purdue University
Digital Stories as Reflection Artifacts of Intercultural Competence. Lynne Masel Walters, Texas A&M University; Martha Robison Green, Texas A&M University; Liangyan Wang, Texas A&M University
Here, There, and Everywhere: Border-Crossing as Synthesis. Jennifer A. Mahon, University of Nevada - Reno
Discussant: Jennifer A. Mahon, University of Nevada - Reno

31.063. Enhancing Leadership Development in the International Community. SIG-Learning and Teaching in Educational Leadership; Symposium VCC, Second Level, East Room 16; 12:25-1:55pm
Chair: Charles Webber, Thompson Rivers University
Participants:
Stages of Leadership Development: Foundational to Transitional to Entrepreneurial. Charles Webber, Thompson Rivers University; Shelleyann Scott, University of Calgary; Donald E. Scott, University of Calgary
Primary Headship in Scotland: The First Three Years—“Difficult to Prepare for and Has To Be Experienced to be Believed”. Megan Crawford, University of Cambridge
Perceptions of School Principals in Nairobi About Their Leadership Preparation. Janet Mola Okoko, University of Calgary; Shelleyann Scott, University of Calgary; Donald E. Scott, University of Calgary
The Need for Principal Preparation in Mexico City. Charles L. Slater, California State University - Long Beach; Jose Maria Garduno Garcia, Universidad Autonoma de la Ciudad de Mexico; Gema L. Gorosave, Escuela Normal Estatal
Problems and Experiences of School Principals in Southern Mexico. Edith J. Cisneros-Cohernour, Autonomous University of Yucatan; Charles L. Slater, California State University - Long Beach; Angel M. Aguilar-Riveroll, Universidad Autonoma de Yucatan
Enhancing Leadership Development in the International Community. Charles Webber, Thompson Rivers University
The Effectiveness of Principal Preparation Programs: Results of a South African Survey. Kobus Mentz, North-West University - South Africa
Discussant: Lauri Johnson, Boston College

31.064. Producing the Young Citizen in Texts of Families, Neighborhoods, and Nations. SIG-Literature; Symposium VCC, Third Level, West Room 303; 12:25-1:55pm
Chair: Marnina Gonick, Mount Saint Vincent University
Participants:
From a Wonderful Story to No-Nonsense Facts: Trajectories of Sex and Ethics in Pedagogical Texts for Children and Their Parents. Susanne Marie Gannon, University of Western Sydney
Good Secrets, Bad Secrets: The Discursive Complexity of Confession in Children’s Picture Books About Sexual Child Abuse. Jo Lamert, Queensland University of Technology
Bullying in Girls’ World: The Pedagogical Meanings of Teacher Texts About Girls and Bullying. Jennifer Bethune, Mount Saint Vincent University; Marmina Gonick, Mount Saint Vincent University
The Girl Next Door: Postapocalyptic and Everyday Heroines in Popular Young Adult Texts. Kelli McGraw, Queensland University of Technology

31.065. Fiddling on the Fly: Thinking, Learning, and Designing Using Board Games. SIG-Media, Culture, and Curriculum; Symposium Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm
Chair: Matthew W. Berland, The University of Texas - San Antonio

31.066. Dilemmas and Tensions in Faculty Mentoring in Higher Education. SIG-Mentorship and Mentoring Practices; Paper Session VCC, Second Level, East Room 14; 12:25-1:55pm
Chair: Laura G. Lunsford, The University of Arizona
Participants:
- Managing the Dilemmas of Faculty Mentoring: Reconceptualizing Faculty Mentoring Within a Community of Practice. Emily Remington Smith, Fairfield University; Patricia E. Calderwood, Fairfield University; Faith A. Dohm; Paula Gill-Lopez, Fairfield University
- Mentoring and Socialization Experiences of Faculty in Higher Education. Comfort O. Okpala, North Carolina A&T State University; Linda B. Hogson, North Carolina A&T State University
- Negotiating Powerlessness and Power Dynamics in our Mentor-Junior Faulty Portraits. Kathleen Mary Cowin, Oregon State University; Leonora M. Cohen, Oregon State University; Richard A. Orozco, Oregon State University; Kathryn E. McIntosh Ciechanowski, Oregon State University
- Understanding the Part-time Faculty Mentorship Experience. Cecile Huynh Sam, University of Southern California
Discussant: Mark J. Hager, Menlo College

Chair: Cadelle Hemphill, American Institutes for Research
Participants:
- Overview of Achievement and Attainment Gaps Between Hispanic and White Students at the National Level. Cadelle Hemphill, American Institutes for Research
- Examining Contextual Factors Related to the Hispanic White Achievement Gaps. Young Yee Kim, American Institutes for Research; Tiffany Decker, American Institutes for Research; Fei Liu, American Institutes for Research
- The Hispanic–White Achievement Gaps in the Five States With the Largest Hispanic Student Populations. Alan Vanneman, American Institutes for Research; Steven Hummel, American Institutes for Research
- Examining the Hispanic-White Achievement Gaps in Large Urban School Districts Using NAEP Data. Sam Kitimoto, American Institutes for Research; David Miser, American Institutes for Research; Brittany Diane Carpenter, American Institutes for Research
Discussant: Richard P. Duran, University of California - Santa Barbara

Chair: Vera F. Caine, University of Alberta
Participants:
- (Be)Longing and Resisting: A Narrative Excavation of Critical Ontogeny. Jake Burdick, Arizona State University
- Generating New Possibilities for Action in Research Through a Peircean Aesthetic. Casey Emmanuel Tiemann, University of Oregon
- Narratives of Power: Students’ Stories and Situated Practices in Real and Virtual Spaces. Sandra Schamroth Abrams, Saint John’s University; Mary Beth Schaefer, Saint John’s University
- Phenomenological Orienteeering, Metaphoric Mapping, Indigenous Knowing: Across Worldviews. Marlene R. Atleo, University of Manitoba
Discussant: Jerry L. Rosiek, University of Oregon

Chair: Andrew Jones, American Board of Surgery
Participants:
- Strength in Numbers? Collaboration Effects on Achievement of National Board Certification. Rita Pin Ahrens, National Board for Professional Teaching Standards
- Does the Timing Matter to Pass a Professional Certification Examination? Ying Du, American Board of Pediatrics; Linda A. Althouse, American Board of Pediatrics
- The Effects of Traditional Certification on Elementary Students’ Reading Achievement. John M. Weathers, University of Colorado - Colorado Springs; Hsien-Yuan Hsu, National Taiwan Normal University; Melissa Tran, University of Colorado - Colorado Springs
Discussant: Javarr Antoine Russell, National Board of Medical Examiners

31.070. Supporting Epistemological Diversity and Widening the Struggle for Justice: New Directions in Critical Qualitative Research. SIG-Qualitative Research; Symposium Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm
Chair: Bradley J. Porfilio, Lewis University
Participants:
- Scientifically Based Research and Settler Coloniality: An Ethical Framework of Decolonial Participatory Action Research. Eve Tuck, SUNY - College at New Paltz; Monique Antoine Guishard, The Graduate Center - CUNY
- Qualitative Research on Antiracism: A Marxist Perspective. Mike Cole SARs (Students as Researchers): What Happens When Students Become Researchers? Rochelle Brock, Indiana University - Northwest
- Letters as Windows Into Situated Philosophy: Using the Epistolary Genre to Explore the Tensions Between the Public Self and Private Vision. Robert Lewis Lake, Georgia Southern University
Discussants: Tricia M. Kress, University of Massachusetts - Boston; Curry Malott, West Chester University of Pennsylvania

31.071. (Re)producing and Dismantling Heteronormative Spaces in Schools. SIG-Queer Studies; Paper Session VCC, Second Level, East Room 18; 12:25-1:55pm
Chair: Timothy G. Larabee, Oakland University
Participants:
- The Role of Space in (Re)producing Heterosexism/Heteronormativity in Icelandic Upper Secondary Schools. Jon Ingvar Kjaran, University of Iceland; Ingolfur Asgeir Johannesson, University of Iceland
- Boys, Bodies, and Negotiated School Spaces: When Boys Fail the Litmus Test. Jim Burns, South Dakota State University; Michael D. Kehler,
University of Western Ontario
Queering Sex Education: Rural Sex Educators’ Perceptions of Queer Issues. Jennifer M. deCoste, Clarkson University
Discussant: Mary Louise Rasmussen, Monash University

31.072. Best Practices Throughout Black Education: Evidence From Multiple Perspectives. SIG-Research Focus on Black Education; Paper Session
VCC, Second Level, East Room 19&20; 12:25-1:55pm
Chair: V. P. Franklin, University of California - Riverside
Participants:
Black Architects of Education for Freedom Dreams: Teaching and African-Descent Students in the American South. Brenda Gayle Juarez, University of Massachusetts - Amherst; Cleveland Hayes, University of La Verne
Searching for Effective Methods for Teaching Students of Color With High-Incidence Disabilities: A Synthesis of Empirical Research. Tristan L. Glenn, University of South Florida
The Effectiveness of Fluency-Oriented Reading Programs With Improving Black and Latino Second-Grade Students’ Word Recognition. Franklin Dickerson Turner, Queens College - CUNY
What Research Says About How Teachers Can Narrow the Black-White Achievement Gap. James Haley, Boston College
Discussant: Dorinda Carter Andrews, Michigan State University

31.073. Toward Black Educational Choice. SIG-Research Focus on Black Education: Symposium
VCC, Second Level, West Room 220; 12:25-1:55pm
Chair: Diana T. Slaughter-Defoe, University of Pennsylvania
Participants:
Toward Black Educational Choice: Introduction. Diana T. Slaughter-Defoe, University of Pennsylvania
African American Parental Perspectives on Independent Schooling. Howard C. Stevenson, University of Pennsylvania
The Influence of Private and Public School Contexts on Children’s Racial Coping. Deborah Johnson, Michigan State University
New Connections

31.074. Understanding the Development of High-Leverage Mathematical Teaching Practices. SIG-Research in Mathematics Education; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm
Chair: Ilana S. Horn, Vanderbilt University
Participants:
Developing High-Leverage Practices Through Cycles of Enactment and Investigation. Hala N. Ghousseni, University of Wisconsin - Madison; Magdalene Lampert, University of Michigan; Heather Lauren Beasley, University of Michigan
The Development of Pedagogical Reasoning in Mathematics Teachers’ Collaborative Conversations. Ilana S. Horn, Vanderbilt University; Britnie Delinger Kane, Vanderbilt University
Constructing Equitable Teaching Practices: An Analysis of Mathematics Teachers’ Conversations. Nicole Alaine Bannister, Clemson University
Professional Development for Mathematics Teachers: Examining the Impact on Knowledge and Instructional Practice. Karen A. Koehler, University of Colorado - Denver; Jennifer K. Jacobs, University of Colorado - Boulder; Hilda Borko, Stanford University
Discussants: Elham Kazemi, University of Washington; Paul A. Cobb, Vanderbilt University

31.075. Female Faculty: Response to Challenges in Higher Education. SIG-Research on Women and Education; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:25-1:55pm
Chair: Janet L. Tavereol, Stephen F. Austin State University
Participants:
Exploring Who We Are: The Emotional Themes of Female Full Professors. Samara D. Madrid, University of Wyoming; Michelle Buchanan, University of Wyoming
Black Women Faculty in Educational Leadership: Unpacking Their Silence in Research. April L. Peters, University of Georgia
Failure to Thrive: Mid-Career Women in Higher Education. Andrea Marlene Gallant, Deakin University; Athena Vongalis-Macrow
Mentoring Experiences of Higher Education Women Leaders. Julia Nell Ballenger, Texas Wesleyan University; Jenny S. Tripses, Bradley University; Linda J. Searby, The University of Alabama - Birmingham
The Role of Interpreters in Sense-Making for Women Leaders. Penelope M. Earley, George Mason University; Jane H. Applegate, University of South Florida; Jill M. Tarade, The University of Vermont
Discussant: Carolyn S. Ridouarn, University of Dayton

31.076. School Improvement in Different Contexts. SIG-School Effectiveness and School Improvement; Paper Session
Marriott Pinnacle, Third Level, Pinnacle 1; 12:25-1:55pm
Chair: Coby Meyers, American Institutes for Research
Participants:
Educational Effectiveness in Germany: Learners of English as a First Versus Second Foreign Language. Michael Leucht, Leibniz Institute; Julia Buchheit, University of Kiel; Hans Anand Pant, Institute for Educational Progress (IQB); Olaf Koeller, Leibniz Institute
How Can Country Differences in the Practice of Grade Retention in Primary and Lower Secondary Education Be Explained? A Closer Look at Country Educational Policy Factors in OECD (Organisation for Economic Co-operation and Development) Member Countries. Brigitte Schreier, Tuebingen University; Mieke Goos, Catholic University of Leuven; Heidi Knipprath, Catholic University of Leuven; Beke De Fraine, K.U. Leuven; Ulrich Trautwein, Universität Tubingen
The Estimated Effect of Catholic Schooling on Educational Outcomes using Matching Methods. Perman Gochyey; University of California - Berkeley; In-Hee Choi, University of California - Berkeley
The Impact of School Policy in Action upon Student Achievement: Expanding the Dynamic Model of Educational Effectiveness. Leonidas Kyriakides, University of Cyprus; Demetris Georgiou Demetriou, University of Cyprus; Bert Creemers, University of Groningen
Understanding the Institutional-Level Factors of Urban School Quality. Michael A. Gottfried, Loyola Marymount University
Why We Need A Third Generation of Research on Class Size Effects. Peter Blatchford, Institute of Education - London
Discussant: Eugene Gary Kowch, University of Calgary

Sheraton Wall Centre, Grand Ballroom Level. North Grand Ballroom C; 12:25-1:55pm
Chairs: Martin Guhn, The University of British Columbia; Tina Malti, University of Toronto
Participants:
Holistic Student Assessment: Development of a Tool to Assess Adolescents’ Resilience. Gil G. Noam, Harvard University; Tina Malti, University of Toronto; Martin Guhn, The University of British Columbia
From Assessment to Intervention: Reducing Aggressive Problem Behavior by Improving Children’s Social-Emotional Development and Well-Being. Tina Malti, University of Toronto; Martin Guhn, The University of British Columbia; Gil G. Noam, Harvard University
Development and Psychometric Properties of an Assessment Tool on Children’s Well-Being and Contextual Assets. Kim A. Schonert-Reichl, The University of British Columbia; Martin Guhn, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Anne Gadermann, Harvard University
Children’s Adult and Peer Connectedness Moderate the Relationship Between Victimization and Well-Being. Martin Guhn, The University of British Columbia; Anne Gadermann, Harvard University; Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia
Discussant: David M. Osher, American Institutes for Research

31.078. Male Teachers as Cultural Workers in the Lives of Children, Families, and Communities. SIG-Teacher as Researcher; Symposium
VCC, First Level, West Room 113; 12:25-1:55pm
Chair: Lemuel W. Watson, Northern Illinois University
Participants:
31.079. Self-Knowledge, Metacognition, and Motivation in Preservice Teacher Education. SIG-Teaching Educational Psychology; Paper Session
VCC, Second Level, East Room 12; 12:25-1:55pm
Chair: Gloria C. Berdugo Oviedo, Universidad Tecnologica de Bolivar
Participants:
- Community-Based Field Experiences in an Educational Psychology Course: Recognizing Theory in Action. Jayne A. Downey, Montana State University; Sarah Schmitt-Wilson, Montana State University
- Fostering Preservice Teachers’ Motivation for Interdisciplinary Education in an Educational Psychology Course. Gina Park, University of Michigan - Ann Arbor; Kara A. Makara, University of Michigan
- Reflections on the Self and Others: The Use of Case Study and Self-Narrative Analyses in Child and Adolescent Development Courses. Richard S. Brody, College of Saint Rose; Katherine H. Voegtle, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose
- Teachers’ Perspectives, Epistemological Understanding and Critical Thinking Related to Case Studies: Transfer From an Educational Psychology Course Into the Classroom. Diana Akhmedjanova, The College of Saint Rose; James D. Allen, College of Saint Rose
- Teaching Metacognition to Preservice Teachers: Learning Through the Item Review Process. Agni Stylianou-Georgiou, University of Nicosia; Elena C. Papastasiou, University of Nicosia
Discussant: Laura Reynolds-Keefer, University of Michigan - Dearborn

31.080. Diverse Approaches for Developing Historical Literacy With K-12 Students. SIG-Teaching History; Paper Session
VCC, Third Level, West Room 305; 12:25-1:55pm
Chair: Carla L. Peck, University of Alberta
Participants:
- Language Matters: Rethinking How We Teach the Concepts “Primary Source” and “Secondary Source”. Elizabeth E. Heilman, Michigan State University; Denice Blair Leach, Western Kentucky University
- Integrating Language and Content Instruction in History: Preparing History Teachers to Work With English Learners. Laura Schiff-Leckrone, Boston College; Patrick J. McQuillan, Boston College
- The Elusive Historical Past: Narrative, Historical Fiction, and Elementary Students’ Remembering of Paul Revere. John S. Wills, University of California - Riverside
- Disciplinary Scaffolds and Disciplinary Tools: Supporting Historical Literacy in High School World History. Brian Girard, The College of New Jersey
Discussant: Keith C. Barton, Indiana University

Pan Pacific, Restaurant Level, Oceaneview 7&8; 12:25-1:55pm
Chair: Maria D. Aygerinou, DePaul University
Participants:
- Assessing Arguments: Supporting Argumentation With Online Rubric-Based Assessment. Jingyan Lu, University of Hong Kong; Zhidong Zhang, The University of Texas - Brownsville
- Examining Learners’ Cognitive Processes as They Interact With Cognitive Tools in a Technology Enhanced Learning Environment. Treavor Lowell Bogard, University of Dayton; Yueh-hui Vanessa Chiang, Stanford University; Min Liu, The University of Texas - Austin
- Expertise Differences in Air Traffic Control: An Eye-Tracking Study. Ludo Van Meeuwen, The Open University of the Netherlands; Halszka Jarodzka, The Open University of the Netherlands; Saskia Brand-
of African, Hispanic, and Caucasian American Students? Findings Based on Data From TIMSS (Trends in International Mathematics and Science Study) 2007. Su Gao, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas

Do Subject-Specific Self-Concepts Influence Relevant Students’ Achievements Across Racial Groups and Subject Matters? Findings Using TIMSS (Trends in International Mathematics and Science Study), PISA (Programme for International Student Assessment), and PIRLS (Progress in International Reading Literacy Study) Data. Qiongmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas

31.082-4. Educational Policies Pursuing Equal Opportunity. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics, Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Julie F. Mead, University of Wisconsin - Madison

Participants: Democracy in Dispute? Ballot Initiatives, Education Policy, and Equal Educational Opportunity. Amy Nichole Farley, University of Colorado - Boulder
Examing the Relationship Between School Racial Integration and Prestige of Postsecondary Educational Institutions: A Test of Perpetuation Theory. Leila Nielsen, Brigham Young University; Kristie J.R. Phillips, Brigham Young University
From Birth to School: Early Childhood Programs and Third-Grade Outcomes in North Carolina. Helen F. Ladd, Duke University; Clara G. Muschkin, Duke University; Kenneth A. Dodge, Duke University
City Lines, County Lines - Color Lines: An Analysis of School and Housing Segregation in Four Southern Metropolitan Areas, 1990-2010. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University

31.082-5. How Schools Respond to Parental Choice. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Caitlin Farrell, University of Southern California

Participants: How Interdistrict Choice Impacted One Michigan District’s Academic Programs, Financial Condition, and Local Political Support. Wang Jun Kim, Michigan State University; Peter A. Youngs, Michigan State University
Self-Managing Schools and Access for Disadvantaged Students: Organizational Behavior and School Admissions in New Zealand. Christopher A. Lubinski, University of Illinois at Urbana-Champaign; Liz Gordon, Network Research; Jin Lee, University of Illinois at Urbana-Champaign

31.082-6. Immigrant Rights, Citizenship Status, and Language Policy. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Liliana M. Garces, University of Michigan, George Washington University

Participants: Non Satis Surrogate Representation: Normative Democracy and Noncitizens in U.S. Schools. Patricia L. Hanna, The Ohio State University; Ann M. Allen, The Ohio State University
Policy Contradictions: The Clash Between No Child Left Behind and Hype Education Opportunity for Undocumented Students. Judith C. Perez, University of Utah; Neri Oliva, University of Utah
Transitioning Multilingual Learners: What Evidence Suggests. Casey B. Nixon, University of Georgia; Pedro R. Portes, University of Georgia; Karen Samuelson, University of Georgia

31.082-7. Instructional Interventions: Designs, Enactment, and Challenges. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: John J. Hall, University of California - Berkeley

Participants: Game Planning: How Reading Coaches Generate District-Level Instructional Policy. Sarah L. Woulfin, University of California - Berkeley
Getting College Ready: The Impact of a Texas Summer Bridge Program on Developmental Students’ Success. Heather D. Wathamton, University of Virginia; Elisabeth Barnett, Teachers College, Columbia University; Josh Prettow, University of Virginia
How Much Time Does It Take to Implement Expanded Learning Time (ELT)? Results From a Longitudinal Study of ELT in Massachusetts. Amy E. Checkoway, Abt Associates; Beth Gamse, Abt Associates Inc.; Beth A. Bouday, Abt Associates Inc.; Carrie Lauren Conaway, Massachusetts Department of Elementary and Secondary Education
Opportunities Lost: An Explanation for the Fade-Out of Intervention Effects in Education. Mimi Engel, Vanderbilt University; Amy Claessens, Northwestern University
Organizational Learning and Effective School Interventions. Hinckley Jones-Sanpei, Brigham Young University; Dennis K. Ortner, University of North Carolina - Chapel Hill; Lela Machado, Brigham Young University; Roderick Rose, University of North Carolina - Chapel Hill

31.082-8. International Perspectives on Systemic Improvement. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Stefan Thomas Hopmann, University of Vienna

Participants: Data-Based Decision Making in The Netherlands and England: A Comparison. Christopher Downey, Southampton Education School, University of Southampton; Kim Schildkamp, Universiteit Twente; Johanna Ebbeler, Universiteit Twente
Designing for Scale: How Relationships Shape Curriculum Change. Natalie Nicole Parejko, University of Illinois at Urbana-Champaign; Gemma Corbalan, The Netherlands Institute for Curriculum Development; Susan McKenney, Universiteit Twente; Nienke Nieven, SLO - The Netherlands Institute for Curriculum Development; Jan J. Van Den Akker, The Netherlands Institute for Curriculum Development
Europe Turned Local, the Local Turned European? Constructions of “Europe” in Social Studies Curricula Across Europe. Stavroula Philippou, University of Cyprus; Loizos Symeou, European University Cyprus

31.082-9. The Utilization, Implementation, and Effectiveness of Supplemental Educational Services: A Multidistrict Perspective. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Katherine Drake, Saint Paul Public Schools

Participants: Integrated Findings From a Mixed-Method, Longitudinal, Multisite Evaluation of Supplemental Educational Services. Carolyn Heinrich, The University of Texas - Austin; Patricia Burch, University of Southern California; Annalee G. Good, University of Wisconsin - Madison; Mary Susannah Stewart, University of Wisconsin - Madison; Hiren Dhiraj Nirar, Abt Associates Inc.; Martina Chura, University of Wisconsin - Madison; Emily Cheng, University of Wisconsin - Madison; Hyun Sik Kim, University of Wisconsin - Madison; Kimberly M. Jones, The University of Texas - Dallas; Angelica Herrera, The University of Texas; Rudolfo Acosta, University of Southern California
The Impact of Participation in Supplemental Educational Services on Student Achievement in the Los Angeles Unified School District. Melissa K. Barnhart, Los Angeles Unified School District
Evaluation of Supplemental Educational Services in a Midwestern Urban School District. Katherine Drake, Saint Paul Public Schools; Cheryl Carlstrom, Saint Paul Public Schools

31.082-10. Policy Issues Related to Teacher Effectiveness. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Sarah Anne Eckert, Notre Dame of Maryland University
Participants: “HQT” (Highly Qualified Teacher) Status Is Not Enough to Improve Teacher Quality in High Poverty/High Minority Urban Schools. Sarah
31.082-11. Inclusionary Practices in Special Education. SIG-Special Education Research; Roundtable Session  
VCC, First Level, East Ballroom C; 12:25-1:55pm  
Chair: AnnMarie Darrow Baines, San Francisco State University  
Participants:  
Using a Sociocultural Lens to Understand Inclusive Teaching and Learning in Teacher Learning Programs. Jennifer Jeanne Huber, Arizona State University  
Developing a National System for Inclusion for Students With Special Educational Needs in Lesotho. Stella Long, Mary Immaculate College/University of Limerick  
Head Start Teachers’ Needs, Supports, and Practices for Including Young Children With Disabilities. Leah Schoenberg Muccio, George Mason University; Julie K. Kidd, George Mason University  
Cognition in the Classroom for Spanish-Speaking English Language Learners at Risk for Reading Disabilities. Danielle Guzman-Orth, University of California - Santa Barbara

31.082-12. Darder’s Culture and Power in the Classroom: Forging a Critical Bicultural Praxis—Stories From the Field. SIG-Critical Educators for Social Justice; Roundtable Session  
VCC, First Level, East Ballroom C; 12:25-1:55pm  
Chairs: Antonia Darder, Loyola Marymount University; Eduardo Frutos Lopez, University of California - Los Angeles  
Participants:  
De Levantarse y Seguir Cayendo: Taking a Critical Stance in Troubling Times. Theresa Montano, California State University - Northridge  
Engaging Children’s Televisual Media: A Critical Bicultural Pedagogy Approach. Judith Estrada, University of Illinois at Urbana-Champaign

VCC, First Level, East Ballroom C; 12:25-1:55pm  
Chair: Edith A. Rusch, University of Nevada - Las Vegas  
Participants:  
Social Justice in Higher Education: A Case Study of Senior Level Leadership and Community Engagement. Cynthia Miller Veraldo, University of Cincinnati; James W. Koscheck, University of Cincinnati  
The Role of Faculty Leadership in the Closing of Racial Achievement Gaps in Higher Education. Eugene Fujimoto, California State University - Fullerton  
Principal Preparedness for Leading in Demographically Changing Schools: Where Is the Social Justice Training? Catherine M. Miller; Raytown Public Schools; Barbara Nell Martin, University of Central Missouri  
Social Justice and Leadership Preparation Programs: The Call for Developing a Transformative Curriculum Centered on Critical Discourse. Sarah Lauren Diem, University of Missouri; Bradley W. Carpenter, University of Louisville  
“Tuning the Ear” to Teacher Discourse About Students of Color and Their Families: Employing an Ethnographic Stance in Preparation for K-12 School Leadership. Terry Pollack, San José State University

31.082-14. The Centrality of Learning to Students’ Welfare in Rural Schools in Australia, Canada, and Korea. SIG-Rural Education; Roundtable Session  
VCC, First Level, East Ballroom C; 12:25-1:55pm  
Chair: David L. Paterson, University of New England  
Participants:  
Key Features of Welfare Programs in New South Wales Schools. Lorraine J. Graham, University of New England  
The Place of the SOLO (Structure of the Observed Learning Outcome) Model in Enhancing Rural Teachers’ Instructional Decision Making. John E. Pegg, University of New England  
Welfare, Place, Standards, Identity, and Mobility in Canadian Rural Education. Michael J. Corbett, Acadia University  
Student Welfare in Australia and South Korea: Linking Relationships for Learning. Myung Sook Auh, University of New England

31.083-1. Cross-National and Cross-Professional Analyses of Coherence in Educating for the Professions. Division I - Education in the Professions; Roundtable Session  
VCC, Second Level, East Room 2&3; 12:25-1:55pm  
Chair: Judith Warren Little, University of California - Berkeley  
Participants:  
Biographic, Program, and Transitional Coherence. Jens-Christian Smeyl, Oslo and Akershus University College of Applied Sciences; Kaare Heggen, Volda University College  
Program Coherence and Learning in Four Professional Educational Programs: A Qualitative Study. Andre Vagan, Oslo University College  
Coherence in Nursing Education in Norway and the United States: Knowledge, Know-How, and Professional Responsibility. Kristin Ma Heggen, University of Oslo; Molly Sutphen, The Carnegie Foundation for the Advancement of Teaching  
Experiencing Continuous and Interactional Coherence in Initial Teacher Education. Elaine Monte, University of Stavanger; Karen M. Hammerness, Bard College

31.083-2. Errors and Their Potential for Learning in the Professions. Division I - Education in the Professions; Roundtable Session  
VCC, Second Level, East Room 2&3; 12:25-1:55pm  
Chair: Christian Harteis, Paderborn University  
Participants:  
What Are Typical Mistakes of Teachers in Parent Interviews? Findings From a Delphi Study. Martin Gartmeier, Technische Universität München, TUM School of Education; Johannes Bauer, Technische Universität München; Manfred Prenzel, Technische Universität München  
Toward a Theory of Negative Knowledge: Almost-Mistakes as Amplification-Motor for Remembering. Fritz K. Oser, University of Fribourg; Catherine Naeplin, University of Fribourg  
Development of a Training Toolbox to Prevent Handover Error in Health Care. Henny Boshuizen, Open Universiteit Nederland; Wendy Kicken, The Open University of the Netherlands; Slavi Stoyanov, The Open University of the Netherlands; Marcel Van der Klink, The Open University of the Netherlands

31.083-3. Factors Affecting Success. Division I - Education in the Professions; Roundtable Session  
VCC, Second Level, East Room 2&3; 12:25-1:55pm  
Chair: Joy L. Matthews-Lopez, National Association of Boards of Pharmacy  
Participants:  
Predicting Academic Success: Learning-Style Inventory Use in Graduate Allied Health. Antone Robert Opekun, Baylor College of Medicine; Denise M. McDonald, University of Houston - Clear Lake  
The Effect of Socialization on Doctoral Student Persistence in Engineering: A Structural Equation Model. Evelyn Felina Castillo, University of Southern California; Linda A. Fischer, University of Southern California
California; Dennis Hocevar, University of Southern California

Self-Reported Research Experience: Does It Predict Performance in Medical School and Internship? Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences; William Gilliland, The Uniformed Services University of the Health Sciences; Donna Waechter, The Uniformed Services University of the Health Sciences; David Cruess, The Uniformed Services University of the Health Sciences; Kent DeZee, The Uniformed Services University of the Health Sciences; Margaret Calloway, The Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences

The Effect of Using a Personal Development Plan on the Pharmacy Assistant’s Learning and Performance. Simon Beausaert, Maastricht University; Mien Segers, Maastricht University; Didier Foureau, Maastricht University; Win H. Gijselaers, Maastricht University

31.083-4. Simulation and Technology. Division I - Education in the Professions; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Eunmi Park, Johns Hopkins University
Participants:
Impact of a Poststimulation Reflective Tool on Residents’ Identification of Nontechnical and Cognitive Skills for Practice Improvement. Yue Ming Huang, University of California - Los Angeles; Anahat Dhillon, University of California - Los Angeles; Sara Kim, University of California - Los Angeles; Jamie Stiner, University of California - Los Angeles; Sebastian Uijtdehaage, University of California - Los Angeles; Sarah Zacharia, University of California - Los Angeles; Marjorie Stieger, University of California - Los Angeles

The Effects of Authenticity and Self-regulation: Comparing the Power of Innovative and Traditional Practical Simulations. Anne Khaled, Wageningen University; Judith Gulkers, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University

Baseline Characteristics of Nursing Faculty Participating in a Patient Care Technology Faculty Development Program. Denise Passmore, University of South Florida; Laura Gonzalez, University of South Florida; Joan Pel, University of South Florida; Allyson Radford, University of South Florida

31.083-5. Special Education and Mathematics. SIG-Special Education Research; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Heather J. Brace, Whittier College
Participants:

Measuring the Effects of General Educator Teacher Quality on the Math Achievement of Students With Disabilities. Trisha D. Steinbrecher, University of New Mexico

Improving Word Problem Solving in Children With Math Disabilities: A Longitudinal Investigation. Dennis T. Tsco-Taylor, University of California - Riverside; Joseph A. Rios, University of Massachusetts - Amherst; Nicole M. Garcia, University of California - Riverside; H. Lee Swanson, University of California - Riverside

Effectiveness of Small-Group Tutoring Interventions for Improving the Mathematical Problem-Solving Performance of Third-Grade Students With Mathematics Difficulties: A Randomized Experiment. Asha K. Jitendra, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota

Researching the Functionality and Feasibility of the Math Learning Companion. Lindy L. Crawford, Texas Christian University

31.084. Roundtable Session 34: Roundtable Session

31.084-1. Assessments Serving Science Learning and Instruction. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm
Chair: Julie Brockman Smart, Presbyterian College
Participants:
Impact of Formative Assessment Feedback on Students’ Conceptual Understanding of Oxidation-Reduction. Kun-Shia Liu, National Sun Yat-Sen University; Ying-Yao Cheng, National Sun Yat-Sen University; Wen-Chung Wang, The Hong Kong Institute of Education; Mark R. Wilson, University of California - Berkeley

Measuring Student Perceptions of Constructivism Within the Science Classroom: Development and Application of the Elementary School Science Classroom Environment Scale. Laura M. O’Dwyer, Boston College; Shelagh M. Peoples, Boston College; Yang Wang, Boston College; Katherine Shields, Boston College

The Association of Parental Influence on Early Interest in Science. Katherine P. Dabney, University of Virginia; Devasmita Chakraverty, University of Virginia; John Taylor Almarode, James Madison University; Robert H. Tai, University of Virginia

31.084-2. Comprehension During and After Reading. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm
Chair: Michael C. Mensink, Northern Illinois University
Participants:
An Initial Study of Online Reading Comprehension Ability in Rich and Poor School Districts. Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Cioiri, University of Rhode Island; Greg McVerry, University of Connecticut; Heidi Everett-Cacopardo, University of Connecticut; Elena E. Farzami, University of Connecticut; W. Ian O’Byrne, University of New Haven; Lisa Zawilinski, University of Hartford; Clint Kennedy, University of Connecticut; Michael Hillinger, Lexicon Systems LLC

Examining Skilled and Less Skilled Readers’ Inference Generation During an Online and Offline Reading Activity. Sarah Elizabeth Carlson, University of Oregon - Center on Teaching and Learning; Paul van den Broek, Leiden University

Reducing Cognitive Demands on Preschoolers and Its Effect on Causal Cohesion: A Preliminary Study. Stephanie Lai, University of Georgia; Paula J. Schwanenflugel, University of Georgia; William Alexander Mira, University of Georgia

Fostering Generative Learning Activities During Reading: An Experimental Test of the Generative Drawing Principle and the Prognostic Drawing Principle. Annett Schmeeck (nee Schwamborn), University Duisburg-Essen; Richard E. Mayer, University of California - Santa Barbara; Maria Opfermann, University of Duisburg-Essen; Vanessa D.I. Pfeiffer, University of Duisburg-Essen; Angela Sandmann, University Duisburg-Essen; Dedlev Leutner, University of Duisburg-Essen

The Effect of Recasts and Prompts on the Learning of New Linguistic Features. Ting Ding, University of Cambridge; Androula Yialoumetti, Oxford Brookes University; Michael Evans, University of Cambridge; Yang Zhao, Peking University

31.084-3. Considerations in the Design of Technology-Enhanced Teaching and Learning. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm
Chair: Gabriella Juliana Ducamp, UVA Curry School
Participants:
Investigating Cyber-Enabled Learning Usage, Access, Achievement, and Beliefs. Tiffany Olsen, Utah State University; Brett E. Sheldon, Utah State University; Todd Campbell, Utah State University

Understanding Visual Characteristics in Virtual Digital Assistants that Simulate Fail. Tim Nicolas Hoeffer, University of Kiel

Saturday Afternoon, April 14, 2012
31.084. Considering the Role of Audio and Video Tools to Enhance Learning, Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm
Chair: Monty Jones, University of Virginia
Participants:
- Effects of Enhancing Lecture Podcasts With Learner-Generated Bookmarks and Notes. Frank Zander, Simon Fraser University; Kevin O'Neill, Simon Fraser University
- Enabling Learning With User-Generated Web Videos in Higher Education. Dennis N. York, York University; Ronald D. Oweston, York University
- Viewer Comments as Educational Annotation in Video Content Sharing Sites. Penny Marie Thompson, Michigan State University

31.085. Roundtable Session 35; Roundtable Session

31.085-1. Design and Use of Tech Tools in Hypermedia, Multimedia, and Text-to-Speech. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Sebnem Cilesz, The Ohio State University
Participants:
- Can Text-to-Speech Software Be Used as a Reading Intervention? Findings From Two Pilot Studies. Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa; Robert A. Stoddern, University of Hawaii
- Increasing Tool Use: The Solution to Better Learning? Norma A. Juarez Collazo, Katholieke Universiteit Leuven; Jan M. Elen, Catholic University of Leuven; Geraldine B. Clarebout, Katholieke Universiteit Leuven
- The Segmentation Effect on Immediate and Delayed Knowledge Transfer in Multimedia Learning Environments. Gina J. Mariano, Troy University

31.085-2. Digital Storytelling, Process, and Product. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Joan E. Hughes, The University of Texas - Austin
Participants:
- Digital Storytelling and Cultural Historical Activity Theory: Engaging Secondary Readers With Information Texts. Maryann Tatum Tobin, Nova Southeastern University; Lina Lopez Chiappone, Nova Southeastern University
- Negotiations and Challenges: An Investigation Into the Experience of Creating a Digital Story. Anh Thuc Nguyen, University of Houston; Bernard R. Robin, University of Houston

31.086. Roundtable Session 36; Roundtable Session

31.086-1. Discourse, Peer Exchange, and Use of Evidence During Science Learning. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South White Whale; 12:25-1:55pm
Chair: Cheryl Ann Madeira, OISE/University of Toronto
Participants:
- Elementary Students Studying the Relationship of Evidence to Claims Further Develop Their Understanding of Knowledge. Susan Kirch, New York University
- Planning and Enactment of Project-Based Science Lessons: The Impact of Collaboration and Reflection. Cheryl Ann Madeira, OISE/University of Toronto; James D. Stolta, University of Toronto
- Repair-For-Participation: The Discursive Devices to Deal With Troubles in Doing Science. Pei-Ling Hsu, University of Texas - El Paso

31.086-2. Effects of Individualized Feedback and Pedagogical Agents. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South White Whale; 12:25-1:55pm
Participants:
- Measuring Learners’ Unfolding, Discrete Emotional Responses to Different Pedagogical Agent Scaffolding Strategies. Jason Matthew Harley, McGill University; François Boucher, McGill University; Roger Azevedo, McGill University
- Examining Feedback in an Instructional Video Game Using Process Data and Error Analysis. Rebecca E. Buschang, University of California - Los Angeles; Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chang, University of California - Los Angeles

31.087. Roundtable Session 37; Roundtable Session

31.087-1. Exploring the Role of Modeling in the Science Classroom. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finbach; 12:25-1:55pm
Chair: Melissa Lee Braaten, University of Wisconsin - Madison
Participants:
- Using Student-generated Analogies to Understand Conceptions of Energy. Rachel Anderman Lancer, Harvard University
- Thai High School Students’ Understanding of Genes and Gene Expression. Nantaya Auckaraeree, University of Wisconsin - Madison
- Tropical Ecology Through a Modeling-Based Perspective: Lessons From the University Classroom. Sarah Jean Adumat, University of Wisconsin - Madison
- Tracing the Development of Students’ Understandings of Matter at the Molecular Scale Through Student-Generated Conceptual Models. Kevin Dean Cunningham, University of Wisconsin - Madison

31.087-2. Factors in Teaching and Learning Environments. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finbach; 12:25-1:55pm
Chair: Beth A. Scarloss, Frostburg State University
Participants:
- Predicting Students’ Homework Environment Management at the Secondary School Level. Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University; Jianxu Du, Mississippi State University
- Scaffolding Teacher and Student Growth Through a Principle-Based Approach to Knowledge Building. Carol K. Chan, University of Hong Kong; Dianne Hui, Lingnan University
- Does Providing Struggling Adolescent Readers With Computer-Based Peer Support Improve Their Understanding of Science Texts? Kalen E. Tsikalas, Girl Scout Research Institute / CUNY Graduate Center

Division and SIG Posters

31.088. Poster Session 5; Poster Session

31.088-1. Examining Teacher Research and Classroom Practice. Division K - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm
Posters:
1. Building a Community of Practice by Reflective Discussions on Mathematics Teaching and Learning. Jonina Vala Kristinsdottir, University of Iceland
2. Creativity and Transdisciplinary Thinking Skills Among Exceptional Teachers. Punya Mishra, Michigan State University; Danah A. Henriksen, Michigan State University
4. Defeating Deficit Thinking: Graduate Students’ Perspectives of Avoidance of Deficit Thinking. Dawa Tracey Lumbeth, Valdosta State University; Ann Marie Smith, Valdosta State University
5. Teachers’ Expectations of Primary School Children’s Cognitive Ability: Predictors and Consequences. Tanja Gabrielle Baudson, University of Trier; Franzis Preckel, University of Trier
6. The Moral Dimensions of Teaching: A Text Analysis of Policies on Teacher Ethics in China. Wung Lijia, Chinese University of Hong Kong
7. The Perceptions of Coteachers About Their Roles and Responsibilities in Middle School Classrooms. Darrell S. Carson, Seton Hall University / Jersey City School District; Christopher H. Tienken, Seton Hall University; Rebecca D. Cox, Seton Hall University
8. The Decision to Teach in Urban Public, Urban Catholic, and Jewish Schools Among Elite College Graduates. Eran Tamir, Brandeis University
9. The Far-Reaching Influence of Early Literacy Education: Beginning Teachers Look to Their Own Early Literacy Teachers as Role Models

Posters:
22. A Self-Determination Theory Perspective on the Big-Fish-Little-Pond Effect. Frederic Guay, Université Laval
23. Attributional Retraining and Student Health: A Latent Growth Analysis of Mediating and Moderating Variables. Nathan C. Hall, McGill University; Lauren Elizabeth Musu-Gillette, University of Maryland; Jason L. Ringo, McGill University; Kyle Hubbard, McGill University
24. Development of an Implicit Association Test Type (IAT-T) Measure of the 2 x 2 Achievement Goal Model. Shems Marzoq, Roehampton University; Lance Slade, Roehampton University; Amanda Carr; Roehampton University
25. Procrastination or Self-Regulated Delay? Examining the Relationship Between Procrastination and Flow. Chad C. Mortensen, University of Oklahoma; Raymond B. Miller, University of Oklahoma
26. Relevance Alone Is Not Enough: The Role of Teacher Credibility in Students’ Perceived Cost of Learning in Health Education Classrooms. Yujin Chang, The Ohio State University; Stephanie Levitt, The Ohio State University; Katherine Marie Kovach, The Ohio State University; Eric M. Anderman, The Ohio State University
27. Superficial and Rigid or Vigilant and Flexible? Examining the Learning Approaches Triggered by Performance-Approach Goals. Corwin Senko, State University of New York - New Paltz; Hideotshi Hama, SUNY - College at New Paltz; Kimberly Belmonte, SUNY - College at New Paltz
28. The Different Roles of Students’ Three Levels of Goal-orientations in Predicting Evaluation of Group Work. Jung-In Kim, University of Colorado - Denver; Hyewon Chung, CNU; Myoungsook Kim, Dallas Independent School District; Marilla D. Svinicki, The University of Texas - Austin
29. The Role of Parents in Adolescents’ Motivation and Success in Dieting: It’s Not Only About Counting Calories. Idit Katz, Ben-Gurion University of the Negev, Adi Harari, Ben-Gurion University of the Negev; Nir Madjar, Monash University
30. What Constructs Matter in Academic Motivation. Kenn E. Barron, James Madison University; Chris S. Hulden, James Madison University; Rory Lazzowski, James Madison University; Jessica K. Flake, James Madison University; Makayla Grays, James Madison University


Posters:
31. Exploring the Landscape of Advocacy as Practicing Teachers and Teacher Educators. Mary F. Rice, Brigham Young University; Brian Joe Rice, Brigham Young University
32. Longitudinal Study of Practice Using Metaphor as a Tool. Kathryn East, University of Northern Iowa
33. Practice What You Preach to Powerful Pedagogy: Using Student Feedback to Enhance Teaching. Robyn T. Brandenburg, University of Ballarat
34. Preparing Teachers to Cultivate Classroom Communities of Inquiry: Difficulties and Dilemmas. Nathan D. Brubaker, James Madison University
35. Professional Learning Through Rhizovactivity: Creating Collaborative Spaces With Self-Study and Arts-Informed Inquiry. Jill B. Farrell, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools; Linda K. Schaffzin, Barry University
37. Studying Ourselves Studying Relationships: Challenges Encountered in a Collaborative Self-Study About Teaching Relational Practices. Lynn A. Thomas, Université de Sherbrooke; Amanda K. Berry, Leiden University
38. Tensions and Dilemmas in Designing a Community-Based Mathematics Course for Preservice Teachers. Vivian Y. Lim, University of Pennsylvania; Luke T. Reinke, University of Pennsylvania


Posters:
39. Building Middle School Students’ Literacy With Amazon.com Reviews. Pernia Hassan, University of California - Davis
40. Self-Representing My Role as a Latina Teacher and Researcher: A Testimonio of Oppression and Liberation. Rosa Mazzurett-Boyle, University of Rochester
41. Teacher Inquiries on Creative Tactics, Strategies, Graphics Organizers, and Visual Journals in the K-12 Classroom. Peter J. Gouzouasis, The University of British Columbia

31.088-6. Division H Section 3: Assessment in the Schools Poster Session I. Division H - Research, Evaluation and Assessment in Schools; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:
42. Capturing Teacher Quality: A Validity Study of a Progress Monitoring Tool. Chavaughn Brown; Lydia Janeva Carlis, AppleTree Institute for Education Innovation
44. Diagnostic Accuracy of Formative Assessments and Optimal Cutoff Scores for Prediction of High-Stakes Assessment. Tara Watkins
Saturday, April 14, 2012

32.012. Postsecondary Transcript Analysis Using the BPS:04/09 and B&B:08, Including an Overview of NCES (National Center for Education Statistics) Postsecondary Surveys. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 1:00-5:00pm

32.013. Protection of Human Subjects in Education Research. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, Cheakamus; 1:00-5:00pm
Director: Felice J. Levine, American Educational Research Association

32.014. Using the International Databases From Large-Scale Education Studies for Secondary Analysis. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 1:00-5:00pm
Directors: Plamen Vladkov Miraczewski, IEA Data Processing and Research Center; Daniel H. Caro, IEA Data Processing and Research Center
33.011. Knowing Is Never Enough: The Courts, Schooling, and the Law. Presidential Session Cosponsored with Division B - Curriculum Studies and Division L - Educational Policy and Politics, Graduate Student Council

VCC, First Level, West Room 114&115; 2:15-3:45pm
Chair: Thandeka K. Chapman, University of Wisconsin - Milwaukee
Participants: Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; William F. Tate, Washington University in St. Louis; Daniel Gilbert Solórzano, University of California - Los Angeles; Adrienne D. Dixon, University of Illinois; Thandeka K. Chapman, University of Wisconsin - Milwaukee

33.012. The Wallace Foundation Distinguished Lecture: William T. Trent, Presidential Session

VCC, First Level, West Ballroom C; 2:15-3:45pm
Chair: Annette F. Ball, Stanford University
Speaker: William T. Trent, University of Illinois at Urbana-Champaign

33.013. To Know Is Only a Place to Begin: Letting Our Lives Speak to Move the Academy and Beyond. Presidential Session

VCC, First Level, West Ballroom A; 2:15-3:45pm
Chair: Judy A. Alston, Ashland University
Participants: Judy A. Alston, Ashland University; Richard Gregory Johnson III, University of San Francisco; Lennel W. Watson, University of South Carolina; Wanda J. Blanchett, University of Missouri - Kansas City

33.014. Whither Opportunity? The American Dream, Then and Now: Examining the Relationship Between Increasing Economic Inequality, Schools, and Children’s Life Chances. Presidential Session Cosponsored with Division B - Curriculum Studies

VCC, First Level, West Room 118-120; 2:15-3:45pm
Chair: Diana E. Hess, Spencer Foundation
Participants: Richard J. Murnane, Harvard University; Greg Duncan, University of California - Irvine; Rick Hess, American Enterprise Institute; Deborah Loewenberg Ball, University of Michigan; Diana E. Hess, Spencer Foundation, Charles M. Payne, University of Chicago

AERA Sessions


VCC, Second Level, West Room 220; 2:15-3:45pm
Chair: William Cope, University of Illinois at Urbana-Champaign
Coeditors: Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University
Discussants: Lorraine M. McDonnell, University of California - Santa Barbara; Jeanne Oakes, Ford Foundation

33.016. National Science Foundation Priorities and Trajectories for Research Advancement: Leadership, Wisdom, and Perspectives. AERA Sessions; Invited Session

VCC, Second Level, East Room S&15; 2:15-3:45pm
Chair: P. David Pearson, University of California - Berkeley
Speakers: Joan Ferrini Mundy, National Science Foundation; Myron P. Gutmann, National Science Foundation
Discussants: Chandra Muller, The University of Texas - Austin; Deborah Vandell, University of California - Irvine

33.017. Rethinking Youth Studies and Research: Indigenous, Immigrant, and Islamic Youths’ Ambivalent Belonging in Multicultural Vancouver and the Making of Activist Research. AERA Sessions; Invited Session

VCC, Second Level, West Room 212&213; 2:15-3:45pm
Chair: Handel K. Wright, The University of British Columbia

Participants:
Social and Cultural Experiences of First- and Second-Generation Turkish Immigrant Youth in Vancouver. Dilek Kayaalp, The University of British Columbia
Picturing Oppression: Vancouver Seventh Graders Making Movies to “Talk Back” to Racism, Sexism, and Class Discrimination. Ozlem Sensoy, Simon Fraser University

Committee Sessions

33.018. Cross-National Studies in Meeting Challenges and Opportunities to Learn. International Relations Committee; Paper Session

VCC, Second Level, West Room 204; 2:15-3:45pm
Chair: Tessa Sengupta Irving, University of California - Irvine
Participants:
Educational Technology in Latin American: A Survey Study in Argentina, Chile, Costa Rica, and Mexico. Micaela Manso, Fundacion Evolución; Daniel Light, Education Development Center; Inc.
Students With Special Educational Needs in Inclusive Classrooms in Spain 15 Years After Salamanca. Cristina M. Cardona, University of Alicante; Esther Chiner-Sanz, University of Alicante; Cristina Miralles, University of Wisconsin - Madison
The Effectiveness of Educational Block Grants to Orphans and Vulnerable Children in Tanzania and Uganda. Mary H. Shann, Boston University; Malcolm Bryant, Boston University School of Public Health; Bram Brooks, Boston University School of Public Health; Paul Bukuluki, Makerere University; Denis Muhangi, Makerere University; Joe Lugalwa, Centre for Strategic Research and Development (CESTRE); Gideon Kwegisigabo, Center for Strategic Research and Development (CESTRE)
The Impact of Sociodemographic Background, Cognitive Abilities, and Educational Attainment on Middle-Age Social Status: Results From a Longitudinal Study Over 40 Years. Romain Martin, University of Luxembourg; Martin Brüner, University of Luxembourg; Daniela Schalke, University of Luxembourg; Magda Chmiel, University of Luxembourg; Marius Wrulich, University of Luxembourg
Comparative Analysis of Educational Policies and Research Explanations of the Achievement of Latinos in the United States, Latin Americans in Spain, and Dutch Turkish Students in the Netherlands. Martha A. Montero-Sieburth, University of Amsterdam; Lidia Cabrera-Perez, Universidad de La Laguna
Discussant: Carolyn D. Herrington, Florida State University

33.019. GSC Division E Fireside Chat: Publishing Tips and Strategies for Graduate Students and Early Career Scholars. Graduate Student Council; Fireside Chat

VCC, Second Level, East Room 12; 2:15-3:45pm
Chairs: Jioni A. Lewis, University of Illinois at Urbana-Champaign; Ann Young Kim, University of California - Santa Barbara
Participants: Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Cynthia Hudley, University of California - Santa Barbara; Paul Poteat, Boston College; Brenda M. Tynes, University of Southern California; Tracy Vaillancourt, McMaster University

33.020. Race, Power, Identity, and Higher Education. Committee on Scholars of Color in Education; Paper Session

VCC, Third Level, West Room 306; 2:15-3:45pm
Chair: Daniel Liston, University of Colorado
Participants:
Black British Intellectuals, Critical Race Theory, and Education. Paul Warington, University of Birmingham
Exploring the Social Support Networks of Black Male Doctoral Students in Higher Education Administration Programs at Predominantly White Institutions. Chutney Nicholas Walton, The University of Tennessee; Ferlin McGaskey, The University of Tennessee; Demetrious Richmond, The University of Tennessee - Knoxville; Corey Guyton, North Carolina Central University; Theresa Cooper, The University of Tennessee;
Tracia NiKole Cloud, The University of Tennessee
I Want to Learn From Someone Who Looks Like Me Too: Black Student Responses to the Presence of Black Faculty at Predominantly White Universities. Alana C. Butler, Cornell University

Learning to Resist: Educational Counternarratives of Black College-Reentry Mothers. Yolanda Sealey-Ruiz, Teachers College, Columbia University


Discussant: Laurence J. Parker, University of Utah

33.021. Undermining Minority Student Participation and Excellence in STEM Disciplines and Fields. Social Justice Action Committee; Invited Session
VCC, Second Level, West Room 202&203; 2:15-3:45pm
Chair: Michael T. Nettles, ETS
Participants: Current Trends of Minorities in STEM Fields. Lorenzo Esters, Association of Public and Land-Grant Universities
Enhancing Diversity in Science: The Role of Professional Associations and Scientific Societies. George L. Wimberly, American Educational Research Association
Mentoring, Networks, and Underrepresented Minorities in the Science Pipeline. Olga V. Mayorova, American Sociological Association

International Organization Sessions

VCC, Second Level, West Room 215&216; 2:15-3:45pm
Chair: Nicholas Ng-A-Fook, University of Ottawa
Bridging Two Research Solitudes: Language, Culture, and Curriculum Within the Canadian Journal of Education. Rochelle Marie Skogen, University of Alberta

Division Sessions

33.023. Game Change? The Increasing Significance of University-Based Research Centers in School Leadership and Policy Making. Division A - Administration Organization & Leadership; Invited Session
VCC, Second Level, East Room 19&20; 2:15-3:45pm
Participants: Michelle Renee, Annenberg Institute for School Reform; Richard Gray, Annenberg Institute for School Reform; Kevin G. Werner, University of Colorado - Boulder; Julian Vasquez Heilig, The University of Texas - Austin
Discussant: Sonya Douglass Horsford, University of Nevada - Las Vegas

33.024. Leadership and Evaluation for Improving Instruction. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 2:15-3:45pm
Chair: Kristina Astrid Hesbol, Illinois State University
Participants: Teachers’ Response to Performance Feedback During Teacher Evaluation: A Qualitative Study. Eva Yekeman, Ghent University; Melissa Andrea Taytens, Ghent University; Geert Devos, Ghent University
The Influence of School Variables on Teacher Evaluation: Toward an Integrated Model. Melissa Andrea Taytens, Ghent University; Eva Yekeman, Ghent University; Geert Devos, Ghent University
Meaning Making and (Mis)understanding in Postobservation Conferences. Deborah Lynn Teitelbaum, NC Center for the Advancement of Teaching Discrepancy in Teachers’ and Principals’ Perceptions of Principal and School-Wide Instructional Leadership. Claire Sinnema, The University of Auckland; Viviane M. Robinson, University of Auckland
How Leadership Team Interactions Affect Leader Identity and Team Identity. Maryann Michel Judkins, The University of Arizona
Discussant: Kristina Astrid Hesbol, Illinois State University

33.025. Trickster Chases the Tale of Education: Indigenous Storytelling Disrupting Education. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm
Chair: Judy M. Iske, Lakehead University
Participants: Wasakzech in Mētis/Cree Cultural Traditions in Digital Technologies of Film/Media. Judy M. Iske, Lakehead University
The Pedagogical and Instructional Relevance of Proverbs and Songs as Indigenous Philosophies: The West African Case. George J. Dei, OISE/University of Toronto
A Glance at Africa Through Its Creation Stories: Pedagogical Implications in Education. Njoki N. Wane, University of Toronto
Trickster Chases the Tale of Education: A Mi’kmaq Exploration of Trickster Stories and Their Relevance in Community and Educational Practices. Sylvia Moore, Lakehead University
Discussant: Bekiszew N. Ndimande, University of Illinois at Urbana-Champaign

33.026. A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm
Chair: Susan R. Goldman, University of Illinois at Chicago
Participants: Introduction to Reading, Evidence, and Argumentation: Reconceptualizing Reading Comprehension in Adolescence. Susan R. Goldman, University of Illinois at Chicago
Reexamining Literacy Reasoning: Understanding Progressions and Argumentation. Carol D. Lee, Northwestern University; Stephen Briner, The University of Memphis; Marianne George, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago; Rita Jensen, WestEd; Sarah Levine, Northwestern University; Joe Magliano, Northern Illinois University; Kathryn S. McCarthy, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago; Mary Pat Sullivan, University of Illinois at Chicago
Historical Frameworks to Guide Research and Design. Cynthia R. Shanahan, University of Illinois at Chicago; Anne Britt, Northern Illinois University; Gayle Cribb, WestEd; Susan R. Goldman, University of Illinois at Chicago; Gina Hale, WestEd; Kimberly A. Lawless, University of Illinois at Chicago; Michael Manderino, Northern Illinois University; Martin Moe, Chicago Public Schools; Jacquelyn S. Popp, University of Illinois at Chicago; Diane V. Puklit, University of Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago
Designing Text-Based Investigations in Science to Address Core Knowledge Constructs. Cynthia L. Greenleaf, WestEd; Anne Britt, Northern Illinois University; William R. Brown, WestEd; Jodi Davenport, WestEd; Susan R. Goldman, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago; Gina Hale, WestEd; Megan Hughes, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Ursula M. Sexton, WestEd; Tanya Cleveland Solomon, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago
Approaching Reading for Understanding From Multiple Sources in History and Science: Initial Studies. Jennifer Wiley, University of Illinois at Chicago; Anne Britt, Northern Illinois University; Thomas D. Griffin, University of Illinois at Chicago; Brent Steffens, Northern Illinois University; Carlos R. Salas, University of Illinois at Chicago; Kristopher Jon Kopp, Northern Illinois University; Srikanth Danotkar, Northern Illinois University; Karyn Higgs, Northern Illinois University; Susan R. Goldman, University of Illinois at Chicago
Discussant: Elizabeth B. Moje, University of Michigan

33.027. Assessing Transfer of Learning: Instructionally Sensitive Assessments, Curriculum, and Instruction. Division C - Learning and
118 Saturday Afternoon, April 14, 2012

Instruction; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm
Chair: Maria Araceli Ruiz-Primo, University of Colorado - Denver
Participants:

1. Instructionally Sensitive Assessments and Curricula Characteristics: Learning Goals, Opportunities to Achieve Them, and Opportunities to Transfer Them. Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington; Michael Giambarrico, University of Colorado - Denver; Kellie Wills, University of Washington; Hiliary Mason, University of Colorado - Denver; Ming-Chih Lan, University of Washington; Deanna J. Sands, University of Colorado - Denver

2. Teachers’ and Students’ Perceptions about Instructionally Sensitive Assessments: Disentangling the Meaning of Transfer of Learning. Michael Giambarrico, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Kellie Wills, University of Washington; Jennifer Feehan, University of Colorado - Denver; Ming-Chih Lan, University of Washington; Hiliary Mason, University of Colorado - Denver; Min Li, University of Washington

3. Linking Quality of Instruction to Instructionally Sensitive Assessments. Ming-Chih Lan, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Ting Wang, University of Washington; Michael Giambarrico, University of Colorado - Denver; Hiliary Mason, University of Colorado - Denver

4. Instructionally Sensitive Assessments Across Three Science Units. Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Michael Giambarrico, University of Colorado - Denver; Kellie Wills, University of Washington

5. Instructional Sensitivity and Transfer of Learning at Different Distances: Close, Proximal, and Distal Assessment Items. Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Michael Giambarrico, University of Colorado - Denver; Kellie Wills, University of Washington; Hiliary Mason, University of Colorado - Denver; Jennifer Feehan, University of Colorado - Denver

6. Comparing Two Experimental Designs to Evaluate Item Sensitivity. Kellie Wills, University of Washington; Min Li, University of Washington

Discussant: Jim Minstrell, FACET Innovations

33.028. Assessment for Educational Accountability in History and Science: Beyond Recall. Division C - Learning and Instruction Cosponsored with Division L - Educational Policy and Politics, Division M - Research, Evaluation and Assessment in Schools; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm
Chair: Richard A. Duschl, The Pennsylvania State University
Participants:

Assessing Historical Thinking: Challenges and Possibilities. Peter C. Seixas, The University of British Columbia; Kadriye Ercikan, The University of British Columbia; Lindsay Smith Gibson, The University of British Columbia

Using Library of Congress’s Digital Resources to Create New Forms of History Assessments. Sam Winchberg, Stanford University; Joel Breakstone, Stanford University; Mark D. Smith, Stanford University

Including Higher-Order Thinking in Summative Assessment in Science Education. Per Kind, Durham University

Teaching and Assessing Scientific Thinking: Online Inquiry Units With Automated Scoring. Marcia Linn, University of California - Berkeley; Ou Lydia Liu, ETS; Kihyun (Kelly) Ryoo, University of California - Berkeley; Jacqueline J. Madhok, University of California - Berkeley

Assessing Scientific Argumentation by Middle School Pupils and Testing a Learning Progression for Argumentation. Jonathan F. Osborne, Stanford University; Bryan Henderson, Stanford University; Anna MacPherson, Stanford University; Evan Szu, Stanford University

Discussant: Richard A. Duschl, The Pennsylvania State University

33.029. Conceptual Change and Beliefs. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-3:45pm
Chair: Julie Brockman Smart, Presbyterian College
Participants:
Conceptual Change With Refutational Maps. Qing Liu, Simon Fraser University; John Calle Nesbit, Simon Fraser University
Transforming Misconceptions: Exploring the Relationship between Transformative Experience and Conceptual Change. Benjamin C. Heddy, University of Southern California; Gale M. Sinatra, University of Southern California
Using Rationality Priming to Build Cognitive Momentum When a Causal Explanation Challenges Students’ Sacred Beliefs. Brent Igo, Clemson University

Testing the TIDE: Relations Between Teachers’ and Students’ Epistemic Beliefs Across High school, College and University. Krista R. Mais, McGill University; Michael Joseph Foy, John Abbott College; Melissa Duffy, McGill University; Gregory Trevers, McGill University; John Ranellucci, McGill University; Xihui Wang, McGill University; Bogusia Gierus, McGill University

Discussant: Joanna Garner, Old Dominion University

33.030. Integrating Different Approaches to Investigating Self-Regulated Learning. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm
Chair: Adar Ben-Eliyahu, University of Pittsburgh; Matthew L. Bernacki, University of Pittsburgh
Participants:
A Longitudinal Analysis of High School Students’ Self-Reported Strategy Use in Math and English. Akane Zasho, Fordham University; Jared Anthony, Fordham Graduate School of Education; Karen Elizabeth Clayton, Fordham University; Gerard Robertson, Fordham University; Stuart A. Karabenick, University of Michigan


Using Online Measures to Understand Self-Regulated Learning With Advanced Learning Technologies. Roger Azevedo, McGill University; Jason Matthew Harley, McGill University; Reza Feyzi Behnagh, McGill University; Francois Bouchet, McGill University


Moderators of the Relation Between Self-Regulated Learning and Academic Performance: A Meta-Analysis. Amy L. Dent, Duke University; Harris M. Cooper, Duke University; Alison C. Koenka, Duke University

Discussant: Philip H. Winne, Simon Fraser University

33.031. Playing to Learn: Tech-Based Games and Cognitive Processes. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm
Chair: Robert L. Bangert-Drowns, University at Albany - SUNY
Participants:
IfRO: A Social and Mobile Gaming Path to Programming Learning. Tom Benton, The University of Texas - Austin; Taylor Martin, The University of Texas - Austin; Matthew W. Berland, The University of Texas - San Antonio; Carmen Julia Petrick, The University of Texas at Austin

Investigating the Salomon Effect Concerning Digital Educational Games: A Cognitive Load Approach. Anja Havlitschek; Helmut M. Niegemann, University of Erfurt (Germany)

Against the One-Size-Fits-All Model: Designing Games for Learning to Support Students With Varying Academic Motivation. Girlie C. Delacruz, University of California - Los Angeles

Inquiry, Communication, Construction, and Expression Experiences for Transformative Learning in Digital Games. Mamta Shah, Drexel University; Arounas Nathaniel Foster, Drexel University

Spatial Cognitive Skill and Video Game Performance: What’s the Connection? Deanne Marie Adams, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

Discussant: Christoph J. Hettle, University of California - Santa Barbara

Spatial Cognitive Skill and Video Game Performance: What’s the Connection? Deanne Marie Adams, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

33.032. Recruiting, Preparing, Supporting, and Retaining Educators of Color. Division C - Learning and Instruction; Invited Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 2:15-3:45pm
Chair: Kelly A. Rodgers, City University of New York
Participants:
New Teachers of Color as Change(d) Agents in Urban Schools:
33.033. Textures of Social Media Exchange: Youth Identity and Digital Aesthetics in a Global Learning Environment. Division C - Learning and Instruction; Symposium
Sherton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm
Chair: Anna Smith, New York University
Participants:
“We Put Our Swag All Over It”: Negotiating Local and Global Identity Online and Offline. Tracie R. Wallace, University of California - Berkeley
“No, I’m Not Smart; I’m Just Trolling”: 21st-Century Identities Across Discussion Formats. Anna Smith, New York University; Dee Anne Anderson, New York University
Designing Identity: An Exploration of Youth Identity in Multimodal Design. Matthew Hall, New York University; Laura A. Davis, New York University
Discussant: Glynda A. Hull, University of California - Berkeley

33.034. The Robert L. Linn Distinguished Address. Getting Serious About Test Score Reporting: One of the Keys to Successful Educational Reform. Division D - Measurement and Research Methodology; Invited Session
VCC, First Level, West Room 109&110; 2:15-3:45pm
Chair: Lorrie A. Shepard, University of Colorado Boulder
Speaker: Ronald K. Hambleton, University of Massachusetts - Amherst

33.035. Gender, Achievement, and Learning. Division F - History and Historiography Co-sponsored with SIG-Politics of Education and Division G - Social Context of Education, SIG-Research on Women and Education; Paper Session
VCC, Third Level, West Room 305; 2:15-3:45pm
Chair: Roland Sintos Coloma, OISE/University of Toronto
Participants:
“Fostering Male Virility”: A Gender History of Land-Grant Education Discourse and Practice, 1862-1895. Nathan Masters Sorber; West Virginia University
The Problem With “Little Jack Canuck”: Exploring Over 70 Years’ Worth of Concerns Over Boys’ Underachievement in School in Ontario. Janelle M. Silva, University of Washington - Bothell
Invisible Spaces and Domestic Places as Gendered Learning Contexts in Colonial Mozambique. Antoinette Errante, The Ohio State University

33.036. Lessons From Below: Reshaping Southern and U.S. Educational History. Division F - History and Historiography Co-sponsored with SIG-Research Focus on Black Education; Symposium
VCC, Second Level, West Room 205; 2:15-3:45pm
Chair: Christopher M. Span, University of Illinois at Urbana-Champaign
Participants:
“Don’t Be Fooled…The Fight Has Just Begun”: Black Youth Activism and White Opposition, 1954-1972. Vincent DeWayne Willis, Emory University

33.037. Beyond Evidence: Toward a Politics of Concern. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 2:15-3:45pm
Chair: Jill P. Koyama, University at Buffalo - SUNY
Participants:
Planning Sciences, Policy, and Conserving as the Problems of Change: Should We Take Seriously the Cautions of Foucault and Rancière? Thomas S. Popkewitz, University of Wisconsin
Equity Measurement as a “Matter of Concern”: The Case of PISA (Programme for International Student Assessment) in Australia. Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning
How (Not) to Talk About Education Today? From Evidence-Based to Concern-Oriented Policy. Mathias Decuyper, K.U. Leuven; Maarten Simons, Katholieke Universiteit Leuven; Carljine Ceulemans, University of Antwerp
Seeing Through Transparency: Controversy as Collective Learning. Jill P. Koyama, University at Buffalo - SUNY; Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning
Discussant: Nicholas C. Burbules, University of Illinois

33.038. Empowering Teachers and Pedagogies in Local Contexts. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 214; 2:15-3:45pm
Chair: Victoria M. Hand, University of Colorado - Boulder
Participants:
When the Teachers are “Locals”: A Case Study from a Low-Income Community with Average Reading Achievement. Sky Harmony Marietta, Harvard University
No Need for Chaperones: The Role of Field Trips in Teacher Professional Development. Sapriya Baily, George Mason University; Stasia M. Stribling, George Mason University
Structure and Agency Within a School Reform Effort: Coteaching, Inclusion, and School Change. Tina V. Gourd, University of Washington
Enacting Social Justice Pedagogy in Mathematics Classrooms. Jacqueline Leonard, University of Colorado - Denver; Cara M. Moore, The University of Tennessee
Multimodal Frames for Immigrant Adult Students: (Re)making Their Representations of Literacy and Life. Carolyn A. Colvin, University of Iowa; Renee Martin, University of Iowa
Discussant: Louise B. Jennings, Colorado State University

33.039. Lessons Learned: Challenges, Constraints, and Signs of Hope in Local Public Education Contexts. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 302; 2:15-3:45pm
Chair: Janelle M. Silva, University of Washington - Bothell
Participants:
Querer es Poder! School-Mediated Civic Engagement and Latino Youth Citizenship Construction. Jessa Fernandez, University of California - Santa Cruz
Time Is Not on Our Side: Teacher-Identified Structural Constraints on a Public Elementary School Classroom. Danielle Kohfeldt, University of California - Santa Cruz
Reading, Writing, and Revolution: Becoming Critical Multicultural Citizens in First Grade. Janelle M. Silva, University of Washington - Bothell
Taking on Privilege in Context: University-Based Anti-Cuts Organizing as a Critical Pedagogical Space. Erin Ellison, University of California - Santa Cruz

33.040. Responding to the Challenges of Disadvantaged Populations: Engaging Families to Promote School Success. Division G - Social Context of Education; Symposium
VCC, First Level, West Room 111&112; 2:15-3:45pm
Chair: Fabienne Doucet, New York University
Participants:
A Culturally Sensitive Approach to Engaging in Research With Latino...
Marriott Pinnacle, Third Level, Pinnacle III; 2:15-3:45pm
Chair: Winona Burt Vesey, University of Houston - Clear Lake
Participants:
The Space between the Margin and Center: Blurring Difference Lines in Educational Research. Rachelle Winkler-Wagner, University of Nebraska; Deborha Hinderliter Orlof, University of Houston - Clear Lake
Crossing Difference Lines in Educational Research. Lori D. Patton, University of Denver
Engaging Critical Research on Asian Americans in Higher Education. Dina C. Ramana, Binghamton University - SUNY
“Checking Off” the “Race” Box: Reifying the Margin/Centre Divide. Cheryl A. Hunter, University of North Dakota
Discussant: Michael W. Apple, University of Wisconsin - Madison

33.042. K-12 Student Success: Complexity in Mathematics and Science Education Research. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm
Chair: Hannah Sevian, University of Massachusetts - Boston
Participants:
Reflecting on Complexity in Mathematics and Science Education Research Investigating Student Success. Wendy M. Smith, University of Nebraska - Lincoln
Impact of MSP (Math-Science Partnership)-Prepared Mathematics Specialists on Middle School Instruction and Student Success. Aimee Elliott, Virginia Commonwealth University
Disciplinary Content-Focused Versus Cross-Disciplinary Concept-Focused Professional Development for Science Teachers. Robert Chen, University of Massachusetts - Boston
Identifying and Measuring Factors Related to Student Learning: Promises and Pitfalls of Teacher Instructional Logs. Sean Smith, Horizon Research, Inc.
Discussant: Lance Perez, University of Nebraska - Lincoln

33.043. Recruiting and Advancement of Underrepresented Groups in the Professions. Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm
Chair: Brian J. Hess, American Board of Internal Medicine
Participants:
Relationship of Geographic Mobility and Institutional Prestige to Career Advancement of Women in Academic Medicine. Marsha R. McLean, Fayetteville State University; Sharon Anderson Dannels, The George Washington University; Sharon A. McDade, American Council on Education
The Production of Engineering Doctoral Degrees for Women and Underrepresented Minorities: An Institutional Capital Examination. Amanda Ostreko, The University of Kansas
Understanding Stereotype Threat Among Premedical and Predental Underrepresented and Disadvantaged Students. Lawrence Hy Doyle, University of California - Los Angeles; Lourdes R. Guerrero, University of California - Los Angeles; Michelle Lynn Vermillion, University of California - Los Angeles; Sebastian Uijtdehaage, University of California - Los Angeles
Engineering Messaging and Female Role Models: Do They Make a World of Difference? Stephanie Riva, University of Colorado; Janet L. Yowell, University of Colorado; Jayne Aiken, University of Colorado; Sweta Adhikary, University of Colorado; Alexander I. Archuleta, University of Colorado; Daniel W. Knight, University of Colorado; Jacquelyn F. Sullivan, University of Colorado
Discussant: Glen P. Rogers, Alverno College

33.044. Advancing the Study of Student Teaching: New Literature Reviews, Coteaching Methodology, and Science Education. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 222; 2:15-3:45pm
Chair: Rita Nawrocki-Chabin, Alverno College
Participants:
A Synthesis of the Research on Community Service Learning in Science Teacher Education. Samia Khan, The University of British Columbia; Evrim Baran, The University of British Columbia
Applying Research Knowledge in Designing Student Teaching Programs to Maximize Preservice Science Candidates’ Learning Opportunities. Christine L. Manee, University of Toledo
Facilitating Cooperating Teachers’ and Candidates’ Understandings of Teaching and Learning Using the Coteaching Model. Hillary Merk, University of Portland; Jacqueline C. Waggner, University of Portland; James B. Carroll, University of Portland; Bruce N. Weitzel, University of Portland; John L. Watze, University of Portland
Promoting a Culture of Collaboration: Possibilities and Problems of Alternative Approaches to Traditional Student Teaching. Brandon M. Butler, Old Dominion University
Reconceptualizing Collaborative Practices in the Supervision of Teacher Candidates. Laurie Joy Katz, The Ohio State University
Discussant: Dolores C. Gauntt-Porter, Vanguard University of Southern California

33.045. Enhancing Teacher Efficacy Through Program and Instructional Reform. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 217&218; 2:15-3:45pm
Chair: Gregg Jorgensen, Western Illinois University
Participants:
Strategies for Building a Profession: Reflections on a University-District Professional Development Project for Seventh- and Eighth-Grade Mathematics and Science Teachers. Pia J. Wong, California State University - Sacramento; Teanne Greenlee-Davis, Kit Carson Middle School; Kim Miyasaki, Will C. Wood Middle School
Cultivating Teacher Efficacy. Lisa Daniels, University of Central Arkansas; Gary O. Bunn, University of Central Arkansas; Donna Wake, University of Central Arkansas; Tammy Benson, University of Central Arkansas
Lessons of Researcher-Teacher Codesign of an Environmental Health After-School Club Curriculum. Saavren Hunds, Center for Public Service Communications; Daniel M. Levin, University of Maryland - College Park; Alla Keselman, National Library of Medicine

33.046. Preparing Teachers to Work With English Language Learners and Immigrant Students. Division K - Teaching and Teacher Education; Symposium
Pan Pacific, Restaurant Level, Oceanview 7a&b; 2:15-3:45pm
Chair: Nicholas Daniel Hartlup, University of Wisconsin - Milwaukee
Participants:
A New Apprenticeship in Language Teacher Education. Ann Devitt, Trinity College
An Analysis of Preservice Teacher Responses to Participation in a Literacy Program for New Immigrant Children. Kyaw Soe, Indiana University - Purdue University at Fort Wayne; Joe D. Nichols, Indiana University - Purdue University at Fort Wayne
Learning From Non-English Speaking Parents: Preservice Teachers’ Experiences. Zulmaris Diaz, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American
Discussant: Courtney M. Clayton, University of Mary Washington

33.047. Redesigning Teacher Education: Learning From the Past. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 221; 2:15-3:45pm
33.048. Student Teaching in Urban Districts: Implications for Teacher Quality, Career Paths, and Policy. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 2:15-3:45pm
Chair: Lauren M. Anderson, University of Southern California
Participants:
Do Student Teachers’ Career Plans Change During Student Teaching?
Matthew A. Shrevel, Northwestern University; Michelle Reininger, Stanford University
Do Student Teachers Need More or Better Student Teaching?
Matthew Ronfeldt, University of Michigan; Michelle Reininger, Stanford University
The Effects of Student Teaching in Underserved and Hard-to-Staff Schools.
Matthew Ronfeldt, University of Michigan
Discussant: Pamela L. Grossman, Stanford University

33.049. The Impact of Teacher Reflexivity on Student Achievement, Part 2. Division K - Teaching and Teacher Education; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm
Chair: Shelley Thomas, University of Louisville
Participants:
A Cross-Cultural Comparative Study of Teacher Effectiveness: Analysis of Award-Winning Teachers in the United States and China. Leslie Grant, Old Dominion University; Xiaoxuan Xu, College of William and Mary; Patricia Popp, College of William and Mary; James H. Stronge, College of William and Mary; Ialing Sun, Yunnan University; Catherine A. Little, University of Connecticut
Child and Teacher Characteristics Associated With Teachers’ Expectations in Kindergarten: A Multilevel Analysis. Sara Spybroeck, Sofie Kappens, Katholieke Universiteit Leuven; Carl Lamote, Katholieke Universiteit Leuven; Ine Van Drogenbroeck, Katholieke Universiteit Leuven
Collective Teacher Efficacy and Student Achievement: A Meta-Analysis.
Rachel J. Eells, Concordia University - Chicago; Therese D. Pigott, Loyola University Chicago
Early Childhood Teacher Educator Teacher Research. Kathryn Castle, Oklahoma State University

33.050. Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 11; 2:15-3:45pm
Chair: Sean P. Kelly, Michigan State University
Participants:
Understanding Teacher Effects: Market Versus Process Models of Educational Improvement. Sean P. Kelly, Michigan State University
Beyond High-Stakes Tests: Teacher Effects on Other Educational Outcomes. Jennifer Jennings, New York University; Sean Patrick Corcoran, New York University
Measuring Teaching Quality Using Student Achievement Tests: Lessons From Educators’ Responses to No Child Left Behind. Laura S. Hamilton, RAND Corporation
Teacher Effects: Past, Present, and Future. Spyros Konstantopoulos, Michigan State University
Using Social Network Analysis to Study How Collegial Interactions Can Augment Teacher Learning from External Professional Development. William R. Penuel, University of Colorado; Kenneth A. Frank, Michigan State University; Min Sun, Virginia Polytechnic Institute and State University; Chong Min Kim, Northwestern University
Power, Accountability, and the Teacher Quality Problem. Richard Ingersoll, University of Pennsylvania

33.051. Issues for Local Education Governance. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 14; 2:15-3:45pm
Chair: Michelle D. Young, University Council for Educational Administration
Participants:
Creating a Portfolio Management District in Detroit: Contested State Intervention and Regime Change. David D. Arsen, Michigan State University; Mary L. Mason, Michigan State University
Internal Pressures, External Opportunities: Investigating Why Superintendents Turn Over. Jason A. Griswold, Vanderbilt University; Stephanie V. Andersen, University of Missouri
The Implications of Decentralization for Student Achievement and Equity Across the Americas. Jenna Cullianne, The University of Texas - Austin; Jane Arnold Lincoff, The University of Texas - Austin
Discussant: Hanne B. Mawhinney, University of Maryland - College Park

33.052. Measuring the Impact of Teacher Education on Learning to Teach Mathematics: The Teacher Education Study in Mathematics. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, West Room 208&209; 2:15-3:45pm
Chair: Maria Teresa Tatto, Michigan State University
Participants:
Measuring the Impact of Teacher Education on Learning to Teach Mathematics. Maria Teresa Tatto, Michigan State University
Challenges and Successes of Building Measures Relevant to Research on Teacher Education in International Contexts. Michael C. Rodriguez, University of Minnesota
The Assessment and Reporting of the Mathematics Knowledge of Prospective Teachers from International Studies. Mark D. Reckase, Michigan State University
Teacher Education Effects on Mathematics Knowledge for Teaching. Maria Teresa Tatto, Michigan State University
Discussants: James S. Dietz, National Science Foundation; Robert E. Floden, Michigan State University

SIG Sessions

33.053. Action Research and Practicing Teachers: Reflection, Collaboration, and Action. SIG-Action Research; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 2:15-3:45pm
Chair: Lonnie L. Rowell, University of San Diego
Participants:
Improving Practice to Serve the Public Good: Grounding Research in the Experience of Practitioners. Joan Walton, Liverpool Hope University
Reflective Practice, Collective Wisdom, and Action for Change: Thoughts on an Action Research Study Day. Lonnie L. Rowell, University of San Diego; Noryuki Inone, University of San Diego; Cheryl A. Getz, University of San Diego
Discussant: Dannelle D. Stevens, Portland State University

33.054. Discussing Educational Policy and Implications of Efficacy in the Arts as School Subject Areas: NAEP to Teacher-Made Assessment to Subject Area Growth. SIG-Arts and Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm
Chair: Read M. Diket, William Carey University
Participants:
Questions About Arts Learning That National Assessment of Educational Progress Can Help Answer. Read M. Diket, William Carey University
Policy Power: Teacher Assessment and NAEP Exemplars. Thomas Breven, University of Central Florida
How NAEP Data Explain Aspects of Arts Learning. Lihua Xu, University of Central Florida
The So-Called Achievement Gap Between White and Black Students on 2008 NAEP Visual Arts Assessment. Deitra Davis, William Carey
University
Discussant: Emmanuel Sikali, U.S. Department of Education

33.055. Twice Exceptionality: Insight Into Paradoxical Learners Through Neurological and Neuropsychological Investigation. SIG-Brain, Neurosciences, and Education; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm
Chair: Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior
Participants: Twice-Exceptionality Post-IDEA (Individuals with Disabilities Education Act) 2004. Susan G. Assouline, University of Iowa A Neurodevelopmental Study of the Gifted and Twice Exceptional With Dyslexia. Jeffrey W. Gilger, Purdue University When Extremely Gifted Students Are Twice-Exceptional: Issues and Insights Related to Diagnosis and Intervention. Linda Brody, Johns Hopkins University
Discussant: Virginia Berninger, University of Washington

33.056. Organizing Charter Schools for Success: The Role of Authorizers, Leaders, and Teachers. SIG-Charter School Research and Evaluation; Paper Session Marriott Pinnacle, Third Level, Shaughnessy II; 2:15-3:45pm
Chair: Caitlin Farrell, University of Southern California Participants:
Teacher Working Conditions, Teacher Commitment, and School Choice. Yongmei Ni, University of Utah
Discussant: Guibert C. Hentschke, University of Southern California

33.057. The Critical Value of Design: Transformative Opportunities in Online Learning. SIG-Computer and Internet Applications in Education; Paper Session Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm
Chair: Cassandra Scharbe, University of Minnesota Participants:
Effects of Temporal Contiguity and Spatiotemporal Contiguity on Map Fact Location and on Inferences. Colleen Pinar, Independent Researcher InfoViz: A Necessary Element for the Future of Hybrid and Online Learning and E-Assessment. Charles DeVaughn Miller, University of Minnesota; Lucas Lecheler, University of Minnesota; Bradford Honack, University of Minnesota; Aaron Doering, University of Minnesota
Online Collaborative Learning Technologies to Support Integration, Pedagogical Changes, and Community in K-12 Environments. Jonathan McKeown, University of Tampa
The Apps Class: K-12 Teachers as Designers of Contemporary Mobile Education. Charles DeVaughn Miller, University of Minnesota; Aaron Doering, University of Minnesota; Brad McLain The Impact of Visceral, Behavioral, and Reflective Levels of Emotional Design on Learners’ Evaluation of Website Trustworthiness. Supavich Penguane, Oklahoma State University; Pasha Antonenko, Oklahoma State University
Discussant: Brent G. Wilson, University of Colorado - Denver

Chair: Bree Picower, Montclair State University Participants:
Decolonizing Teacher Education: The Role of Teacher-Led Political Education in the Formation of Teachers as Community Organizers. Miguel Zavala, California State University - Fullerton
Discussant: Patrick Camangian, University of San Francisco

Chair: Julie Gorlewski, SUNY - College at New Paltz Participants:
Discussants: Bradley J. Portillo, Lewis University; Peter L. Mclaren, University of Auckland

33.060. Research Contributions to Real Learning Contexts: Shaping Ideas, Enhancing Authenticity, Providing Feedback, and Increasing Motivation. SIG-Design and Technology; Paper Session Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm
Chair: Ying Xie, Idaho State University Participants:
The Shape of Idea Flow: Third-Grade Students’ Sharing Ideas Developed Through Logo Programming. Danielle Boyd Harlow, University of California - Santa Barbara; Anne Elyse Emerson, University of California - Santa Barbara Problems and Motivation in Problem-Based Learning: A Case Study. Serife AK, Adnan Menderes University; Woci Hung, University of North Dakota; Jodi Bergland Holen, University of North Dakota
An Interactive Multimedia Instructional Program on Statistics: An Instance of Design-Based Research. Natalya Koehler, Iowa State University; Ann D. Thompson, Iowa State University; Ana-Paula Correia, Iowa State University; Linda Serra Hagedorn, Iowa State University
What Motivates Student Learning in Technology-Enhanced Science Classrooms? Simulation Use in a High School Chemistry Class. Jun Fang, Purdue University; Annette J. Tomory, Purdue University; William R. Watson, Purdue University; Minchi C. Kim, Purdue University
Investigating the Effect of Advance Organizers on Readers’ Reading of Learning Content: An Eye-Tracking Exploration. Jian-Wei Li, National Chiayi University; Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-Sen University; Chi-Jen Huang, National Chiayi University
Discussant: Brent G. Wilson, University of Colorado - Denver

33.061. Central Office-School Relationships in Support of School Improvement: Reconceptualizing the Problem and What’s Promising. SIG-Districts in Research and Reform; Symposium Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm
Chair: Meredith I. Honig, University of Washington Participants:
Exploring the Space Between: Social Networks, Trust, and Urban School District Leaders. Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester
District Central Office Leadership as Teaching: How Central Office Administrators Support Principals’ Development as Instructional Leaders. Meredith I. Honig, University of Washington
Portfolio District Reform Meets School Turnaround: Early Findings From the
Los Angeles Public School Choice Initiative. Julie A. Marsh, University of Southern California; Katharine Omena Strunk, University of Southern California; Susan C. Bush, University of Southern California

Discussants: James P. Spillane, Northwestern University; Richard R. Halverson, University of Wisconsin

33.062. Scaffolding Play and Creativity: Infants to Preschoolers. SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: Jerry West, Mathematica Policy Research, Inc.

Participants: Read To Me! Early Literacy Intervention in an Early Head Start. Evelyn Blalock, Columbus State University; Deirdre C. Greer, Columbus State University; Camille L. Lawrence, Columbus State University

Scaffolding Infants’ Play Through Empowering and Individualizing Teaching Practices. Susan L. Recchia, Teachers College, Columbia University; Jesun Jung, Ohio University - Athens

Toddler Engage in Problem Solving. Rosemary Geiken, East Tennessee State University; Linda M. Fitzgerald, University of Northern Iowa

Conversational Pedagogy: Exploring the Impact of Encouragement on Young Children’s Creative Experiences. Angela L. Eckhoff, Old Dominion University

The Contributions of Teacher-Child Play Interactions in Preschool to Young Children’s Mathematical Thinking. Jeffrey Trawick-Smith; Sandha Swaminathan, Eastern Connecticut State University; Xing Liu, Eastern Connecticut State University

Discussant: Jeffrey Trawick-Smith

33.063. Teacher and Teacher Education Research in Environmental Education. SIG-Environmental Education; Paper Session

VCC, Third Level, West Room 303; 2:15-3:45pm

Chair: Bonnie Lee Shapiro, University of Calgary

Participants: Science, Standards, and Nostalgia: How Teachers Make Sense of a School Garden Program. Simon N. Jorgenson, University of Cincinnati

Connecting Environmental Literacy With Student-Teacher Relationships to Support Early Career Science Teachers. Kelly E. Grindstaff, Empire State College - SUNY

Re-visualizing Environmental Learning in British Columbia Through Participatory Processes. David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University

Environmental Education Reforms in India: Teacher Educators’ Experiences, Issues, and the Policy-Practice Gap. Sylvia Christine Almeida, Mount Union; Amy N. Cutter-Mackenzie, Southern Cross University

Including Student Teacher Perspectives in a Study of the Environmental Messages of Learning Settings. Bonnie Lee Shapiro, University of Calgary

Discussant: Amy N. Cutter-Mackenzie, Southern Cross University

33.064. The Latino Student Journey to Higher Education. SIG-Hispanic Research Issues; Paper Session

VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: Marla Saterica Sanders, Francis Marion University

Participants: “No Way You Can Compete!” Examining College Choice Processes for Latina/o University-Admitted High School Students. Nancy Avedo-Gil, University of California - Los Angeles

Ganas: A Qualitative Study Examining Mexican Heritage Students’ Motivation to Succeed in Higher Education. Margarita Bianco, University of Colorado - Denver; Nate Easley, Denver Public Schools; Nancy L. Leech, University of Colorado Denver

Project GRADUATE: Utilizing State Data and Informed Practices to Create Early Warning Systems to Keep Latinos in School. Frances E. Contreras, University of Washington; Esthela Chavez, University of Washington; Kathryn Elizabeth Torres, University of Washington

Self-Fulfilling Prophecy Not: Using Cultural Assets to Beat the Odds. Cleveland Hayes, University of La Verne; Adonay A. Montes, University of La Verne; Laurie Schroeder, University of La Verne

Undocumented Students in the United States and College Access. Maricela Oliva, The University of Texas - San Antonio

Discussant: Carmen McCrink, Barry University

33.065. Informal Settings as Spaces for Teacher Development. SIG-Informal Learning Environments Research; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm

Chair: Doris B. Ash, University of California - Santa Cruz

Participants: Building Staff Capacity: After-School Program Staff Learning and Teaching STEM. Torie Gorges, SRI International; Melissa J. Koch, SRI International; Reina Fujii, SRI International; Eric B. Snow, SRI International; Christopher J. Harris, SRI International


Integrating Informal Education Experiences in K-12 Technology-Intense Teacher Professional Development. Cathlyn D. Stylioukas, University of Maryland Center for Environmental Science; Caroline E. Parker, Education Development Center, Inc.; Carla M. McAuliffe, TERC


VCC, First Level, West Room 116&117; 2:15-3:45pm

Chair: Jennifer Deboer, Vanderbilt University

Participants: Chinese International Students’ Identities at International Universities in Japan: Pursuit of Competitive and Irreplaceable Identities. Hanae Tskuda, The University of British Columbia

Community Colleges as Pathways to Social Mobility? Lessons From Abroad. Constance Iloh, University of Southern California

The Developing Purposes of Low-income College Students in China’s Elite Universities. Wanxia Zhao, Indiana University - Bloomington

Women of K-12 and Higher Education Leadership in Afghanistan: A Comparison of Progress, Successes, and Challenges. Elizabeth C. Reilly, Loyola Marymount University

Discussant: Hsiu-Zu Ho, University of California - Santa Barbara

33.067. Integrating Issues of Knowledge and Interaction in Analyses of Cognition and Learning. SIG-Learning Sciences; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeil; 2:15-3:45pm

Chair: Mariana Levin, Michigan State University

Participants: Representations, Interlocutors, and Their Influences on Apparent Knowledgeability. Nathaniel J.S. Brown, Indiana University - Bloomington; Joshua Adam Dunihs, Indiana University; David DeLien, University of California - Los Angeles; Rand A. Engle, University of California - Berkeley; Noel D. Enyedy, University of California - Los Angeles; Victor R. Lee, Utah State University; Orit Parafes, Tel Aviv University

The Contesting and Stabilizing of Teachers’ Understandings and Participation in Professional Development. Ann R. Edwards, University of Maryland; David Hammer, Tufts University; Chandra Anne Turpen, University of Maryland - College Park; Luma Ziad Jaber, Tufts University; Andrew R. Elby, University of Maryland - College Park; Janet E. Coffey, University of Maryland - College Park

Perspectives on the Clinical Interview as an Interactive Genre. Andrea A. diSessa, University of California - Berkeley; James G. Greeno, University of Pittsburgh; Sarah Michaels, Clark University

Natural-Descriptive and Causal-Mechanistic Theories: A Complex Relationship Across Disciplines. Rogers P. Hall, Vanderbilt University; Ricardo Nemirovsky, San Diego State University; Jasmine Y. Ma, Vanderbilt University; Molly Kelton, San Diego State University

Discussants: Bruce Sherin, Northwestern University; Reed Stevens, University of Washington

33.068. Preparing School Leaders With Theory and Practice. SIG-Learning and Teaching in Educational Leadership; Paper Session

VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: Matthew C. Miltzello, North Carolina State University

Participants: Connecting to Practice: How School Leaders Manage and Learn Through and From Challenges. Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University

Exploring Trends in Evaluation Training in Leadership Preparation
Programs. Tara L. Shepperson, Eastern Kentucky University

Leadership for Adult Development: Lessons in Capacity-Building From the University Classroom and Real-Life Practice. Eleanor E. Drago-Severson, Teachers College, Columbia University; Anila Asghar; McGill University; Jessica Blum, Teachers College, Columbia University

Discussant: Liz Hollingworth, University of Iowa

33.069. Assessment of Interest: New Approaches and New Insights. SIG-Motivation in Education; Symposium
VCC, Second Level, West Room 223; 2:15-3:45pm
Chair: Mary D. Ainley, University of Melbourne

Participants:
Neuroscientific Model of Interest Development. Sung-II Kim, Korea University
A New Approach to Exploring and Profiling Interest. Robert B. W. Ely, University of Melbourne; Mary D. Ainley; University of Melbourne; Jon M. Pearce, University of Melbourne
Measuring Interest: The Open-Ended Response in a Large-Scale Survey. K. Ann Renninger, Swarthmore College; Lynne Steuerle Schofield, Swarthmore College

Discussant: Suzanne E. Hidi, University of Toronto

33.070. Black Men in College: Implications for Historically Black Colleges and Universities and Beyond. SIG-Multicultural/Multietnic Education: Theory, Research, and Practice; Symposium
VCC, Third Level, West Room 304; 2:15-3:45pm
Chair: Adriel Adon Hilton, Upper Iowa University

Participants:
Coming Out of the Dark: Black Gay Men’s Experiences at Historically Black Colleges and Universities. Terrell Lamont Strayhorn, The Ohio State University
“Yes, I Can!” Strengths-Based Approaches for Engaging and Empowering Academically Underprepared Black Men. Tiffany Patrice Fountaine, Morgan State University
Black Fathers in College: Multiple Identities, Persistence, and Contextual Differences. T. Elon Dancy, University of Oklahoma
Standing in the Intersection: Black, Male, Millenium College Students. Fred Arthur Brown, Texas A&M University - College Station


33.071. Issues of Rasch Dimensionality, Scaling, and Fit. SIG-Rasch Measurement; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm
Chair: Mary Garner, Kennesaw State University

Participants:
Assessing the Effects of Different Item Parameter Profiles in Mixture Rasch Models. Youngmi Cho, University of Maryland; Hong, University of Maryland; George B. Macready, University of Maryland
Comparing Panel Designs With Routing Methods in the Multistage Test With the Partial Credit Model. Jiseon Kim, University of Washington - Seattle; Hyewon Chung, CNU; Ryouang Park, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin
Comparison of Priors in Bayesian Estimation of 1-PL (One-Parameter Logistic) Item Response Models. Prathiba Natesan, University of North Texas; Ratna Nandakumar; University of Delaware; Tom Minka, Microsoft Research; Xiaoya Qian; Jonathan D. Rubright, University of Delaware
The Distribution of Between-Dimension Correlation in Misspecified Multidimensional Rasch Models in Unidimensional Data. Leigh M. Harrell-Williams, Virginia Polytechnic Institute and State University

Discussant: Liusheng Leigh Wang, University of Cincinnati

33.072. Inclusion and Play in a Global Context. SIG-Research in Global Child Advocacy; Paper Session
Sheraton Wall Centre, Third Level, North Parksville; 2:15-3:45pm
Chair: Amna Latif, University of North Carolina - Greensboro

Participants:
Developing Inclusive Education Policies: A Study of the Roles of UNESCO (United Nations Educational, Scientific and Cultural Organization) and Local Educators. Aysegul Ciyer, Arizona State University
Gathering Play Memories for Research and Advocacy: Early Reports From the Global Play Memory Project. Julie M. Nicholson, Mills College; Priya Mariana Shimpi, Mills College

Discussant: Sujoon Susan Oh, Harvard University Graduate School of Education

33.073. Gender and Mathematics: An Interdisciplinary Symposium
Experiencing Classroom Influences, Achievement, and Affect. SIG-Research in Mathematics Education; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm
Chair: Sarah Theule Lubinski, University of Illinois

Participants:
Gender Differences and Similarities in Mathematics Performance: Results From Meta-Analyses. Janet S. Hyde, University of Wisconsin - Madison
Gender-Biased Perceptions Fuel Early Mathematics Gender Gap. Joseph P. Robinson, University of Illinois at Urbana-Champaign; Sarah Theule Lubinski, University of Illinois; Yasemin Copur-Gencturk, University of Illinois at Urbana-Champaign
Female Teachers’ Math Anxiety Impacts Girls’ Math Achievement. Sam Leah Bellock, University of Chicago; Elizabeth A. Gunderson, University of Chicago; Gerardo Ramirez, University of Chicago; Susan C. Levine, University of Chicago
Unwarranted Uncertainty: Gender Patterns in Early Mathematical Confidence, Interest, and Achievement. Sarah Theule Lubinski, University of Illinois; Colleen M. Ganley, University of Illinois at Urbana-Champaign; Corinna C. Crane, ECRA Group
When Perception Is More Important Than Reality: Gender Differences in Goal-Related Behavior on Perceptions of Mathematical Ability. Leigh Ann Mingle, University of Illinois; Megan Schleppenbach, University of Chicago; Michelle Perry, University of Illinois

Discussant: Gilah C. Leder, Monash University

33.074. Exploring South Asian Experiences in North America: Negotiating Multiple Identities Across Educational Spaces. SIG-Research on the Education of Asian and Pacific Americans; Symposium
VCC, Second Level, East Room 9; 2:15-3:45pm
Chair: Margaret A. Gibson, University of California - Santa Cruz

Participants:
Dialogues in the Diaspora: Muslim Bangladeshi American Women’s Responses to South Asian Diaspora Literature. Uzma Akhond Hossain, Teachers College, Columbia University
School Leaders’ Cultural Responsiveness to Sikh Students and Families in Ontario Schools. Harpreet Kaur Neelam, University of Toronto - OISE
Immigrant Punjabi Sikh Mothers’ Engagement in Their Children’s Schooling. Ravneet Kaur Tiwana, University of California - Los Angeles

Discussants: Nina Asher, University of Minnesota - Twin Cities; Kathleen D. Hall, University of Pennsylvania

33.075. Nature of Science and Understanding. SIG-Science Teaching and Learning; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 2:15-3:45pm
Chair: Gail Dickinson, Texas State University-San Marcos

Participants:
Beyond Knowing About Science: University Science Teachers’ Conceptions About the Nature of Science. Trudy Leigh Bergere, Laurentian University @ Georgian College; Samson M. Nashon, The University of British Columbia
Exploring High School Students Understanding of Nature of Science Concepts. Blair Daniel Northcott, Victoria University of Wellington
Demarginalizing Science in the Early Elementary Classroom: Supporting Teachers to Teach Science in Reform-Oriented Ways. Ailssa Berg, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University
Student Work Products as a Teaching Tool for Nature of Science Pedagogical Knowledge. Erin E. Peters Burton, George Mason University
Exploring Variables That Affect Students’ Scientific and Spatial Understanding as They Engage in Earth-Space Science. Jennifer A. Wilhelm, University of Kentucky; Christa Jackson, University of ...
33.076. Education for Inner Transformation and an Expanded Self: Paradigm Shift in Education. SIG-Spirituality & Education; Symposium

VCC, First Level, West Room 113; 2:15-3:45pm
Chair: Jing Lin, University of Maryland - College Park
Participants:
Transforming the Role of Education to Focus on its Intrinsic and Spiritual Dimensions. Alai Zhang; Richard Stockton College of New Jersey
Developing a Unique but Inclusive Self: A Discussion With John Dewey and Liang Shuming. Huajuan Zhang; Beijing Normal University
Self-Transformational Activities for Secondary Education and Above. Rebecca L. Oxford; University of Maryland
Education for Wisdom: Toward an Expanded Self. Jing Lin; University of Maryland - College Park

33.077. Advances in Stress and Coping in Education. SIG-Stress and Coping in Education; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm
Chair: Matthew Wappett, University of Idaho
Participants:
Testing a Model of School-Based Stressors, Coping Responses, and Academic Self-Concept for Same-Sex Attracted Youth. Jacqueline Ullman; University of Western Sydney
Exams Time: The Influence of Short-Term Stressful Events. Zsuzsanna R. Szabo; Marist College
Perceptions of High School Teachers’ Efficacy in Handling Student Misbehavior: A Phenomenological Study. Costas N. Tzouloupas; University of Nicosia
How Teachers Can Learn From What We Know About Stress Management: The Process of Engaging in Stress Management Intervention at School. Claire W. Lyons; Mary Immaculate College
Relationship Between Turkish Elementary Science Teachers’ Occupational Well-Being and Some Contextual and Demographic Characteristics. Sandu Verdele; Middle East Technical University
Discussant: Julie P. Combs; Sam Houston State University

33.078. Teacher Leader Research: Urban English Language Learner Facilitators Inquire Into Their Leadership Practice. SIG-Teacher as Researcher; Symposium

VCC, Second Level, West Room 207; 2:15-3:45pm
Chairs: Chrysan Galluci; University of Washington
Bernard Koontz; Highline Public Schools
Participants:
Using Student Surveys to Inform General Education Teachers about their English Language Learners. Stephanie Forman; Rainer High School
Data-Driven Planning for English Language Learners: Utilizing ELD (English Language Development) Data to Support Classroom Instructional Decisions. Shawnda Fukano; Mount View Elementary
The English Language Learner Specialist and the Classroom Teacher: Providing Support for Newcomer English Language Learners. Rachel Hoff; Highline Public Schools
Discussants: James H. Lytle; University of Pennsylvania
Mary Klehr; Madison Metropolitan School District

33.079. Educative Experience in Teacher Education. SIG-Teaching Educational Psychology; Paper Session

VCC, Second Level, East Room 13; 2:15-3:45pm
Chair: Theraph Phetmalikul; Srinakarinriwirat University
Participants:
A Pragmatic System for Reconceptualizing, and Teaching, Behaviorist, Cognitive, and Situative Perspectives on Learning. Steven K. Wojciekiewicz; Western Oregon University
Accomplishing Educational Psychology Instruction. David J. Shernoff; Northern Illinois University
Experiencing Flow and Optimal Learning Environments in Undergraduate Educational Psychology Instruction. Brett Anderson; Northern Illinois University
Liking Theory: Dramatization in Educational Psychology. Cynthia Bolton; University of South Carolina - Beaufort
Preservice Teachers Use Their “I”s (iPads, iPods and iPhones): Creating Individual Behavior Interventions With Video Modeling. Alandra S. Weller-Clarke; Benedictine University
Using Visual Tools to Enhance Teachers’ Metacognition. Diane E. Salmon; National-Louis University
Discussant: Greg S. Goodman; Clarion University

Division and SIG Roundtables

33.080. Roundtable Session 38; Roundtable Session

33.080-1. Beyond Knowing the Motherscholar: Motherscholars Engaging in Self-Defining Motherscholarship. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Cheryl E. Mattas; University of Colorado - Denver
Participants:
Testimonials From Chicana Motherscholars: “I’m Not Gonna Ask Permission, ‘Can I Have a Baby?!’”. Rebeca Burciaga; San José State University
Critical Motherhood Praxis: Counternarrative of a Community-Engaged Motherscholar. Arlene Sudaria Dias-Magshu; San Francisco State University
Demystifying Myths: The Cultural Wealth of Latina Single Motherscholars. Elexia Reyes Mington; University of California - Los Angeles
Motherscholars: Queer, Mamá, y Latina Educada. Maria Angelica Garcia; Saint Mary’s College of California
Motherscholars: Creating “Homeplace” in Academia. Shabnam Koitala-Azad; University of San Francisco

33.080-2. Classroom Experiences and College Outcomes. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Young K. Kim; Azusa Pacific University
Participants:
Examining Classroom Interaction in Taiwan: Does Taking Attendance Matter? Tey-Sheng Chang; National Dong Hwa University
The Effects of Spirituality on College Outcomes: Variation among Academic Disciplines. Young K. Kim; Azusa Pacific University

33.080-3. College Preparation Courses and Programs. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: La Monica Everett-Haynes; The University of Arizona
Participants:
Examining the College Preparation and Postsecondary Progress of AVID (Advancement Via Individual Determination) Graduates at Universities and Community Colleges. Jeffrey J. Huerta; The University of Texas - Pan American
The Effects of Summer Bridge Program Participation. Nolan L. Cabrera; The University of Arizona
Individual Behavior Interventions With Video Modeling. Alandra S. Weller-Clarke; Benedictine University
Using Visual Tools to Enhance Teachers’ Metacognition. Diane E. Salmon; National-Louis University
Discussant: Greg S. Goodman; Clarion University

33.080-4. College Students and Diversity Experiences. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: David Kasch; University of California - Los Angeles
Participants:
(Re)Thinking Machismo: Race, Gender, and Persistence Among Latino Male College Students. Keon Monte McGuire; University of Pennsylvania
Thinking Machismo: Race, Gender, and Persistence Among Latino Male College Students. Keon Monte McGuire; University of Pennsylvania
Considering Social Class Diversity and Differences in Meaning Making. Avery B. Olson; University of California - Los Angeles
Examining the Impact of Diversity Courses on College Students: Which
Courses, What Outcomes? Darnell G. Cole, University of Southern California; Michelle Castellanos, University of Southern California

33.080-5. Community College Student Success. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Vanessa Smith Morest, Norwalk Community College
Participants:
Transfer into West Virginia Public Four-Year Institutions: Student Characteristics, Outcomes, and Application of Articulation Agreements. Angela Diane Bell, West Virginia Higher Education Policy Commission; Robert E. Anderson, West Virginia Higher Education Policy Commission

Turning the Tide: Improving Community College Students’ Success Through Data-Driven Reform. Elizabeth Zachry Rutschow, MDRC; Lashawn Richburg-Hayes, MDRC; Thomas Brock, MDRC

Using Student and Institutional Characteristics to Predict Graduation Rates at Community Colleges: New Developments in Performance Measures and Institutional Effectiveness. David A. Walker, Northern Illinois University

33.080-6. Division J Section 6 Roundtable 7. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Deborah Levine-Donnerstein, The University of Arizona
Participants:
Community College Student Cultural Wealth. Angela M. Locks, California State University - Long Beach; Sonja D. Simmons, California State University - Long Beach; Hilario Angel Torres, California State University - Long Beach; Kim M. Tabari, California State University - Long Beach

Revisiting the College Experience for Underprepared Students: A Comparative Study of Three Four-Year Institutions. Mary Ellen Malvey, Medaille College; Bridget K. Malvey, University of Virginia

Getting Back What You Put In: Familial Capital Generated Through Family Roles and Responsibilities. Fanny P. Yeung, University of California - Los Angeles

Understanding the Moderating Effects of Cultural Aspects on the Relationships Between Students’ Entrepreneurial Intention and Its Antecedents. Sacid Karimi, Wageningen University; Martin Mulder, Wageningen University; Thomas Lans, Wageningen University; Harm Biemans, Wageningen University

33.080-7. Division J Section 6 Roundtable 8. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Matthew A. Witenstein, Claremont Graduate University
Participants:
Applying Culturally Responsive Pedagogy to Higher Education: Exploration of Afghan Student and Midwestern Faculty Perspectives. Melissa Ann Holmes, Kansas State University

Policy, Pedagogy, and Curriculum Practices: The Experiences of International Graduate Students in Higher Education Classrooms. Anita Gopal, Queen’s University

Voice and Solidarity: ESA (Early Study Abroad) College Students Negotiate Race and Power at a Midwest University. Hee Young Choi, University of Illinois at Urbana-Champaign

What Degrees Are You Offering? The Institutional Role in Inequitable College Outcomes for Students of Color. Keith Witham, University of Southern California; Raquel M. Rall, University of Southern California

33.080-8. Division J Section 6 Roundtable 6. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Lydia Foster Bell, The University of Arizona
Participants:
College Women’s Interpretations of Sexual Harassment: What We Know, What Can Be Done. Catherine Marshall, University of North Carolina; Stephanie N. Galloway, University of North Carolina - Chapel Hill; Keren Daloyt, University of North Carolina

Predicting Student Cross-Racial Interaction During the First Year of College. Marcia Violeta Fuentes, University of California - Los Angeles

Rejecting Religious Homophobia: A Qualitative Analysis of Religion and Sexual Identity Among Lesbian and Gay Undergraduate Students. Danielle Marie Johnson, University at Buffalo - SUNY

Prisms of Experience: The Role of Educational Diversity in Shaping the Law School Experience. Siduri Haslerig, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles; Alana Mbanza, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles

33.080-9. Gender and the Academy. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Shannon M. Calderone, University of California - Los Angeles
Participants:
Constructing Identity: Narratives of Latina Faculty in the Academy. Patricia Del Carmen Quijada, The University of Texas - San Antonio; Ilana Alanis, The University of Texas - San Antonio; Lucila D. Ek, The University of Texas - San Antonio; Mariela Aime Rodriguez, The University of Texas - San Antonio

Gender Matching: Increasing the Representation of Women in STEM Fields. Joyce Main, Purdue University

33.080-10. Indicators of College Success. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Lois Calian Trautvetter, Northwestern University
Participants:
Comparing Alternatives in the Prediction of College Success. Doris Zahner, Council for Aid to Education; Lisa Marie Ramsaran, New York University; Jeffrey T. Steedle, Council for Aid to Education

The Link Between Financial Stress, Financial Self-Efficacy, and Initial College Success Among Low-Income Students. Xueli Wang, University of Wisconsin - Madison

Warning Indicators and First-Year Students’ Academic Success: Predictive Models Using the MAP-Works Transition Survey. Mack C. Shelley, II, Iowa State University; Don F. Whalen, Iowa State University; Hector Limon, Iowa State University; Jie Sun, Iowa State University; Frankie Santos Laanan, Iowa State University

33.080-11. Institutional Analysis of Academic Life. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Casandra Elena Harper, University of Missouri - Columbia
Participants:
Organizational Perspectives on Faculty Incivility and Mobbing in One Institutional Context. Susan K. Gardner, University of Maine; Amy Blackstone, University of Maine; Daniela Velz, University of Maine

Privatization, Institutional Isomorphism, and the Academic Work of Faculty in Public Comprehensive Universities. Jay R. Dee, University of Massachusetts - Boston; Cheryl Joy Daly, Western Carolina University

Transition into the Professoriate: Finding Balance between Challenge and Success. Penny Tenuto, University of Idaho; Mary E. Gardiner, University of Idaho

33.080-12. Internationalization in Higher Education From the Faculty and Student Perspectives. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Yishuain Chin, University of Massachusetts - Boston
Participants:
Internationalization of Higher Education Curriculum: What Does It Really Mean? Thushari Welikala, The University of Nottingham

The Role of Faculty Development in Curricular Transformation for Internationalization. Elizabeth Niehaus, University of Maryland; Letitia Williams, University of Maryland - College Park

33.080-13. Leadership Development Across Time, Space, and Roles. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Dan L. King, Massachusetts School of Professional Psychology
Participants:
Academic Pathways to University Leadership: Presidents Descriptions of Their Doctoral Education. Sydney Freeman Jr., Tuskegee University; Frances K. Kochan, Auburn University

The role of leadership in creating a culture of change in schools of education. Jill Alexa Perry, Duquesne University
Leadership for Innovation at Two Schools of Education. Thomas Keckemethy, American Academy of Political and Social Science

33.080-14. Wages and Economic Engagement Across International Contexts. Division J - Postsecondary Education; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Jonathan M.B. Stern, Vanderbilt University
Participants:
Committed to Innovation: Universities Incorporate Economic Engagement Into Research Mission. Thomas E. Perrozzi, University of Michigan; Marvin G. Parnes, University of Michigan
Financial Resources and Student College Choice in Taiwan: Exploring Income Group Differences. Patricia Yu, University of Wisconsin - Madison
Impact of Reservation Wage on College Graduate Employment in China. Po Yang, Peking University

33.080-15. Conceptualizing Apprenticeship in Doctoral Education. SIG-Doctoral Education across the Disciplines; Roundtable Session VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Bobbette M. Morgan, The University of Texas - Brownsville
Participants:
Exploring Possibilities for Part-Time Doctoral Student Research Apprenticeship Through a Research Methodology Course. Sonja Renee Cherry-Paul, Columbia University; Lisa Naomi Edstrom, Teachers College, Columbia University; Rachel D. Kliegmans, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University; Tara Lencz, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University
Independent Learning and Apprenticeship Relationships in Doctoral Education. Emma Maria Flores, University of Washington
The Professor’s Apprentice: Passing on the Tacit Knowledge of Academia From One Generation to the Next. Tomoe Kitajima, University of Northern Iowa; Robert M. Boody, University of Northern Iowa

33.081. Roundtable Session 39; Roundtable Session

33.081-1. Cultural Studies of Children: Critical Perspectives on Childhoods, Popular Culture, and Consumerism. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Beth Blue Swadener, Arizona State University
Participants:
Your Baby Can Read, But Should She? Early Learning and the Commodification of Literacy. Jennifer April Sandlin, Arizona State University; Julie Garlen Maudlin, Georgia Southern University
What Disney Says About Princesses. Jeanne Marie Iorio, University of Hawaii
Through the Eyes of Primary-Aged Native and Nonnative Children. Dawnia Holiday, Arizona State University
“She Don’t Know I Got It, You Ain’t Gonna Tell Her, Are You?” Popular Culture as a Space of Resistance in the Preschool Classroom. Allison S. Henward, University of Hawaii - Manoa

33.081-2. Youth Participatory Action Research Reveals the Power of Libratory Curriculum and Grassroots Pedagogy. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Tyrone C. Howard, University of California - Los Angeles
Participants:
Grassroots Pedagogy: Community-Based Classrooms for Social Change. Vajra S. Watson, University of California - Davis
"A Lethal Weapon": Youth Participatory Action Research and Her/History Students. Juan Manuel Raygoza, University of California - Los Angeles
"Math Is a Powerful Tool": Youth Participatory Action Research in Algebra 1. Mary Candace Full, University of California - Los Angeles

33.081-3. Practicing Holistic Education Within a Fragmented Education System. SIG-Holistic Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Michelle L. Tichy, University of Northern Iowa
Participants:
Holistic Education in the Public Sector: Examining Parents’ Perceptions of Waldorf Charters. Abigail Lane Larrison, University of California - San Diego; Carol VanVoorhees, California State University - San Marcos
Preparing Teachers for the Present: Exploring the Praxis of Mindful Dispositional Development in Teacher Education. Geoffrey B. Solorway, Teachers College, Columbia University

33.081-4. Indigenist Teacher Education. SIG-Indigenous Peoples of the Americas; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Malia Villegas, Queensland University of Technology
Participants:
Aboriginal Teacher Education as Cultural Brokerage: A University/First Nations Partnership to Prepare Nishnawbe Aski Teachers. Julian D. Kitchen, Brock University; John H. Hodson, Lakehead University
Constructing Indigenous Pedagogy in American Indian Education Classrooms. Vincent R. Werito, University of New Mexico; Vangee Nez, University of New Mexico
Knowledge and Action: Critically Engaging Indigenous Issues in an Education College. Christine Keller Lenley, Northern Arizona University; Tiffany Lee, Northern Arizona University; Gretchen F. McAllister, Northern Arizona University
Nourishing the Teaching Spirit: Collaborative Development of Additional Qualification Course Guidelines for Aboriginal Teacher Education. Deirdre M. Smith, The Ontario College of Teachers
Teacher Recruitment, Retention, and Attrition: Issues in Selected First Nations Communities. Robin Alison Mueller, University of Saskatchewan; Larry Steeves, University of Regina; Sheila Betty Carr-Stewart, University of Saskatchewan; Jim Marshall, University of Regina

33.081-5. Becoming a Teacher: Construction of Teacher Identity. SIG-Lives of Teachers; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Julio E. Diniz-Pereira, Federal University of Minas Gerais
Participants:
When Is a Teacher a Teacher? Case Study of a Beginning Teacher in a Nontraditional Role. Judy A. Caufield, OISE/University of Toronto; Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto
When Missions Collide: Colleen’s Story. Jennifer H. James, University of Georgia; Kimberly Logan Murphy, University of Georgia
Professional Identities: A Narrative Inquiry of One Public Preschool Teacher. Jamie Haff Sisson, Kent State University

33.081-6. Creativity in Teaching and Student Development. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Kimberley L. Chandler, College of William and Mary
Participants:
Activities and Accomplishments in Various Domains: Relationships With Creative Personality and Creative Motivation in Adolescence. Eunsook Hong, University of Nevada - Las Vegas; Yun Peng, University of Nevada - Las Vegas
Challenging Conceptions of Creativity in Educational Research and Teaching. Andrew D. Colgan, University of Western Ontario
Evaluating the Impacts of Destination ImagiNation on the Creative Problem-Solving Skills of Middle School Students. Tracy Christine Missett, University of Virginia; Carolyn M. Callahan, University of Virginia
Threshold Effects of Creative-Problem-Solving Attributes on Creative Performance in Math of Taiwanese Upper Elementary School Students. Chia-Yi Lin, National Cheng Kung University; Seokhee Cho, St. John's University

33.081-7. Feedback and Formative Assessments. SIG-Classroom Assessment; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Andrea D. Beesley, McREL
Participants:
Student Pictures of Feedback: Feedback Is for Learning and From Teachers. Lois Ruth Harris, University of Auckland; Gavin T. Brown, The University of Auckland; Jennifer Harnett, University of Auckland
Using Feedback to Improve Language Learning: Narratives from Colombian Students. Alexis Lopez, Educational Testing Service; Ruth
33.081-8. Confucianism, Taoism, and Their Implications for Education. SIG-Confucianism, Taoism, and Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: C. Victor Fung, University of South Florida
Participants:
Confucius and Plato: Harmony Between the East and the West. C. Victor Fung, University of South Florida
En-Teaching: A Powerful Pedagogy. Jie Yu, Louisiana State University - Baton Rouge
The nature of the common expressions in Confucius’ Analects: Some educational implications. Liqing Tao, College of Staten Island - CUNY; Gaoqin Qian, Lehman College - CUNY

33.081-9. Leadership for Educational Transformation. SIG-Educational Change; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Karrin Lukacs, Shendoah University
Participants:
Fomenting a Silent Revolution: Bureaucratic Activism and Radical School Change in Tamil Nadu, India. Tricia Niesz, Kent State University
Transformational change: a complex systems approach to building district capacity. Charmaine Brooks, University of Alberta; Jim Brandon, University of Calgary
Governance in a Chain of Independent State-Funded Schools. Majia Salokangas, The University of Manchester

33.081-10. Learning Communities for School Improvement. SIG-Leadership for School Improvement; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Eugene Gary Kovach, University of Calgary
Participants:
Mature Professional Learning Communities: Do They Enhance Student Achievement? Linda K. Lemasters, The George Washington University; Michael J. Cieslak, Fairfax County Public Schools; Marguerita K. Desander, The George Washington University
Teacher Leadership: What Do Principals and Teachers Perceive about Roles, Characteristics, and Qualities? Suzanne M. Harrison, George Fox University; Ginny D. Birky, George Fox University
Using Social Network Analysis to Evaluate and Improve Teacher Collaboration: A District Case Study. Rebecca H. Woodland, University of Massachusetts Amherst; Shannon Barry, University of Massachusetts Amherst

33.081-11. Mentoring College and Graduate Students. SIG-Mentorship and Mentoring Practices; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Heidi Whitford, Barry University
Participants:
Critical Race Feminism: Black Faculty Mentoring White Students. Kathleen E. Gillon, Iowa State University; Lisa Place, Iowa State University
Faculty Perspectives on Doctoral Student Mentoring. Carol A. Burg, National Louis University
Insider School: Explicating Tacit Knowledge in Teaching Doctoral Students Disciplinary Conventions and Strategies. Elizabeth Anne Daigle, Appalachian State University

33.081-12. Critical Conceptions of Peace Education in Higher Education: Perspectives and Practices. SIG-Peace Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Kathy Bickmore, OISE/University of Toronto
Participants:
From Knowing to Praxis: Social Movements and Peace Education. Cheryl Duckworth, Nova Southeastern University
Integrating Peace Education With Sustainability and Diversity: Utilizing Case Studies to Deepen Learning. William M. Timpson, Colorado State University; Debra Kaye Holman, Colorado State University; Jehan Alandejan, Colorado State University
Peace Education in a Multicultural Perspective: Illustrating Possibilities in a Higher Education Institution. Ana Canen, Federal University of Rio De Janeiro; Alberto Gabbay Canen, Federal University of Rio de Janeiro

33.081-13. Second Language Teaching and Learning. SIG-Second Language Research; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Samina Hadi Tabassum, Dominican University
Participants:
A Multicomponent Approach to Conducting Outcomes Assessments of English Language Support Units. Li-Shih Huang, University of Victoria
An Evaluation of Vericality in Verbal Protocols of English Language Learners. Patrick Smith, University of South Florida
Integrating Language and Content: Immersion Teachers’ Practices, Perspectives, and Beliefs. Diane J. Tedick, University of Minnesota; Tara Williams Fortune, University of Minnesota
Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics. Allan Paul Delaman Sandigan, Bohol Island State University
Rethinking Modern Languages and Cultures Instruction as Decolonizing Pedagogy. Ismel Gonzalez, Lakehead University

33.081-14. The Effect of Social Support for Academic Achievement in Urban Education. SIG-Urban Learning, Teaching, and Research; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Participants:
A Meta-Analysis: The Effects of Urban Programs of Parental Involvement on Youth Achievement. William H. Jeynes, California State University - Long Beach
Academic Press, Social Support for Learning, and Academic Engagement in Smaller Learning Community Classrooms. Linda Bol, Old Dominion University; Christopher M. Fischer, Old Dominion University; Shbna L. Pribesh, Old Dominion University; John A. Nunnery, Old Dominion University
Community Partnerships: Working Across Institutions to Support Parent Education and Advocacy. Jennifer McCormick, California State University - Los Angeles; Sara Ozuna, California State University - Los Angeles
Not Your Typical Summer Break: Limiting the Summer Slide for Urban Elementary Students. Joel P. Lewis, University of South Alabama; Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Phillip Feldman, University of South Alabama; Paige V. Baggett, University of South Alabama; Monica Renee Motley, University of South Alabama; Edward L. Shaw, Jr., University of South Alabama

33.082. Roundtable Session 40; Roundtable Session

33.082-1. Enhancing Learning Opportunities for Young Adolescents. SIG-Middle-Level Education Research; Roundtable Session
VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Donald G. Hackmann, University of Illinois
Participants:
Digital Gameplay: Enhancing Science Content Learning and Problem Solving With Early Adolescent Students. Hiller A. Spires, North Carolina State University; Mertan Zheng, North Carolina State University; Angela Meluso, North Carolina State University
Easing the Transition From Middle School to High School: Developmentally Responsive Transition-Related Supports. Jennifer M. Denmon, University of South Florida; Ruchelle L. Owens, University of South Florida; Cheryl R. Ellerbrock, University of South Florida; Krista Lindstrom, University of South Florida; Sarah Boleh-Haslam, University of South Florida
Middle School Sports Participation, Sense of School Membership, and Student Delinquency. Kevin Kurrus, North Shore High School; Stephen J. Caldas, Manhattanville College
Student Voice: Joint Work at the Boundaries of Convention in the Middle Years. Emily Jane Nelson, University of Waiako
VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Whitney G. Blankenship, The University of Texas - Austin
Participants:
A Tale of Two TPCks (Two Forms of Technological Pedagogical Content Knowledge): Alternative Approaches Toward Integrating Desktop Documentary Making in History Classrooms. James Ervin Schol, Ohio Northern University
Advanced Placement Human Geography Students Blogging Cultural Experts for the Development of Intercultural Competence and Globality. Daniel W. Stackar, Lehman College - CUNY; Kenneth T. Carano, Western Oregon University
In Defense of the Social Studies: Investigating Social Studies Programs in STEM Schools. Brad M. Magauth, The University of Akron

VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Peter Fadde, Southern Illinois University
Participants:
Fully Iterative Versus Partially Iterative Visuospatial External Representations of Abstract Physics Concepts. Satyaggt Singh Virk, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
Knowing About Collaborative Digital Concept Maps Is Not Enough. Ria Hanewald, Deakin University
The Instructional Use of Geogebra and Critical Thinking Disposition as Reflective Tools to Develop Student Understanding of Probability. Nenad Radakovic, OISE/University of Toronto; Einaiv Aizikovitch-Udi, Using Visualizations of Mental Models as Assessment Tools for Students’ Multimedia Design and Development Skills. Sara G. Meneil, University of Houston
Young Adults’ Management of Money: Is Knowledge Enough for This Challenge? Klaus U. Breuer, Johannes Gutenberg University of Mainz; Nina Bender, Johannes Gutenberg University of Mainz; Daniela Barry, Johannes Gutenberg University

33.082-4. Evaluating Achievement Across Global and Cultural Landscapes. SIG-International Studies; Roundtable Session
VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Jukari Takimoto Amos, Central Washington University
Participants:
Big-Fish-Little-Pond Effects: Social Comparison Within Small Communities in China. Xiaoayan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong
Examination of Mathematics Intended Curriculum for Elementary School in China From an International Perspective. Yehui Wang, Beijing Normal University; Yufang Bian, Beijing Normal University; Xin Tao, Beijing Normal University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University; Neelam Kher, Michigan State University; Qi Dong, Beijing Normal University
The Quest for High-Quality Schools in Rural Thailand. Ronnakorn Nonyao, Khon Kaen University
Understanding Achievement and Time Factors in South Korea and the United States. Susan J. Paik, Claremont Graduate University; Thomas F. Luschei, Claremont Graduate University; Wendi J. Otto, Claremont Graduate University; Loris Fagioli, Claremont Graduate University

33.083. Roundtable Session 41; Roundtable Session

33.083-1. Complexity and Education. SIG-Chaos & Complexity Theories; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Nuno Araujo, University of Coimbra
Participants:
Education, Complexity Theory, Narrative Theory, and Morality. Andrew (Andy) Gordon Bruce Rathbone, University of Alberta
To Know English Only is not Enough: Chaos Theory and Dual Language Learning. Stanley Shane Snelson, The University of Texas - Brownsville

33.083-2. Simulation Studies. SIG-Educational Statisticians; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: T. Mark Beasley, The University of Alabama - Birmingham
Participants:
An Empirical Comparison of Conventional Moment and L-Moment Based Power Method Polynomial Transformations. Mohan Dev Pant, Southern Illinois University - Carbondale, Todd Christopher Headrick, Southern Illinois University - Carbondale
Bootstrap Standard Error of the Corrected Correlation Coefficient Under Various Types of Range Restriction. Brett Loren Chaney, University of Oklahoma; Jorge L. Mendesca, University of Oklahoma
Relative Variable Importance Measures for Multiple Linear Regression in Suppression Situations: A Monte Carlo Study. Benjamin R. Shear, The University of British Columbia; Oscar L. Olvera, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia

33.083-3. Influences in Using Digital Media: Narratives, Attitudes, and Educational Apps. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Jayne C. Lammers, University of Rochester
Participants:
Media Multitasking: Are Adolescents’ Attitudes and Behaviors Influenced by Their Parents? Lin Lin, University of North Texas; Kim Nimon, University of North Texas; David Bonner, University of North Texas
The Role of Narrative in the Design of an Educational Game. Christopher Carl Blakelyes, University of Wisconsin - Madison
What Makes Learners Use Portable Educational Applications on the Smartphones in Their Pockets? Saloon H. Kim, Indiana University; Jungju J. Cha, University of Wisconsin - Madison; Kyongwan W. Kang, University of Wisconsin - Madison

33.083-4. Neoliberalism, Neocolonial Domination, and Democratizing Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Thomas C. Wilson, Chapman University
Participants:
Freeing Ourselves From Neocolonial Domination in Research, Classrooms, and Schooling. Alan Russell Bishop, University of Waikato
Paulo Freire’s Pioneering Work in Democratizing Research. Myriam N. Torres, New Mexico State University
The Critical Pedagogy of Paulo Freire to Counterbalance the Threat of Neoliberalism to Education and Democracy. Ana Lucia Cruz, Saint Louis Community College

33.084. Roundtable Session 42; Roundtable Session

33.084-1. Issues in Recruiting Participants and Collecting Data From Historically Underrepresented Populations. SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chairs: Mitsuru Narui, The Ohio State University; Samuel D. Museus, University of Hawaii - Manoa
Participants:
Challenges in Recruiting Hidden Populations: Asian/American Gay, Lesbian, and Bisexual College Students. Mitsru Narui, The Ohio State University
A Sensitive, Sensible, and Ethical Approach to Conducting Research With Vulnerable Populations. Kimberly A. Truong, Northeastern University
Benefits and Challenges of Conducting a Comprehensive Study With Black Undergraduate Students at Historically Black Colleges and Universities. Tryan L. McMickens, Suffolk University

33.084-2. Research in Reading and Literacy SIG Roundtable 3: Reading and Writing. SIG-Research in Reading and Literacy; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Seanna Takacs, Simon Fraser University
Participants:
Examining Fourth and Fifth Graders’ Critical Evaluation of Web Content. Jill M. Castek, University of California - Berkeley
What’s Our Position? A Study of Critical Media Literacy with Middle School Students. Theodore B. Kesler, Queens College - CUNY; Pablo L.
Division and SIG Posters

33.087. Poster Session 6; Poster Session

33.087-1. International Field Experiences. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
1. Factors Influencing Preservice Teachers’ Decisions to Participate in an Early Field Experience Abroad. James C. Anderson II, University of Illinois
2. Kenyan International Teaching Practicum: Preparing Preservice Teachers for a Global Perspective. Glenda Lee Black, Nipissing University; Rogerio Bernardes, Nipissing University
3. Preservice Teachers’ Perceptions of an International Student Teaching Experience. Elizabeth Outlaw Crawford, University of North Carolina - Wilmington; William J. Bolduc, University of North Carolina - Wilmington
4. Studying Abroad and Preservice Teachers’ Professional Development. Audra Parker, University of South Florida; Danielle V. Dennis, University of South Florida; Jennifer J. Schneider, University of South Florida
5. Learning to Teach Low-SES (Socioeconomic Status) Pupils Through Assessment in China. Heng Jiang, Michigan State University
6. Experiences of Coteaching in Elementary Teacher Students’ Supervised Teaching Practice. Karinna Jenni Johanna Maaranen, University of Helsinki; Riitta Jyrhama, University of Helsinki, Department of Teacher Education, Vice Head

33.087-2. Preparing Science Preservice Teachers for Inclusive Diverse K-12 Classrooms. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
7. Building Education Majors’ Confidence for Teaching Physics. Ellen L. Usher, University of Kentucky; Natasha Mamaril, University of Kentucky; Jon Gaffney, University of Kentucky; Amy Gaffney, University of Kentucky
8. Effects of Knowledge Building on Teacher-Education Students’ Beliefs in Science Teaching. Chih-Hsuan Chang, National Chengchi University; Huang-Tao Hong, National Chengchi University
11. Preservice Biology Teachers’ Perceptions and Instruction of Socioscientific Issues in the Curriculum. Yilmaz Kara, Karadeniz Technical University
12. Preservice Teachers Experience Authentic Parental Involvement in Culturally Relevant Science Teaching. Cherie A. McCollough, Texas A&M University - Corpus Christi; Olga M. Ramirez, The University of Texas - Pan American
13. The EOS (Earth and Ocean Sciences) 120/Education Project: Improving Science Teacher Education Through Faculty Partnerships. David Blades, University of Victoria; Eileen van der Flier-Keller, University of Victoria; Todd Milford, University of Victoria; Sarah Alpert, University of Victoria
33.087-3. Classroom Management Posters. SIG-Classroom Management; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
14. Theory into Practice in Classroom Management. Colette Rabin, San Jose State University; Grinnell Smith, San Jose State University
15. Using Eye-Tracking Methodology To Study Differences Between Novice and Experienced Teachers’ Monitoring of Classroom Situations. Niek van den Bogert, Fontys University of Applied Science; Jan van Bruggen, Fontys University of Applied Science; Wim Jochems, Eindhoven University of Technology, the Netherlands
16. Effects of a Classroom Management Skills Training for German Trainee Teachers. Theresa Dicke, University of Duisburg-Essen; Jill Goessling, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen
17. The role of certification area on student beliefs about classroom management. Laura Reynolds-Keefer, University of Michigan - Dearborn

33.087-4. Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas. SIG-Politics of Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:
18. Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas. Barbara Garri, SUNY - College at Oswego; Joanne E. O'Toole, Syracuse University; Barbara Streets, SUNY - College at Oswego; Elvira Sahina Martin, University of Havana; Adela Hernandez, Centro de Estudios para el Perfeccionamiento de la Educacion Superior, Universidad de Havana; Ana Rosa Rojas, Universidad de La Habana

33.087-5. Textbook Adoption Policy Changes in Korea. SIG-Politics of Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:

33.087-6. Understanding Youth Experiences Through School-Based Research. Division E - Counseling and Human Development; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
20. A Typology of High School Students Based on Noncognitive Factors. Zhizhong Yang, Educational Testing Service
23. Exploring Differences in Noncognitive Factors for Male and Female Engineering Students. Bonni Behrend, University of Arkansas
24. Possible Selves: Research and Counseling With Rural Youth and Families. Elizabeth Anne Marshall, University of Victoria; Breanna Catherine Lawrence, University of Victoria; Deborah Begoray, University of Victoria
25. The Role of School Resource Police Officers in Preventing and Responding to Bullying Incidents. Rebecca A. Robles-Pina, Sam Houston State University; Magdalena Denham, Sam Houston State University
26. Using Parenting Style and Cultural Orientation to Discriminate Between Adolescent Groups Involved in Bullying. Michalis P. Michaelides, European University; Kyriaki Fousiani, University of Cyprus; Stelios Georgiou, University of Cyprus; Panayiotis Stavrinides, University of Cyprus
27. Where to find online counseling and direction: Analysis of college sexual assault service websites. Megan Tucker; George Mason University
28. Why Teachers do not Learn from Teachers: Peer Observation and Feedback Used in Professional Development. Patrizia Salzmann, University of Fribourg; Fritz K. Oser, University of Fribourg

33.087-7. Mapping the Impact of Teacher Education. SIG-Academic Audit Research in Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:
29. Envisioning Teacher Preparation Programs as High-Impact Community Service. Peter B. Jones, University of California - Irvine; George Farkas, University of California - Irvine; Anne Kristina Jones, University of California - Riverside; Justin Turkington, University of California - Irvine

33.087-8. Bilingualism/English as a Second Language. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
31. Prediction on English-Speaking Children’s Chinese Spoken-Word Learning: Contributions of Phonological Working Memory. Junli Wei, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
32. Effects of Oral Proficiency and Comprehensive Literacy Intervention on English Language Learners’ Reading Fluency Development. Elizabeth P. Trevino, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, San Houston State University
33. Development of Phonological Awareness Among Learners of Typologically Distant Languages: A Study With Korean-Speaking EFL (English as a Foreign Language) Children. Hue-Jin Kim, Northern Illinois University; Li-Jen Kuo, Northern Illinois University
34. Suffix Spelling Growth in Middle School Spanish-English Bilinguals. Jennifer D. Green, University of Connecticut; Elizabeth R. Howard, University of Connecticut
35. Improving the Language and Literacy Skills of Bilingual Kindergarteners: Implementation Fidelity and Sustainability of a Research-Based Vocabulary Intervention Program. Lianna Pizzo, Boston College; Mariela M. Paez, Boston College
36. The Features of Instructional Reading Efficacy with English Language Learners. Michael John Oroco, University of California - Riverside; H. Lee Sussman, University of California - Riverside; Catherine Lussier, University of California - Riverside
37. Examining Proficiency Classification in English Language Assessment Using Four Domain Score Estimation Methods. Liyang Mao, Michigan State University; Xuechun Zhou, Michigan State University
38. Comparison of Two Approaches to Reading Instruction for English Learners in Primary Grades. Yonghan Park, Gangneung-Wonju National University, South Korea; Doris Luft Baker, University of Oregon
39. Learning Chinese Characters: The Effects of Age, Presence of Radicals, and Visual Complexity. Li-Jen Kuo, Northern Illinois University; Ying Li, Northern Illinois University
40. Expert Readers Negotiating Dual Sign Systems in Graphic Novels. Laura M. Jimenez, Michigan State University
41. Book Access Among Bilingual and Native English-Speaking Children. Laurie E. Hansen, University of California Irvine; Penelope Collins, University of California Irvine

33.087-9. Teacher Perceptions, Knowledge, and Understanding in Reading. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
42. An Observational and Interview Study of Teachers Nominated by Their Principal as Exemplary Teachers of Reading. Sue Dymock, University of Waikato
43. Elementary School Teachers’ Understanding and Implementation of Literacy Structures in Relation to Teacher Self-Efficacy. Renita Schmidt, University of Iowa; Temi Bidjerano, Furman University
44. Instructional and Curricular Commonalities: Four Language Arts Teachers Identified as Having Unusual Success With Underserved Student Groups. Matt J. Hollifield, Mount Saint Mary College
45. The Relationship Between Teacher Language During Circle Time and Young Children's Vocabulary Growth. Erin Flynn, University of Michigan
33.087-10. Instructional Technology SIG: Poster Session 1. SIG-Instructional Technology; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
46. Comparison of Parent and Teacher Perceptions of Desired Website Features and Elementary Teacher Website Practice. Tiffany Anne Roman, Indiana University; Anne Todd Ottenbreit-Lefebv, Indiana University
47. Development of ACTIV (Adapted Captioning Through Interactive Video) 1.0 Through Design Research: Innovative Form of Learning for Students With Various Abilities and Needs. Anu A. Eumenova, Mason George University
48. Investigating Impacts of Technology-Related Teacher Professional Development Designs: A Comparative Case Study. Mimi M. Becker, Utah State University; Linda Sellers, Utah State University; Ye Lei, Utah State University; M Brooke Roberts, Utah State University
49. Using Digital Primary Sources and Tools to Engage Students in Inquiry and Project-Based Learning. Kevin M. Oliver, North Carolina State University; John K. Lee, North Carolina State University
50. An Investigation of the Interrelationships Between Motivation, Game-Play, and Complex Problem-Solving in MMOG (Massively Multiplayer Online Game) Learning Environments. Denis Eseryel, University of Oklahoma; Raymond B. Miller, University of Oklahoma; Victor Law, University of Oklahoma; Dirk I'enthaler, University of Oklahoma; Xan Ge, The University of Oklahoma
51. The Effects of Serious Games on Performance and Engagement: A Review of the Literature (2001-2011). Yavuz Samur, Virginia Tech; Michael A. Evans, Virginia Polytechnic Institute and State University
52. Exploratory Study of Teachers' Decisions to Utilize Educational Technologies in Teaching and Learning. Maura J. Pereira, Indiana University

33.087-11. Division C, Section 3 Poster Session. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:
53. The Effects of a Formative Assessment Intervention on Student Understanding of Basic Mathematical Principles. Julia C. Phelan, University of California - Los Angeles; Tuyuan Dai, University of California - Los Angeles; Terry P. Vendlinksi, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles

Saturday, 4:05 pm

Governance Meetings and Events

34.001. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 4:05-5:05pm
Chairs: Dominic J. Brewer, University of Southern California; Bruce Fuller, University of California - Berkeley; Susanna Loeb, Stanford University

Presidential Sessions

34.010. A Public Hearing on the Gordon Commission on the Future of Assessment in Education. Presidential Session Cosponsored with NCME and Division C - Learning and Instruction; Division L - Educational Policy and Politics
VCC, First Level, West Ballroom C; 4:05-6:05pm
Chairs: Edmund W. Gordon, Teachers College, Columbia University; Ezekiel J. Dixon-Roman, The University of Pennsylvania
Participants: Robert J. Mislevy, University of Maryland; James W. Pellegrino, University of Illinois at Chicago; Andrew Dean Ho, Harvard Graduate School of Education
Discussions: Eva L. Baker, University of California - Los Angeles; Louis M. Gomez, University of Pittsburgh

34.011. The Build-Your-Own School Project: Urban Youth as Researchers of School Quality. Presidential Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Jeffrey M.R. Duncan-Andrade, San Francisco State University
Participants: Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University

34.012. Theorizing and Transforming Place in the Learning Sciences. Presidential Session Cosponsored with Division C - Learning and Instruction
VCC, Second Level, West Room 212&213; 4:05-5:35pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder
Participants: Placing Learning and Social Change in the Local Foods Movement. A. Susan Jaron, University of Colorado - Boulder; Kevin O’Connor, University of Colorado - Boulder; Molly Victoria Shea, University of Colorado - Boulder
Place-Based Partnerships for Learning as Models for Improving Opportunities to Learn in Communities. William R. Penuel, University of Colorado; Ben R. Kirshner, University of Colorado; Adam J. York, University of Colorado - Boulder; John Falk, Oregon State University; Lynn Diane Dierking, Oregon State University
Place-Making With Students: Leveraging Local Knowledge to Transform Learning in Schools. Ben R. Kirshner, University of Colorado; Elizabeth Mendiza, University of Colorado - Boulder; Adam J. York, University of Colorado - Boulder; Carrie Allen Remis, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porflario Hipolito-Delgado, California State University - Long Beach
Reframing as a Means of Relocating Opportunities to Learn in Multilevel Educational Systems. Victoria M. Hand, University of Colorado - Boulder; William R. Penuel, University of Colorado; Kris D. Gutierrez, University of Colorado - Boulder
Discussant: Stanton Wortham, University of Pennsylvania

34.013. The 16th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. Presidential Session Cosponsored with Division F - History and Historiography, Division B - Curriculum Studies
VCC, First Level, West Room 118-121; 4:05-6:05pm
Chair: Henry T. Frierson, University of Florida
Participants:
1. Women of Color in Academe: The Difference Makers and Continuing That Role. Arnetta F. Ball, Stanford University; Olga M. Welch, Duquesne University
2. Let’s Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. Vinetta C. Jones, Howard University
3. The Critical Importance of Addressing Culture in Educational Research. Geneva Guy, University of Washington; Carol D. Lee, Northwestern University
4. Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained. James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Lumotev, P-LAN Enterprises, LLC
5. The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign
6. Laying the Initial Groundwork to Become Part of the Next Generation of Academic Administrators. Wanda J. Blanchett, University of Missouri - Kansas City; Howard C. Johnson, Medger Evers College - CUNY; John L. Taylor, The University of Arizona
34.014. The Social and Behavioral Sciences in K-12 STEM Education: Challenges, Issues, and Opportunities. AERA Sessions; Invited Session
VCC, Second Level, West Room 224; 4:05-6:05pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Robert M. Hauser, National Research Council, National Academy of Sciences; Myron P. Gutmann, National Science Foundation; Jacquelynne Eccles, University of Michigan; Walter G. Secada, VCC, Second Level, West Room 224; 4:05-4:35pm
Chair: Amita Chudgar, Michigan State University

34.015. Excellence in Education Research: Early Career Scholars and Their Work. AERA Sessions; Invited Poster Session
VCC, First Level, West Ballroom D; 4:05-6:05pm

Committee Sessions
34.016. Counternarratives: Voices From New Scholars of Color. Committee on Scholars of Color in Education; Symposium
VCC, First Level, West Room 116&117; 4:05-5:35pm
Chair: Victoria M. MacDonald, University of Maryland - College Park
Participants:
Black Female Architects of the Alternative Black Curriculum in Social Studies. Alana D. Murray, University of Maryland

Double Jeopardy: An Analysis of the Reading Data of Eighth-Grade English Language Learners in Special Education. Ebony Demetria Terrell Shockley, University of Maryland - College Park

Black English Teachers and Student Achievement in the Post-Civil Rights Era. Summer Carroll, University of Maryland - College Park

Beyond After-School Activities: Toward a Theory of Pertinent Endeavors for Black Males. Roderick LaMar Carey, University of Maryland - College Park

Discussant: Marvin Lynn, University of Wisconsin - Eau Claire

34.017. GSC Special Canadian Spotlight Fireside Session: Exploring the Diversity of Canadian Education Through Graduate Student Research. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 4:05-5:35pm
Chairs: Lori Ann Friesen, University of Alberta; Danielle Beckett, Brock University
Participants: Natasha Boskic, The University of British Columbia; Megan Colman, University of Ottawa; Andrew Peter Hodgkins, University of Alberta; Grace Kerram Stephenson, OISE/University of Toronto; Brooke Madden, The University of British Columbia; Brenna Quigley, University of Ottawa; Heather Ritenburg, University of Regina; Maryam Wagner, OISE/University of Toronto

34.018. Interrelations Between Community, Family, and the Individual: A Triarchic Examination of Learning. International Relations Committee; Symposium
VCC, Second Level, West Room 220; 4:05-5:35pm
Chair: David L. Paterson, University of New England
Participants: A Triarchic Framework of Learning. Huy P. Phan, University of the South Pacific
Parents’ Perceptions of and Concerns About Composite Classes. Linnie Cornish, University of New England
Education and Wellness: Case Study of an Individual With a Schizoaffective Disorder. Lorraine J. Graham, University of New England
Discussant: David L. Paterson, University of New England

34.019. Learning “In-Between” Cultural Worlds: An Immigrant Perspective on Education. Social Justice Action Committee; Invited Session
VCC, Third Level, West Room 306; 4:05-5:35pm
Chair: Mariette Haan De, Utrecht University
Participants: The Transcultural Virtuosity of Immigrant Child Language Brokers. Marjorie Faulstich Orellana, University of California - Los Angeles
Learning in Culturally Heterogeneous Worlds: How Immigrant Parents Reinvent “Education.” Mariette Haan De, Utrecht University
Discussant: Richard P. Duran, University of California - Santa Barbara

Division Sessions

34.020. Instructional Supervision and Leadership: Strategies, Development, and Practices. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 4:05-5:35pm
Chair: Kathryn Bell McKenzie, Texas A&M University - College Station
Participants:
How Coaches’ Beliefs Influence Their Instructional Leadership. Melinda M. Mangin, Rutgers University; Kai Lonnie Dunsmore, The Ball Foundation
ICT (Information and Communication Technologies) Strategies and Tools for the Improvement of Instructional Supervision: The E-Supervision. Esteban Vázquez, Universidad Nacional de Educación a Distancia; Maria Luisa Sevilla, Universidad Nacional de Educación a Distancia


The Association of District Principal Evaluation Practices with Learning-Centered Leadership: Evidence from Michigan and Beijing. Min San, Virginia Polytechnic Institute and State University; Peter A. Youngs, Michigan State University; Hatai Yang, Renmin University of China; Hongyi Chu, Beijing Normal University; Qian Zhao, Beijing Normal University

Improving Teaching and Learning in Schools: Leaders’ Roles in Intradistrict Instructional Observations. Ellen M. Retelle, Central Connecticut State University
Discussant: Kathryn Bell McKenzie, Texas A&M University - College Station

34.021. It’s the Principal of the Matter. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 4:05-6:05pm
Chair: April L. Peters, University of Georgia
Participants:
Unpacking the Career Decisions of School Administrators. Elizabeth N. Farley-Ripple, University of Delaware; Jeffrey A. Raffel, University of Delaware; Jennie Welch, University of Delaware
Can They Make a Lasting Difference? Examining the Longitudinal Influence of Principals’ Leadership on School-Wide Professional Community. Jason Huff, The University of Tennessee

Looking at the Big Picture by Examining Structural Relationship Mechanisms Among Principal Leadership, Teacher Self-Efficacy, and Collective Efficacy. Ibrahim Duyar, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Alicia Cotabish, University of Arkansas at Little Rock; Nancy Lee Ras, Walden University

Networked Leadership: Principal Influence on School Climate. David M. Fultz, The Ohio State University; Belinda Gimbert, The Ohio State University

Using Data to Inform Practice: Effective Principal Leadership Strategies. Jeff Wayman, The University of Texas - Austin; Stephen Douglas Spring, The University of Texas; Melinda Anne Lemke, The University of Texas - Austin; Meghan Dwyer Lehr, The University of Texas - Austin
Discussant: April L. Peters, University of Georgia

34.022. The Promise of School Reform in Urban Communities: From Desegregation to Promise Neighborhoods. Division A - Administration Organization & Leadership; Invited Session
VCC, Second Level, East Room 8&15; 4:05-5:35pm
Chair: RoSusan D. Bartee, The University of Mississippi
Participants: Sonya Douglass Horsford, University of Nevada - Las Vegas; Charles M. Payne, University of Chicago; Daniel Miller, North Carolina A&T State University; Martin Scanlan, Marquette University
Discussant: Linda C. Tillman, University of North Carolina - Chapel Hill

34.023. Disrupting Representations in Research. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 4:05-5:35pm
Chair: Elisabeth Johnson, College of Staten Island - CUNY
Participants:
Fostering Optimal Learning Spaces Through Embodied Poetic Narrative. Kathryn Ann Ricketts, Simon Fraser University

Necessary Commitments in the Use of Digital Film for Education Research. Saskia Stille, OISE/University of Toronto

Reuniting Visual and Verbal: Integrating Comics for Expansive Thinking Across the Curriculum. Nick Sounsian, Teachers College, Columbia University

Symptomatic Analysis: Speculations on Significant Moments in Data Analysis. Melanie D. Janzen, University of Manitoba
Discussant: Wade Tillett, Finlandia University

34.024. Global Visions of Curriculum: Culture, Education, and Meaning. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 4:05-
3.025. A Framework to Understand the Impact of Technology on Collaborative Learning. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom C; 4:05-6:05pm
Chair: Emma M. Mercier, Durham University
Participants:
Mobile Applications and Support of Collaborative Mathematical Activity in Families. Roy D. Pea, Stanford University; Shelley V. Goldman, Stanford University; Kristen Pilner Blair, Stanford University; Osvaldo Jimenez, Stanford University
I, Robot: An Embodied Action Adventure Story of Collaboration, Playing Robot, and Perspective Taking. Carmen Julia Petrick, The University of Texas at Austin; Taylor Martin, The University of Texas - Austin; Matthew W. Berland, The University of Texas - San Antonio; Tom Benton, The University of Texas - Austin
Technological Support for Reflection and Discussion of What Counts as Math. Lee Michael Martin, University of California - Davis; Pamela R. Gourley-Delaney, University of California - Davis
Collaborative Learning in a Multitouch Classroom. Steven Edward Higgins, Durham University; Emma M. Mercier, Durham University; Elizabeth Louise Kurd, Durham University
A Technology Framework for Smart Classrooms and Knowledge Communities. Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto; Michelle Liu, OISE/University of Toronto
Discussant: Shelley V. Goldman, Stanford University

3.026. Adolescents Learning With Text in the Academic Disciplines. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom D; 4:05-6:05pm
Chair: Tamara L. Jetton, Central Michigan University
Participants:
Learning With Text in the Academic Disciplines: Research From the Last Decade. Tamara L. Jetton, Central Michigan University; Richard Ian Lee, Central Michigan University
How Disciplinary Experts Read. Cynthia R. Shanahan, University of Illinois at Chicago
Learning With Text in English Language Arts. Troy W. Hicks, Central Michigan University
Learning With Text in Science. Cynthia R. Shanahan, University of Illinois at Chicago
Learning With Text in History. Bruce A. VanSledright, University of North Carolina, Charlotte
Learning With Text in the Arts. Kathleen Moxley, Central Michigan University

3.027. Interest Development and Its Relation to Academic Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 4:05-5:35pm
Chair: K. Ann Renninger, Swarthmore College
Participants:
The Reciprocal Relationship between Value, Interest, and Learning over Time. Carol Sansone, University of Utah
What Can Attitude Research Tell Us about Individual Interest? Relationship(s) between Self-Reported Interest and Behavior. Amanda Marie Durik, Northern Illinois University; Jade S. Jenkins, Northern Illinois University
Interest and Achievement Among Those Who Continue in STEM. K. Ann Renninger, Swarthmore College; Margaret W. Nam, Swarthmore College
The Interrelationships of Interest and Academic Performance in High School Math and Science Classes. Judith Harackiewicz, University of Wisconsin; Chris Rizzolli, University of Wisconsin - Madison; Chris S. Hulleman, James Madison University; Janet S. Hyde, University of Wisconsin - Madison
Discussants: Dale H. Schunk, University of North Carolina - Greensboro; Suzanne E. Hidi, University of Toronto

3.028. Learning From and With Peers. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 4:05-6:05pm
Chair: Maeghan N. Hennessy, University of Oklahoma
Participants:
Social Perspective Taking and Similarity in Virtual Negotiations. Hunter Gehlbach, Harvard University; Geoff Marietta, Harvard University; Jacob Pritt, Harvard University; Christopher J. Dede, Harvard University
Peer Relationship, Social Interaction, and Relational Thinking During Small-Group Discussions. Tzu-Jung Lin, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
Peer Tutoring Interactions as Stimulator of Metacognitive Regulation? Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valkoo, Ghent University
Productive Peer Culture: Algebra Project Students' View. Melva R. Grant, Old Dominion University
Facilitating Productive Student Dialogue in Mathematics Classrooms. Norven M. Webb, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Megan L. Franke, University of California - Los Angeles; Angela Chan Turnou, University of California - Los Angeles; Nami Shin, University of California - Los Angeles

3.029. Text Relevance and Task-Oriented Reading. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 4:05-5:35pm
Chair: Matthew T. McCrudden, Victoria University of Wellington
Participants:
Task-Oriented Reading of Multiple Expository Texts. Ivor Braten, University of Oslo; Laura Gil, University of Valencia; Helge I. Stromso, University of Oslo
Revisiting the Role of Standards of Coherence in Reading Comprehension. Paul van den Broek, Leiden University; Panayiota Kendeou, Neopalis University Pafos; Catherine M. Bohn-Gettler, Wichita State University
Text Relevance and Reading Goals Can Be Framed as Questions. Arthur C. Graesser, The University of Memphis; Blair Lehman, The University of Memphis; Sidney K. D’Mello, The University of Memphis
Methodological Demands Provide Insight Into Reader Focus and Comprehension. David Rapp, Northwestern University; Michael C. Mensink, Northern Illinois University
Discussants: Gregory John Schraw, University of Nevada - Las Vegas; Joe Magliano, Northern Illinois University

3.030. The Form and Function of Transfer in Diverse Contexts. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 4:05-5:35pm
Chair: P. Karen Murphy, The Pennsylvania State University
Participants:
Bringing Problem-Solving Transfer to the Science of Instruction. Richard E. Mayer, University of California - Santa Barbara
Effects of Reflection, Worked Examples, and Reflection Examples on...
Learning and Transfer of Reasoning and Judgment Tasks. Tamara Van Gog, Erasmus University; Luh Anjani Kasuma, Erasmus University; Sofie Loyens, Erasmus University; Martine Baars, Erasmus University; Danyel Jolles, Avans University of Applied Sciences; Silvia Mamede, Erasmus University

Not All Transfer Is Created Equal: Making the Case for Different Types of Transfer. Daniel Dinmore, University of North Florida; Stephanie Doyle, Victoria University of Wellington; Peter Baggetta, University of Maryland; Sandra Michelle Loughlin, University of Maryland

How to Avoid Inert Knowledge. Alexander Rendl, University of Freiburg

Discussant: Patricia A. Alexander, University of Maryland

34.031. Assessment of Special Populations. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinacle, Third Level, Pinacle I; 4:05-5:35pm
Chair: Arturo Olivarez, The University of Texas - El Paso
Participants:
- Disentangling Multiple Sources of Error in a Reading Assessment for Students With Disabilities. Nancy A. Ewers, University of California - Davis
- Scale Comparability for Accommodated Forms in the Rasch Model: A Person-Fit Approach. Dong Gi Seo, Michigan Department of Education; Shiqi Hao, Michigan Department of Education; Steven Guy Viger, Michigan State University
- The Effect of Linguistic Complexity on Math Word Problem Solving Tests: Multigroup Generalizability Analyses. Ja Young Kim, University of Iowa; Kathleen Banks, University of Iowa; Robert L. Brennan, University of Iowa

Discussant: Karla L. Egan, CTB/McGraw-Hill LLC

34.032. Division D Mentoring Reception for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session
Fairmont Waterfront, Concourse Level, Malaspina; 4:05-6:05pm
Chair: Daniel M. Lewis, CTB/McGraw-Hill LLC

34.033. Validity Investigations. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinacle, Third Level, Pinacle II; 4:05-5:55pm
Chair: Shangwoon Ro, Korea
Participants:
- Investigating the Relationship Between Test Preparation and TOEFL iBT Performance. Oh Lydia Lui, ETS
- Multidimensional Rasch Model for Analysis of Growth in Career Maturity. Hyo Jeong Shin, University of California - Berkeley
- Studying Effects of Data Collection Designs on Online Testing Comparability Studies. Alvaro J. Arce, Pearson; Ileana Diaz-Cervera, University of Yucatan
- An Investigation of Time Management Strategies on Performance on a Computer-Based Exam. Feiming Li, National Board of Osteopathic Medical Examiners; Linjen Shen, National Board of Osteopathic Medical Examiners
- Examining the Reliability of the National Writing Project’s Analytic Writing Continuum Assessment System. Hye Jin Bang, National Writing Project; Sherry Scale Swain, National Writing Project; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching; Linda D. Friedrich, National Writing Project

Discussant: Michael T. Kane, ETS

34.034. Breaking the Mold of Tradition: A Broader View of Diversity. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 12; 4:05-6:05pm
Chair: Carol A. Dahler, New York Institute of Technology
Participants:
- The Influence of Perceived Poverty on School Counselor Perception. Brian Hutchison, University of Missouri
- Window-Dressing the Urban Classroom: Exploring Technology, Diversity, and Economics. Kate E. O’Hara, New York Institute of Technology
- Exploring the Career Possible selves of Students in Foster Care. Tina Anctil, Portland State University
- The Diverse Needs of Urban Students and Their Personal Connections to a College Readiness Program. Sejal Purrik, NC State University
- Supporting Diverse Student Populations Through Cultural Immersion.

Discussant: Michael E. Utlendorfer, New York Institute of Technology
Assessment & Information 34.039. Division I Vice Presidential Address: Does Faculty Development Improve Learning and Performance Across the Professions? Division I - Education in the Professions; Invited Session Pan Pacific, Restaurant Level, Pacific Rim 2; 4:05-6:05pm Speaker: Ara Tekian, University of Illinois at Chicago Discussants: Wim H. Gijselaers, Maastricht University; Janet Palmer Haffer, Yale University; Trudie E. Roberts, University of Leeds

34.040. Social Media, Popular Culture, and Higher Education. Division J - Postsecondary Education; Paper Session VCC, Second Level, East Room 14; 4:05-5:35pm Chair: Maria Adamuti-Trache, The University of Texas - Arlington Participants: Everyday Racism and the Ubiquity of Social Media: An Examination of Cyber-Microaggressions on College Campuses. David Kasch, University of California - Los Angeles; Marc P. Johnston, University of California - Los Angeles Flirting, Fashion, and Fun: The Gendered Portrayal of Female College Students in ABC Family’s “Greek”. Pauline J. Reynolds, University of Redlands; Jesse Perez Mendez, Oklahoma State University Confessional Identity Performatives: College Student Individualization on Social Network Sites. David Kasch, University of California - Los Angeles Postracialism, the “Obama Effect” and the Future of Black Faculty at Predominately White Institutions. JeffriAnne Wilder, University of North Florida; E. Newton Jackson, University of North Florida


34.042. Diverse Strategies for Preservice Teaching in K-12 Mathematics Classrooms Locally and Abroad. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 221; 4:05-6:05pm Chair: Cheng-yao Lin, Southern Illinois University - Carbondale Participants: Examining Elementary Preservice Teachers’ Mathematical Teacher Knowledge Development Through Participation in Microteaching. Lesson Study. Roxanne Valerie Molina, Florida International University; Maria Lorelei Fernandez, Florida International University How Preservice Teachers Respond to a Student’s Invented Strategy in Whole Number Subtraction. Ji-Won Son, The University of Tennessee Mathematical Work of Teaching as Content in Mathematics Teacher Education. Yeon Kim, University of Michigan; Deborah Loewenberg Ball, University of Michigan Preparing Teachers and Engaging Students in Mathematical Discourse. Jaime Park, University of California - Los Angeles U.S. and Taiwanese Preservice Teachers’ Geometry Knowledge and Thinking. Cheng-yao Lin, Southern Illinois University - Carbondale; Fenajan Luo, Montana State University; Jane-Jane Lo, Western Michigan University; Der-Ching Yang, National Chiayi University What is Research Orientation Concretely in a Teacher’s Work? Riitta Jyrhama, University of Helsinki, Department of Teacher Education, Vice Head; Katrina Jenni Johanna Maaranen, University of Helsinki Deepening Novice Teachers’ Mathematics Knowledge for Teaching Through Lesson Study in Collaborative Action Research Context. Rui Kang, Georgia College & State University; Tiffany Gibbs, Georgia College & State University; Pamela Johnson, Georgia College & State University; Tanyce Lucas, Georgia College & State University; Julie Soles, Georgia College & State University; Dustin Afrman, Georgia College & State University Case Study of a Preservice Teacher’s Microgenetic Regression While Participating in a Virtual Training Environment. Rebecca J. Blankenship, University of South Florida Understanding Teacher Agency. Mark Priesley, University of Stirling; Gert J.J. Biesta, University of Stirling; Sarah Robinson, University of Stirling Guided Critical Reflection: Moving Beyond “What Do You Know?” to “Why Do You Know It?”. Amy M. Markos, Arizona State University


SIG Sessions

34.045. Adults: Dementia, Personality, Cognition, Depression, and Memories. SIG-Adulthood and Aging; Paper Session VCC, Second Level, West Room 208&209; 4:05-5:35pm Chair: Mary M. Chittooran, Saint Louis University Participants: Non Satis Sola Persona: The Relationships Between Personality, Cognition, and Geriatric Depression. James A. Katt, University of Central Florida; Linda M. Speranza, Valencia College; Wendy Shore, Johns Hopkins University; E. Lea Witta, University of Central Florida Preservice Teachers’ Academic Memories of School. Patricia A. Haught, West Virginia University; Anne H. Nardi, West Virginia University; Richard T. Walls, West Virginia University What contributes to quality of life in seniors with memory loss? Donald G. Doty, Northwestern University Bias in Assessment of Dementia: Differential Screening Power for High and Low Education Groups. Jianfang Chang, The Chinese University of Hong Kong; Linda C.W. Lam, Chinese University of Hong Kong; Grace Ty Leung, Tai Po Hospital; Chi-Shing Tse, Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong Discussant: Isabel Raemdonck, Université Catholique de Louvain

34.046. Stopping the STOPP: An Urgent Call to Critical Educators to Interrupt the School-to-Prison Pipeline. SIG-Critical Educators for Social Justice; Symposium VCC, Second Level, West Room 204; 4:05-5:35pm Chairs: Ernest D. Morrell, Teachers College, Columbia University; Deborah A. Appleman, Carleton College Participants: Our Side of the Story”: Privileging Incarcerated Youth Voices. Maisha T.
Challenging the Discourse of a Postracial Future: Exploring the Continued Significance of Race in U.S. Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Second Level, East Room 17; 4:05-5:35pm
Chair: Dorinda Carter Andrews, Michigan State University
Participants:
The New Stratification: Differentiating Opportunity at Community Colleges by Race and Class in the United States. Gregory M. Anderson, University of Denver; Estela M. Bensimon, University of Southern California
Race and Admissions After Grutter? A Call for Critical Race Realism. Laurence J. Parker, University of Utah; Erin L. Castro, University of Illinois at Urbana-Champaign
One Step Forward, Two Steps Back: The Current Manifestations of Race in Higher Education. Franklin A. Tuit, University of Denver; Bridgette Coble, University of Denver; Floyd Cobb, University of Denver; Kristin Lee Deal, University of Denver
“Giving Name to My Pain,” Treating the Symptoms, and Naming the Disease: Critical Race Theory, Racial Microagressions, and White Supremacy. Maria C. Ledesma, University of Utah; Daniel Gilbert Solozano, University of California - Los Angeles
Discussant: Walter R. Allen, University of California - Los Angeles

34.048. John Dewey and Issues of Pedagogy. SIG-Dewey Studies; Paper Session
VCC, Second Level, East Room 16; 4:05-6:05pm
Chair: Stefan Thomas Hopmann, University of Vienna
Participants:
An Inquiry Into the Implications of John Dewey’s Philosophy for Today’s Ecological Education. Simon N. Jorgenson, University of Cincinnati
Dewey’s Sketch of Childhood: An Invitation to Draw Again the Project of Education. Stephanie A. Burdick-Shepherd, Teachers College, Columbia University
Eleanor Smith’s Influence and Music Contributions at John Dewey’s Laboratory School. Colleen Pinar, Independent Researcher
The Educative Experience and Kairotic Response: Implications of Parallels Between Deweyian and Sophistic Pedagogy. Steven K. Wojciechewicz, Western Oregon University
Discussant: Deborah Seltzer-Kelly, Southern Illinois University

34.049. Elements of Successful Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
VCC, Second Level, West Room 219; 4:05-5:35pm
Chair: Jana Noel, California State University - Sacramento
Participants:
Who to Consult? The Effects of Student Evaluations’ of Teaching and Instructional Consultation on Medium- and High-Quality Teachers. Mariska Knol, University of Amsterdam; Jan H. Van Driel, Leiden University; Gideon Mellenbergh
STEM Faculty Motivations to Engage in Teaching Professional Development: Final Phase Findings in a Mixed-Methods Study. Stephen E. Schmid, University of Wisconsin; Jana Bouwma-Gearhart, University of Kentucky; Jennifer Shulini Collins, University of Kentucky
Faculty Research and Professional Development: Best Case Scenario. L. Hyatt, University of La Verne; Mark B. Goor, University of La Verne
Instructional Development Processes as Individually and Socioculturally Interdependent: Investigating Faculty “Lived” Experiences. Cheryl L. Amundsen, Simon Fraser University
Discussant: Frank C. Worrell, University of California - Berkeley

34.050. Multilevel Modeling Methods and Applications II. SIG-Hierarchical Linear Modeling; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 4:05-6:05pm
Chair: Bethany A. Bell, University of South Carolina
Participants:
Level-Two Design Effects for Data From the National Center for Educational Statistics. Laura M. Stapleton, University of Maryland; Yoonejong Kang, University of Maryland - College Park
The Impact of Using Incorrect Weights With the Multiple Membership Random Effects Model. Lindsey Smith, The University of Texas - Austin; Susan Natasha Berezans, The University of Texas - Austin
Sample Size and Model Complexity: Impact and Implications for Variance Estimates in Two-Level Models. Bethany A. Bell, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina - Columbia; Jeffrey D. Cromrey, University of South Florida; John M. Ferron, University of South Florida
The Effect of Unbalanced Design and Estimation Methods in Multilevel Modeling. Hyewon Chung, CNU; Jiseon Kim, University of Washington - Seattle; Ryoungsun Park, The University of Texas - Austin
Estimating Context Effects: A Simulation Study. Miao Gao, University of Florida; James Algina, University of Florida

34.051. Apuwai: Indigenous Spaces—Sites of Resistance and Transformation. SIG-Indigenous Peoples of the Pacific; Paper Session
VCC, Second Level, West Room 223; 4:05-6:05pm
Chair: Raviri Stephen Tinirau, Massey University
Participants:
At the Meeting House or the School House? Developing Tribal Language, Knowledge, and Identity. Margie Kahuwhaka Hohepa, The University of Waikato; Aperaera Ngaha, The University of Auckland
Indigenizing the Disciplines in Postgraduate Studies: Self-Determining Indigenous Ways of Knowing Across the Disciplines. Paul Whittan, University of Canterbury; Angus Hikairo Macfarlane, University of Canterbury
Iwi and Higher Education: Beyond Consultation Toward Authentic Collaboration. Catherine Savage, Te Tapua o Rehua; Angus Hikairo Macfarlane, University of Canterbury; Sonja Macfarlane, University of Canterbury
Traditional Education Practices and Cultural Adaptations in the Micronesian Island of Palau. Virginia Luka, Southern Oregon University; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University
Discussant: Marilyn Tangi Iha Brewin, Nga Pae o te Maramatanga

34.052. The New Lives of Teachers. SIG-Lives of Teachers; Symposium
VCC, Second Level, West Room 214; 4:05-6:05pm
Chair: David T. Hansen, Teachers College, Columbia University
Participants:
Differentiated Learning Opportunities for Teachers. Jason M. Margolis, Duquesne University
Teacher Resilience and Demoralization: Tensions and Possibilities. Doris A. Santoro, Bowdoin College
Teachers’ Lives and Dispositions. Hugh T. Sockett, George Mason University
Expanding the Horizons for Teacher Development. Alice Pitt, York University
Discussants: Christopher W. Day, University of Nottingham; Qing Gu, University of Nottingham

Marriott Pinnacle, Third Level, Shaughnessy 1; 4:05-6:05pm
Chair: Carolyn S. Ridenour, University of Dayton
Participants:
Utilizing Mixed Data Analysis Techniques to Interpret Science and Evidence. Kathleen M.T Collins, University of Arkansas
Where’s the Science in Educational Research Praxis? Sharlene J. Hesse-Biber, Boston College
What Are We Mixing Here? Some Questions About Questions? Yvonna S. Lincoln, Texas A&M University - College Station
34.054. Motivation in Education SIG Business Meeting. SIG-Motivation in Education; Business Meeting  
VCC, First Level, West Ballroom A; 4:05-5:35pm  
Chair: Michael J. Middleton, University of New Hampshire  
Participants: Michael J. Middleton, University of New Hampshire; Helen M.G. Watt, Monash University; Michelle M. Riconcente, University of Southern California

34.055. Emic Voices in Music Education. SIG-Music Education; Paper Session  
VCC, Third Level, West Room 303; 4:05-5:35pm  
Chair: Dale E. Bazan, University of Nebraska - Lincoln  
Participants:  
Exploring Cultural Beliefs of String Teachers in American and British Schools. Khin Yee Lo, Indiana University  
Two Teachers’ Content Knowledge and Pedagogical Content Knowledge While Embedding a SingingRubric. Donna Gallo, Northwestern University  
Student Perceptions of Meaningfulness in Three Instrumental Ensembles. Janet Cape, Rider University  
An Examination of Preservice Music Teachers’ Vision Statements. Kimberly Lassinger Ankeny, Northwestern University  
Discussant: Peter Whiteman, Macquarie University

34.056. Social Considerations in Education: Narrative Spaces for Understanding. SIG-Narrative Research; Paper Session  
Marriott Pinnacle, Third Level, Pinnacle II; 4:05-6:05pm  
Chair: Vicki Ross, Northern Arizona University  
Participants:  
Between El Otro Lado and Este Lado: Corrido, Educorrido and Narrative Inquiry. Laura M. Jewett, The University of Texas - Brownsville  
Exploring Teaching of a New Subject. Rosa T. Chiu-Ching, The Hong Kong Institute of Education; Esther Y.M. Chan, The Hong Kong Institute of Education  
Narrative Identities of Arab American Muslim Women in a Midwestern City. Emily Anastasia Hager, University of Missouri; Lisa M. Dorner, University of Missouri; Angela B. Layton, University of Missouri  
Queering Teacher Education and Developing a Collective Consciousness. Tina Manuela Gutierrez-Schimch, University of Oregon  
Transitions: Narratives of Transitional Experiences of Nontraditional Female Students Upon Their Return to the University. Susan A. Turner, Utah State University  
“T Do What I Do Because It Is the Right Thing to Do…” A Narrative Inquiry Into Three Latina Educators’ Trajectories of Professional Identity Development. Sharon H. Ulanoff, California State University - Los Angeles; Joan C. Fingon, California State University - Los Angeles; Alice M. Quirocho, California State University - San Marcos  
Discussant: Cheryl J. Craig, University of Houston

34.057. Empirical and Conceptual Views of Organizations, Actors, and Practices. SIG-Organizational Theory; Paper Session  
VCC, Third Level, West Room 304; 4:05-6:05pm  
Chairs: Sarah L. Woulfin, University of California - Berkeley; Jessica Rigby, University of California - Berkeley  
Participants:  
Innovation Leaders Academy: District-Wide Strategic Team Building That Improves the Implementation and Sustainability of Innovative Reform Programs in High-Need Districts. Thomas L. Alsbur, Seattle Pacific University; Andy Overstreet, North Carolina State University; Margaret R. Blanchard, North Carolina State University; Jason W. Osborne, Old Dominion University; Braska Williams, North Carolina State University; Jennifer L. Albert, North Carolina State University; Meredith Kier, North Carolina State University; Rebecca R. Reed, North Carolina State University  
Defining and Measuring Sustainability of Reform: Factors That Affect Our Abilities to Generate Enduring Change. Jeanne Rose Century, University of Chicago; Mollie Radnick, University of Chicago; Cassie Freeman, University of Chicago  
Omissions, Contradictions, and Perceptions: An Interpretation of Reality Construction Among Education and Policy Leaders. La Monica Everett-Haynes, The University of Arizona  
Organizational Theory and Instructional Leadership. S. David Brazee, George Mason University  
Relational Bureaucracy: On the Boundary of Relational and Bureaucratic Organizing. Anne Douglass, University of Massachusetts - Boston  
A Review of Recent Literature on Interorganizational Networks in Education in England. David H. Eddy Spicer, University of Bath

34.058. The Project of Decolonization: Taking on Our Sacred Discourse. SIG-Postcolonial Studies and Education; Symposium  
VCC, Third Level, West Room 302; 4:05-5:35pm  
Chair: Roland Sintos Coloma, OISE/University of Toronto  
Participants:  
Decolonizing Global Perspectives. Binaya Subedi, The Ohio State University  
Racial Neoliberalism and an Educated Subject. Jeong-Eun Rhee, Long Island University - C.W. Post Campus  
Theorizing Is/As a “Best” Practice: Decolonizing Neoliberal (Non)Sense and Putting Gayatri Spivak To Work in Education. Stephanie Daza, The University of Texas - Arlington  
Empire as a Relevant Category of Analysis in U.S. Educational Research. Roland Sintos Coloma, OISE/University of Toronto

34.059. The Ongoing Role of Religion in Public Education. SIG-Religion and Education; Paper Session  
Pan Pacific, Restaurant Level, Pacific Rim 1; 4:05-6:05pm  
Chair: Larry D. Burton, Andrews University  
Participants:  
Developing an Instrument for Assessing Student Biblical Worldview. Katherine G. Schultz, Indiana Wesleyan University; James A. Swezy, Liberty University  
Exploring Religiosity and Spirituality in Urban High Schools. Margarita R. Salazar, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles  
Middle Schooler and the Prayer Request: Connecting Home, School, and Community. Trynthia B. Peele-Edy, University of New Mexico  
Faculty Perceptions of Teacher Professionalism in Christian Schools. James A. Swezy, Liberty University; Don Finn, Regent University  
A Meta-Analysis on What Religious and Public Schools Can Learn From Each Other. William H. Jeynes, California State University - Long Beach  
Discussants: Diana B. Hiiatt-Michael, Pepperdine University; Alyson Jale, Trinity Western University

34.060. Teacher Education and the Black Community: Preparing Teachers to Teach Black Students, Preparing Black Students to Become Teachers. SIG-Research Focus on Black Education; Symposium  
VCC, Second Level, East Room 18; 4:05-6:05pm  
Chairs: Ivory A. Tolson, The Journal of Negro Education; Chance W. Lewis, University of North Carolina at Charlotte; Yolanda Sealey-Ruiz, Teachers College, Columbia University  
Participants:  
Toward a Pedagogy of Hip-Hop in Urban Teacher Education. Thuwan L. Bridges, Morgan State University  
From “Maybe I Can” to “Yes I Can”: Developing Preservice and In-Service Teachers’ Self-Efficacy to Teach African American Students. Kamau Oginga Siwatu, Texas Tech University  
The Ready to Teach Program: An HBCU (Historically Black Colleges and Universities) Model for Diversifying the Nation’s Teaching Force and Increasing the Presence of African American Male Teachers. Leslie T. Fenwick, Howard University  
Discussants: Donna Y. Ford, Vanderbilt University; Donna Y. Ford, Vanderbilt University

34.061. Teachers’ Mathematical Thinking and Learning. SIG-Research in Mathematics Education; Paper Session  
Sheraton Wall Centre, Fourth Level, North Port Alberni; 4:05-6:05pm  
Chair: Corey Drake, Michigan State University  
Participants:  
K-8 Preservice Teachers’ Inductive Reasoning in the Problem-Solving Contexts. Maria T. Magiera, Marquette University
34.062. Teacher Education and Teacher Professional Development in the Social Studies. SIG-Research in Social Studies Education; Paper Session
VCC, Third Level, West Room 305; 4:05-5:35pm
Chair: James Ervin Schul, Ohio Northern University
Participants:
Action Research and the Professional Knowledge of Novice and Experienced Social Studies Teachers. Thomas C. Hammond, Lehigh University; Meghan McGlenn Manfra, North Carolina State University
Making Meaning of Constructivism: A Longitudinal Study of Beginning History Teachers’ Beliefs and Practices. Christopher C. Martell, Boston University/Framingham Public Schools
Preservice Teachers Collaborating Across Universities in Social Studies Methods. Jeremy Hilburn, University of North Carolina - Chapel Hill; Brad M. Maguth, The University of Akron
“I Would Probably Have to Test All the Time”: Preservice Teachers’ Thinking About Agency and Assessment. J. Spencer Clark, Utah State University
Discussant: Stephanie D. Van Hove, University of Virginia

34.063. Current Theoretical Perspectives and Methodological Approaches in Underachievement Research. SIG-Research on Giftedness, Creativity, and Talent; Symposium
VCC, First Level, West Room 114&115; 4:05-5:35pm
Chairs: Carlton Jing Fong, The University of Texas - Austin; Kate E. Snyder, Duke University
Participants:
The Relationship Between Underachievement and Self-Concept, Motivation, and Self-Regulation: A Meta-Analysis. Carlton Jing Fong, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin; Sara Jolly Jones, The University of Texas - Austin; Robin E. Zuniga, The University of Texas - Austin; Kate E. Snyder, Duke University
Academic Self-Concept and Performance Goals: Do Their Reciprocal Effects Differ for Academic Over- and Underachievers? Franzis Preckel, University of Trier; Christoph Niepel, University of Trier
Beliefs About Academic Potential: Conceptual Development and Consequences for Academic Outcomes. Erika Alisha Patall, The University of Texas - Austin; Christina M. Cestone, The University of Texas - Austin
Research With the Achievement Orientation Model as It Relates to Underachievement of Gifted Students. Del L. Siegle, University of Connecticut
Discussant: D. Betsy Mccooch, University of Connecticut

34.064. Images and Attitudes Surrounding Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 4:05-6:05pm
Chair: Linda Nilges, University of South Carolina
Participants:
“I Took This Picture Because...”: Teachers’ Depictions and Descriptions of Change. Melissa Parker, University of Northern Colorado; Kevin Patton, California State University - Chico; Christina Sinclair,
University of Northern Colorado
Expectancy-Value and Situational Interest Motivation Specificity on Engagement and Achievement Outcomes in Physical Education. Haiyong Ding, Shanghai University of Sport; Ang Chen, University of North Carolina - Greensboro; Haichun Sun, University of South Florida
Predicting Physical Activity and Mental Health Outcomes in Urban Physical Education. Alex C. Garn, Louisiana State University;
Nathan A. McConaughy, Wayne State University; Bo Shen, Wayne State University; Jeffrey Martin, Wayne State University; Mariane M. Fahlman, Wayne State University
Secondary School Students’ Attitudes Toward Fitness Testing. Kevin Mercier, Adelphi University; Stephen Silverman, Teachers College, Columbia University
Shepherds in the Gym: Employing a Pastoral Power Analytic on Caring Teaching in Health and Physical Education. Marie Ohman, Orebro University; Louise Anne McCuaig, University of Queensland; Janice Wright, University of Wollongong

34.065. Developing Content Area Pedagogy During Induction: Studies of New Math, Science, and Language Arts Teachers. SIG-Research on Teacher Induction; Paper Session
VCC, Second Level, East Room 19&20; 4:05-5:35pm
Chair: Jian Wang, University of Nevada - Las Vegas
Participants:
School Conditions and Supports Affecting Beginning Math Teacher Turnover. Laura Lee Neergaard, Vanderbilt University; Alfred Christopher Dunn, Vanderbilt University; Thomas M. Smith, Vanderbilt University; Laura M. Desimone, University of Pennsylvania
Understanding Noyce Scholars’ Epistemological Beliefs about Teaching and Learning Science and Mathematics. Guangyi Qian, Lehman College - CUNY; Serigne Mbaye Gningue, Lehman College - CUNY; Angela M. Kelly, Lehman College - CUNY; Liqing Tao, College of Staten Island - CUNY
Learning to Teach English Learners: A Novice Science Teacher’s Developing Capacity. Felice Atesooglu Russell, University of Washington
Discussant: Jodie A. Galosy, Knowles Science Teaching Foundation

34.066. Issues and Interventions in School Safety. SIG-Safe Schools and Communities; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 4:05-5:35pm
Chair: Annie Woo, Oregon Department of Education
Participants:
Childhood Bullying and Social Dilemmas. Amelia Kohm, The University of Chicago
The Significance of Perspectives on Harm for Safe and Caring School Initiatives. Dorothy Vaandering, Memorial University
Peer-Victimization and School Safety: The Contribution of Coping Efficacy. Leandra N. Parris, Georgia State University; Chris N. Harper, Georgia State University; Kris Varjas, Georgia State University
Criminal Punishment and Student Outcomes: Misbehavior, School Value, and Aspiration. Seunghee Han, University of Missouri - Columbia; Seoung Joum Won, University of Missouri
Using the Extended Parallel Process Model To Understand How Likely Teachers Will Intervene with Bullying. Jeffrey Duong, Johns Hopkins University; Catherine P. Bradshaw, Johns Hopkins University
Relationships Between Teachers and Suspended Students: The Students’ Perspectives. Katherine Rene Evans, Eastern Mennonite University
Discussant: Lisa Angela Romano-Dwyer, York University

34.067. School Choice Policies and Practices. SIG-School Choice; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 4:05-5:35pm
Chair: Kat Sonia Thomson, Teachers College, Columbia University
Participants:
Delivering on the Charter School Promise: Improving Academic Accountability for Charter Schools in California. Samantha Olivieri, California Charter Schools Association; Aisha Noni Toney, California Charter Schools Association
Marketing a Middle School: Inside a School-Business Partnership. Alexander Mishra Hoffman, Teachers College, Columbia University
Parental Decision-Making Processes in Nepal: Public and Private School
Differences. Priyadarshani Joshi, University of Pennsylvania
The Effects of Catholic Schooling on 12th-Grade Mathematics
Washington; Su-Ling Pong, The Pennsylvania State University
What Parents Really Want: Going Deeper into Parental School Choice
Factors. Nicole Leach, The Ohio State University
Discussant: Guilbert C. Hentschke, University of Southern California

34.068. Gaining CoRe Insight: Examining the Uses of Content
Representations for Pedagogical Content Knowledge Development
in Science Teaching. SIG-Science Teaching and Learning; Symposium
Sheraton Wall Centre, Fourth Level, South Granville; 4:05-5:35pm
Chair: Amanda K. Berry, Leiden University
Participants:
Capturing Preservice Science Teachers’ Pedagogical Content Knowledge
Focusing on Inquiry-Oriented Practice. Louise Lehane, University of
Limerick
Developing and Assessing Preservice Primary Science Teachers’
Pedagogical Content Knowledge Through CoRes (Content
Representations). Pernilla Nilsson, Halmstad University
Embedding Pedagogical Content Knowledge in a Geoscience Curriculum
Using Content Representations. Leah Moore, University of Canberra;
James Woolnough, University of Canberra
Getting to the CoRe of It! Exploring Content Representations in the
Context of Undergraduate Science. Meredith A. Park Rogers, Indiana
University - Bloomington; Adam V. Maltese, Indiana University
Discussant: Amanda K. Berry, Leiden University

34.069. Engagement With Youth in the Community. SIG-Service-Learning
& Experiential Education; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 4:05-
5:35pm
Chair: Kathleen B. Wasserman, Salem Community College
Participants:
Toward Understanding Community Field Experiences as Hybrid Spaces in
Teacher Education. Kathleen Rice, The University of Texas - Arlington;Larry Nelson, The University of Texas - Arlington
An Evaluation of a Tutoring and Mentoring Program Involving
Undergraduate College Students and Elementary School English
Learners. William Alexander Mira, University of Georgia; Pedro R.
Portes, University of Georgia; Paula Jean Melm, University of
Georgia; Datuy Moreno, University of Georgia
Children and Preservice Teachers: Gardening, Academics, and Situated
Disciplinary Literacy. Kathy M. Bussert-Webb, The University of Texas -
Brownsville; Maria Diaz, The University of Texas - Brownsville
Problem Solution Project in a Social Studies Course for Preservice
Teachers: Service Learning Inspired by Critical Pedagogy. Olga S.
Jarrett, Georgia State University; Vera Stenhouse

34.070. Emotional and Behavioral Supports and Interventions. SIG-
Special Education Research; Paper Session
VCC, First Level, West Room 113; 4:05-6:05pm
Chair: Rebecca K. Shankland, Appalachian State University
Participants:
Reading Interventions for K-12 Students With Emotional and Behavioral
Disorders. Min-Chi Yan, University of Wisconsin - Madison; Kimberly L.
Wilkerson, University of Wisconsin
The Experiences of Girls with Emotional and Behavioral Disorders in a Gender-Responsive Support Group. Amy Srsc, University of
Pittsburgh; Elisabeth K. Hess Rice, The George Washington
University
Positive Behavioral Support as an Effective Approach to Support Students
With Attention Deficit Hyperactivity Disorder. Su-Je Cho, Fordham
University; Kwang-Sun Cho Blair, University of South Florida; Chan
Zhang, Fordham University
The Efficacy of an Early Childhood Classroom Intervention in Reducing
Problem Behaviors. Kevin Sutherland, Virginia Commonwealth
University; Lisa M. Abrams, Virginia Commonwealth University;
Maureen Conroy, University of Florida; Abigail Vo, Virginia
Commonwealth University
Longitudinal Outcomes of Children With Learning Disabilities or
Emotional Disturbances Comorbid With or Without Attention Deficit
Hyperactivity Disorder. Xin Wei, SRI International; Jennifer Yu, SRI
International
Teaching Middle School Students With Emotional and Behavioral
Disabilities to Write Essays Persuasively. Nancy Irby Cesar, George
Mason University; Margo A. Mastropieri, George Mason University

34.071. Seeing the Bigger Picture: Supporting Systems Thinking Through
Designing Digital Systems. SIG-Systems Thinking in Education; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 4:05-6:05pm
Chair: Katie Salen, Parsons The New School for Design
Participants:
Systems Thinking in Designed Games. Melissa Sommefeld Gresalfi,
Indiana University; Sinem Sivathan, Arizona State University
Fostering Systems Thinking Through Digital Storytelling in Scratch.
Rafi Santo, Indiana University - Learning Sciences; Kylie A. Peppler,
Indiana University - Bloomington
Assessing a Games-Based Approach to Systems Thinking Through the
Development of 21st-Century Skills at Quest to Learn. Valerie J. Shute,
Florida State University
Discussant: Joshua Adam Danish, Indiana University

34.072. Teacher Research: Building Student Agency and Motivation. SIG-
Teacher as Researcher; Paper Session
VCC, Second Level, West Room 205; 4:05-5:35pm
Chair: Erin A. Hashimoto-Martell, Boston College/Boston Public Schools
Participants:
Arts Integration in a Multimodal Ninth-Grade English Classroom. Debora
Anne Broderick, University of Pennsylvania
Examining Culturally Responsive Education in the Context of an
Elementary School Science Unit. Heather Van Oyen
Opposite Sides of the Portal: On the Brink of an Epic Win for Gaming in
School. Michelle Renee Zimmerman, University of Washington
Self-Reflection: Deepening Student Self-Assessment and Increasing
Efficacy. Audrey Louise Rackley, George Mason University; Tracy
Doyle, George Mason University; Melissa Breaden Miller; George
Mason University; Kristen Anthony, George Mason University
Discussant: April Simun Salerno, University of Virginia

34.073. Race and Nation in Canadian History Education. SIG-Teaching
History Cosponsored with Division C - Learning and Instruction;
Symposium
VCC, First Level, West Room 111&112; 4:05-5:35pm
Chair: Penney I. Clark, The University of British Columbia
Participants:
Identity, Nation, and Citizenship in Quebec History Programs. Marc-Andre
Ethier, University of Montreal; David Lefrancois, University of Quebec -
Outaouais
Decolonizing History: Indigenous Perspectives on History Education.
Michael Marker, The University of British Columbia
Dialogue Across Chasms. Penney I. Clark, The University of British
Columbia
Canada’s Historical Thinking Project Meets Critics on the Field of Race
and Power. Peter C. Seixas, The University of British Columbia

34.074. New International Developments and Cross-Validation in
Constructive Knowledge Assessment and Rerepresentation. SIG-
Technology, Instruction, Cognition & Learning; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 4:05-5:35pm
Chairs: Pablo Nicolai Pinnay-Dummer, University of Jena; Dirk Iffenthaler,
University of Oklahoma
Participants:
Representation. Anna Strasser, Humboldt University - Berlin
Representation and Assessment of 21st-Century Skills. Harold O’Neil,
University of Southern California; Donna Ayala, University of Southern
California
Developing an Assessment Technology to Measure Knowledge Structures
During Problem Solving. J. Michael Spector, University of North Texas;
Min Kyu Kim, University of Georgia
Questioning the Assessment of Mental Models: Why Written Texts and
Knowledge Maps Measure Different Things. Dirk Iffenthaler, University of
Oklahoma; Pablo Nicolai Pinnay-Dummer, University of Jena
From Expertise and Mental Structures to Behavior and Back Again: A
Multistudy Critical Review. Pablo Nicolai Pinnay-Dummer, University of
Jena; Dirk Iffenthaler, University of Oklahoma
34.075. Joint Business Meeting of Test Validation Research and Evaluation SIG, Large Scale Assessment SIG, Advanced Studies of National Databases SIG, and Computer and Internet Applications in Education SIG. SIG-Test Validity Research and Evaluation cosponsored with SIG-Computer and Internet Applications in Education, SIG-Large Scale Assessment; Business Meeting Marriott Pinnacle, Third Level, Pinnacle III; 4:05-7:30pm
Chair: John W. Young, ETS
Participants: Hao Song, American Board of Internal Medicine; Jennifer L. Dunn, Measured Progress; George Veletsianos, The University of Texas - Austin; Charles DeVaughn Miller, University of Minnesota; Cassandra Scharber, University of Minnesota; Deanna Lynn Morgan, The College Board; Joanne L. Jensen, WestEd; Herbert W. Ware, George Mason University; Scott L. Thomas, Claremont Graduate University

Participants: Peter Fadde, Southern Illinois University

Division and SIG Roundtables

34.077-1. Perspectives on Adult Immigrants as Learners. SIG-Adult Literacy and Adult Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Marguerite Lukes, City University of New York
Participants:
Curriculum for a Time of Mass Migration: Collaborative Inquiry in Advanced Adult Settlement ESL (English as a Second Language). Seonaiagh A. MacPherson, ELSA Net; Chris David Campbell, The University of British Columbia
Empowered Migrant Mothers: A Study of One Family Literacy Program. Judith A. Gouwens, Roosevelt University; Robyn Henderson, University of Southern Queensland
The Potential of Adult Education as a Postsecondary Pathway for Immigrant Status Dropouts. Marguerite Lukes, City University of New York

34.077-2. Rallying Calls: Arts-Based Engagement Within Relational Communities. SIG-Arts-Based Educational Research; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Monica M. Prendergast, University of Victoria
Participants:
Contemplating Aesthetics in Places of Work: Implications for Thinking/Doing. Wanda Hurten, University of Victoria
Song As Art/ographical Exploration. Danny Bukan, University of British Columbia
The Key to the Treasure: Using Metaphors to Close the Chasm Between Action and Research. Mary Catherine Nino, Stephen F Austin State University
Using Arts-Based Forms of Representation to Bring Knowledge to Practitioners, Administrators, Parents, Legislators, and the Community. Tawnya D. Smith, Lesley University

34.077-3. Current Trends and Issues in Education in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Participants: Kenyan Secondary School Students’ Perceptions of Their Science Classroom: Influence of Gender and School Type. Lee Shumow, Northern Illinois University; Teresa Akinyi Wasonga, Northern Illinois University; Anna D. Strati, Northern Illinois University
The Impact of Problem-Based Learning on Nursing Students in Trinidad and Tobago. Valerie Tobias, School of Nursing; Madgerie Jameson, University of the West Indies

34.077-4. Disabling Intersections of Gender, Sex Education, and Families. SIG-Disability Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Andrew Bennett, Syracuse University
Participants: Invisible Bodies: (Dis)abled Youth and Sex Education. Reshawna Chapple, Arizona State University; Sarah Flett Prior, Arizona State University
Mobile Technology and Disability Advocacy. Charlotte Flynn, Syracuse University
Privilege, Parenting, and Disability. Chris Hale, College of Staten Island - CUNY
Sexuality Education for Students With Disabilities: The Effect of Parent and Educator Perceptions of Competency. Matthew Wappett, University of Idaho; Trina Balanoff, University of Idaho
The Facilitated Communication Debates and Masculinity: Implications for Educators. Andrew Bennett, Syracuse University

34.077-5. Meeting the Needs of Diverse Learners. SIG-Early Education and Child Development; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Christopher P. Brown, The University of Texas - Austin
Participants:
A Study of Differences in Initiation Between Preschoolers With and Without Disabilities and Relation With Teachers’ Behaviors. Shu Hsien Tseng, Chung Yuan Christian University; Shu-Fang Chen, National Taitung University, Taiwan
Beyond Read Aloud: Integrating Science and Literacy While Meeting the Needs of Diverse Learners. Julia T. Atiles, Oklahoma State University; Jennifer Jones, Oklahoma State University; Jim Anderson, Oklahoma State University
Intergenerational Indigenous Perspectives on Social-Emotional Development in Early Childhood. Melissa Daniels, University of Alberta; Rebecca Jayne Gokiert, University of Alberta; Rebecca Georgis, University of Alberta; Clara Lee, University of Alberta
I Only Looks Like We’re Close: Teachers’ Perceptions of Relationships With Challenging Black Male Preschoolers. Patricia Nunley, Mills College
Perspectives of Early Childhood and Elementary Preservice Teachers on Inclusion for Children With Developmental Disabilities. Elaine Frankel, Ryerson University; Nancy L. Hutchinson, Queen’s University; Patricia Mimes, Queen’s University

34.077-6. Addressing the Diverse Needs of Students and Their Families. SIG-Family, School, Community Partnerships; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Lauri Johnson, Boston College
Participants: Schools, Communities, and the Engagement of Homelessness: Toward a Network Perspective. Peter Michael Miller, University of Wisconsin - Madison
Redefining Parent Involvement and Transition to School for Children With Special Needs. Haricia Harriet Petrakos, Concordia University; Laura Fontil, Concordia University; Stephanie Peccia, Concordia University
Transition to School for Children with Autism Spectrum Disorders: Are Families Getting Enough Support? Laura Fontil, Concordia University; Haricia Harriet Petrakos, Concordia University; Stephanie Peccia, Concordia University; Melanie Joly, Concordia University
34.077-7. (Re)framing Theory: Foucault, Education, and Subjectivity. SIG-Foucault and Contemporary Theory in Education; Roundtable Session VCC, First Level, East Ballroom A; 4:05-5:35pm Chair: Sophia Rodriguez, Loyola University Chicago Participants: Educational Research From a Socio-Technical Approach: A Commitment to Education and Its “Agents of Change”. Carlitn Ceulemans, University of Antwerp; Mathias Decuyper; K.U. Leuven; Maarten Simons, Katholieke Universiteit Leuven; Elke Strauf, Universiteit Antwerpen Finding the Primacy of Educational Practice as a Gift in an Ownership Society. Jason Manuel Carreiro, Simon Fraser University; Bhuvinder Singh Vaid, Simon Fraser University When the Skin of the Day Has Been Cast into the Hedge. Juanita Beatriz Bautista Guerra, Michigan State University; Kyle A. Greenwald, Michigan State University

34.077-8. Mathematics and Motivation. SIG-Motivation in Education; Roundtable Session VCC, First Level, East Ballroom A; 4:05-5:35pm Chair: Bridget V. Dever, Georgia State University Participants: Measuring Elementary Student Mathematics Motivation: A Validity Study of the Oroasco Math Motivation Survey. Joseph A. Rios, University of Massachusetts - Amherst; Patina Lynn Bachman, University of California - Riverside; Michael John Oroasco, University of California - Riverside Parent Practices Facilitating Psychological Needs During Reform-Based Mathematics Homework: The Role of Parents’ Competence Beliefs. Hanin Rashid, Rutgers University; Toni Kempler Rogat, Rutgers University Parental Support for Learning and High School Students’ Academic Motivation and Persistence in Mathematics. Sarita Yogesh Shukla, University of Kentucky; Angela Kristi Tombari, University of Kentucky; Fred Danner, University of Kentucky


34.077-12. Emergent Principles, Trends, and Issues in the Field of Self-Regulation. SIG-Studying and Self-Regulated Learning; Roundtable Session VCC, First Level, East Ballroom A; 4:05-5:35pm Chair: Hefer Bembemutty, Queens College - CUNY Participants: Learning Competencies Required for Self-regulated Learning With Expository Texts. Michaela Schuitte, Ruhr University Bochum; Joachim Wirth, Ruhr University Bochum The Role of Self-Regulation in Doctoral Students’ Status of “All But Dissertation” (ABD). Martha Joan Kelley, Auburn University; Jill D. Salisbury-Glennon, Auburn University

34.077-13. Moving and Shifting Coaching Conversations to Deepen the Impact on Student Learning. Division K - Teaching and Teacher Education; Roundtable Session VCC, First Level, East Ballroom A; 4:05-5:35pm Chair: Letitia C. Pickel, University of Canterbury Participants: Coaching Conversations About Teaching and Student Learning: How Professional Development Provides Resources to Enhance Teacher Learning. Robyn A. Carlson, Michigan State University; Marjorie A. Terpstra, Calvin College; Robert E. Fodden, Michigan State University; Robin Harris, Michigan State University; Eric Dickens, Michigan State University Improving Mathematics Teaching in Elementary School: Peer Coaching Initiative. Douglas E. McDougall, University of Toronto; Limin Jiao, OSIE/University of Toronto; Xiao Heng Tan, University of Toronto; Kenny Kwan, University of Toronto The Effects of Coaching on Planning of Instructional Conversations Using Latent Growth Modeling. Chen Ju Lin, University of Hawaii - Manoa; Tasha R. Wyatt, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Elizabeth Brook Chapman de Sousa, University of Hawaii

34.078. Roundtable Session 46; Roundtable Session

34.078-1. Cultural Dynamics of Social Class Inequality. SIG-Sociology of Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Carolyn P. Panofsky, Rhode Island College
Participants:
First-Generation College Graduates and the Discourses Needed for Academic Success. Mari Pilkuhn, University of Evansville; Matthew Knoester, University of Evansville
Reimagining the Study of Up: A Reflexive and Relational Approach. Amy Elizabeth Stich, University at Buffalo - SUNY; Julia Colyar, University at Buffalo - SUNY

34.078-2. Evaluating the Effectiveness of Technology Initiatives on Student Achievement. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Ray Fenton, Fenton Research
Participants:
International Comparison of the Effectiveness of Information and Communication Technologies in Education: Korea and the United States. Hye-Sook Kim, Daegu University; Kil Hyeji, Seoul National University
Four Lessons for Sustaining a Technology Initiative. Amy Overbay, North Carolina State University; Melinda J. Mollette, North Carolina State University; Megan Townsend, North Carolina State University
Using Cost-effectiveness Analysis to Evaluate School-of-One. Fiona M. Hollands, Columbia University
Science Magnet Middle Schools and Their Influence on Student Motivation and Achievement in Science. David E. Allen, Educational Testing Service; Larry R. Price, Texas State University - San Marcos; Robert F. Beardon, Texas State University - San Marcos

34.078-3. Evaluation Studies Using Online and Paper Survey Research. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Raquel C. Sanchez, Berkeley Policy Associates
Participants:
Paper Versus Web-Based Surveys: Knowing Your Audience. Kari Nelsesuen, Education Northwest; Matthew C. Lewis, Education Northwest
Constructing a Quantitative Survey for Fostering Educational Resilience on a Qualitative Study Foundation. Katherine Ann-Smith Bertolini, South Dakota State University
Empirical Support for a Fidelity of Implementation Instrument Based on NCATE (National Council for Accreditation of Teacher Education) Professional Development School Standards: A New Online Instrument. William L. Corlette, Georgia State University; Robert Hendrick, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University; Harley Gordon Granville, Georgia State University

34.078-4. Evaluations of Collaboration, Mentoring, and School Partnerships. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Brett D. Campbell, Clark County School District
Participants:
Teaching Children of Different Backgrounds to Get Along: Second-Year Evaluation of the Together 4 All Program in Northern Ireland. Steven M. Ross, Johns Hopkins University; Mary Sheard, University of York; Alan Cheung, Johns Hopkins University
Examining the Effects of a School-Based Mentoring Program on Social Network Development Among Youth Over Time. Natalie A. Tran, California State University - Fullerton; Sara Trevino, California State University - Fullerton; Reina Galvez, California State University - Fullerton; Steve Tran, California State Polytechnic University; Pomona; Jennifer A. Yee, California State University - Fullerton; Leslie Chanthaphasouk, Orange County Asian and Pacific Islander Community Alliance; Jason Lacsamana, Orange County Asian and Pacific Islander Community Alliance; Louise Milner, Garden Grove Unified School District; Daniel Mejia, Garden Grove Unified School District
Utilization-Focused Evaluation of a Community Program and School Partnership in Chicago: Staff and Evaluator Perspectives. Korinne Chiu, University of North Carolina - Greensboro; Holly A. Downs, University of North Carolina - Greensboro; Amanda Glascott, City Year Chicago; Lauren Flengge, University of North Carolina - Greensboro; Carly Staia, City Year Chicago

34.078-5. Impact of Teacher Perspectives and Practices on Learner Outcomes. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Steven M. Cantrell, The Bill & Melinda Gates Foundation
Participants:
Effects of Teachers and School Instructional Environment: Taking Action for Our Students. Stacey Michele Takanishi, University of Hawaii - Manoa
Teacher Use of State Test Data for Classroom Instructional Purposes. Sarah M. Bonner, Hunter College - CUNY; Peggy P. Chen, Hunter College - CUNY
Teachers’ Perspectives on Eliciting Students’ Knowledge: Do They Align With the Formative Assessment Model? Comfort Mayang Ateh, Providence College

34.078-6. Issues in Accountability Models and Practices. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Thei Kocher, Walden University
Participants:
To Know Is Not Enough: The Transparency-Vaulted Value-Added Assessment System Model and Its Impact on Teaching Practices. Clarin Elizabeth Collins, Arizona State University; Audrey Amrein-Beardsley, Arizona State University
The Consequence of Ignoring Student Mobility in Multilevel Modeling of Achievement Growth. Shayan Sun, University of Cincinnati; Wei Pan, University of Cincinnati
Data-Driven Decision Making: A Multisite Case Study in Trinidad and Tobago. Rhoda Misty Mohammed, The University of the West Indies; Alicia Nalini Gayah-Batichasingh, The University of the West Indies; Jerome De Lisle, University of the West Indies; Sabreeha Abdul-Majied, The University of the West Indies
Accounting for the Unaccountable: Identifying Effective Schools Populated by Uncommon Students. Belinda B. Brand, Louisiana State University; Kim D. MacGregor, Louisiana State University
Evaluating the Use of Interim Assessments as Measures of Teacher Effectiveness. Elena Kitaoka Diaz-Billetlo, Center for Assessment

34.078-7. Looking at the Formative and Summative Assessment Practices of Classroom Teachers. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Beverly M. Klecker, Morehead State University
Participants:
A Sociocultural Analysis of Improving Teacher Judgment Practice for Summative Assessment in the Early Years of Schooling. Annette Woods, Queensland University of Technology; Valentina Klenowski, Queensland University of Technology
Feedback Information Is Not Enough: A Cross-Cultural Exploration of Mathematics Teachers’ Feedback Practices Reveals the Need for More Formative Feedback. Whitney Elaine Wall, Queen’s University - Belfast; Jannette Elwood, Queen’s University - Belfast
Formative Feedback in Context. Julie Rae Oxenford - O’Brian, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; L. Shahrazad Ahmadi, University of Colorado - Denver

34.078-8. Qualitative Research and Approaches. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Jennifer Katz, University of Manitoba
Participants:
Authority Roles of Teachers and Students’ Achievement in Civic Knowledge and Attitudes in Secondary Schools. Benilde Garcia-Cabrero, National Autonomous University of Mexico; Susana Eguia-Malo, National Autonomous University of Mexico

Participant Research: Like Layers of an Iceberg. Marisa Bier, University of Washington

Situating Teacher Inquiry: A Micropolitical Perspective. Kimberly LeChasseur, University of Connecticut; Anjali P. Mayer, University of Connecticut; Anjale DeVaux Melton, University of Illinois at Urbana-Champaign; Morgan L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut

Drama-Based Instruction at a Constructivist Charter School: Opportunities and Challenges for Research Methodology. Elizabeth G. Walsh, The University of Texas - Austin; Kathryn Dawson, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin; Elijah Lott, The University of Texas - Austin

34.078-9. Student Voices About the Learning Process. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: Mark R. Low, MRL Research & Consulting

Participants:

Engaging With Students’ Voices: Evaluating and Refining a Framework for Addressing Marginalization in Schools. Kyriaki Messiou, University of Hull

Response to RTI: A Study of Five Schools Implementing Response to Intervention. Julie Alonzo, University of Oregon; Frank Bender, University of Oregon; Rhonda Nadine Torki Nese, University of Oregon; Gerald A. Tindal, University of Oregon

Talking The Walk: Students’ Talk About Learning and School’s Pedagogy. Limor Lea Hadar, University of Haifa; Yotam Y. Hotam, Faculty of Education, University of Haifa

Attribution of Responsibility for College Readiness in High Schools. Michelle Baldwin, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center

34.079. Roundtable Session 47; Roundtable Session

34.079-1. Testing and Measuring Student Outcomes in Career and Technical Education. SIG-Career and Technical Education; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: Mary Jo Self, Oklahoma State University

Participants:
The Utility and Methodological Quality of a Self-Assessment Tool in Senior Secondary Vocational Education. Lidwien Sturing, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University; Elly Brujin, de, Utrecht University

New Evidence on High School Occupational Course Taking and Short-Term Postsecondary Outcomes. Benjamin W. Dalton, RTI International Participation in Career and Technical Education in High School: A Course-Taking Perspective. Oscar A. Aliaga, University of Louisville; Emily Dickinson, University of Louisville

34.079-2. Putting the Learner at the Center of Design Efforts: Support, Develop, and Include. SIG-Design and Technology; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: Evrim Baran, The University of British Columbia

Participants:

Building an Online Dissertation Research Community of Practice (CoP): A Design Case. Martha Marie Snyder, Nova Southeastern University; Steven R. Terrell, Nova Southeastern University; Laurie P. Dringus, Nova Southeastern University

Designing for Success in Addressing a Compelling Social Need. Sherry L. Kollmann, University of Oklahoma; Patricia L. Hardre, University of Oklahoma

Formative Evaluation of User Perception on a Problem-Based Learning Support System Designed to Scaffold Learners’ Metacognitive Process. Wei Chen Hung, Northern Illinois University; Feng-Jeng, Indiana University; Peng-Ru Sheu, Indiana University

34.079-3. State of the State and Provinces 2012. SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: Catherine C. Sielke, University of Georgia

Participants:

Georgia 2012 Legislative Update. Catherine C. Sielke, University of Georgia

The State of Wisconsin’s School Finance: New Fiscal Challenges. Faith E. Crampton, University of Wisconsin - Milwaukee

Nevada Legislation: New Directions and Continuing Dilemmas. Deborah A. Verstegen, University of Nevada

Financing Education: A Survey of Finance Policies and Programs Across the 50 States. Robert Charles Knoeppel, Clemson University; Deborah A. Verstegen, University of Nevada

34.079-4. Using Popular Culture to Explore the Sociocultural Aspects of Learning. SIG-Media, Culture, and Curriculum; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: Sean C. Duncan, Miami University

Participants:

A Critique of No Child Left Behind in HBO’s The Wire (Season 4). James Trier, University of North Carolina - Chapel Hill

An Analysis of Youth Talk About the American High School Film and School Culture. Jennifer Dorsey, Harvard University

From Secretary Pools to Civil Rights: Pedagogy of “Mad Men” as Curriculum and Cultural Practice. Stephanie Troutman, Berea College; Mark Helmsing, Michigan State University

What Viewers Think Tony Danza Knows about Teaching: An Examination of the Reality Show Teach’s Discussion Forums. Jacqueline Bach, Louisiana State University; Susan Weinstein, Louisiana State University

34.080. Roundtable Session 48; Roundtable Session

34.080-1. Student Empowerment, Eco-Pedagogy, Popular Culture, and Love. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Participants:
Freirean Reinvention Essential for a Paradigm Shift From Traditional Environmental Education Models to Ecopedagogy. Greg William Misiaszek, University of California - Los Angeles
Popular Culture as Teaching Resource: Deconstructing Racially Oppressive Discourses for Student Empowerment. Luciene Soares Wundermurem, The University of Texas - El Paso; Cesar A. Rossatto, The University of Texas - El Paso

Toward a Pedagogy of Love: Lessons Learned From a Participatory Community Education Initiative. Paul Neil Warwick, University of Leicester

Ending a Pedagogy of Ceaseless War, Promoting a Culture of Peace. Paul R. Care, Lakehead University

Engaging Teachers and Students in Participatory Dialogues to Cogenerate Positive Learning Environments in Elementary Science Classrooms. Sonya N. Martin, Seoul National University; Christina Siry, University of Luxembourg

34.080-2. Perspectives on Data Analysis. SIG-Qualitative Research; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Chair: Rebecca McBride Bustamante, Sam Houston State University

Participants:

Qualitative Data Analyses, or Finding “Findings” in Interview Research and Collective Auto-Ethnography Projects. Raji Swaminathan, University of Wisconsin - Milwaukee; Thalia Mulvihill, Ball State University

Producing Methodological Data in Cross-Theoretical Conversation: Beyond the Scope of the Dissertation? Sarah Bridges-Rhoads, Georgia State University; Hilary E. Hughes-Decatur, Virginia Commonwealth University

Formative Intervention: A Qualitative Research Design That Affords Causal Explanation? Larike Bronkhorst, Utrecht University; Paulien C. Meijer, Utrecht University; Bob Koster, Utrecht University; Jan D.H.M. Vermunt, Utrecht University
34.081. Roundtable Session 49; Roundtable Session

34.081-1. The Sport Experiences of Students and Teachers in Schools and Campus Environments. SIG-Research Focus on Education and Sport; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm
Chair: C. Keith Harrison, University of Central Florida
Participants:
Increasing Students’ Participation in After-School Sport and Physical Activity. Ken Robert Lodevuy, Brock University; Laura Cousins, Brock University; James Mandigo, Brock University
Core Content Area Preservice Teachers: Experiences, Motivations, and Perceptions That Affect Willingness to Coach Athletics. Alan Brown, The University of Alabama; Nicole Sieben, Hofstra University/Adelphi University
Predicting Adjustment to College: Student-Athletes’ First Year of College. Laura Bernhard, University of California - Los Angeles
Constructions of the Campus Environment: Issues of Space and Place for Division I Student-Athletes. Lydia Foster Bell, The University of Arizona; Justin R. Strohmeyer, The University of Arizona

34.081-2. Mathematics Learning With Diverse Learners. SIG-Research in Mathematics Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm
Chair: Mary E. Brenner, University of California - Santa Barbara
Participants:
Examining Preservice Teachers’ Multicultural Mathematics Dispositions. Dorothy Y. White, University of Georgia; Tonya Alicia DeGeorge, University of Georgia; Dario Andres Gonzalez, University of Georgia; Jun-ichi Yamaguchi, University of Georgia
Mathematics Learning and Diverse Students. Nalibah Suad Nasir, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Nicole Louie, University of California - Berkeley; Evra Baldinger, University of California - Berkeley
Identities, Threat, and Repair: Examining the Mathematics Learning Experiences of African American Students. Gregory V. Larnell, University of Illinois at Chicago

34.082. Roundtable Session 50; Roundtable Session

34.082-1. Research in Reading and Literacy SIG Roundtable 2: Reading and Writing. SIG-Research in Reading and Literacy; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 4:05-5:35pm
Chair: Jerri Willett, University of Massachusetts
Participants:
Development of a Chinese Readability Formula. Yi-Chen Wu, University of Minnesota
Textbook Characteristics That Support or Thwart Comprehension: An Evaluation of Social Studies Texts. Sheri Berkeley, George Mason University; Peggy King-Sears, George Mason University; Jessica Vilhas, George Mason University; Sarah Conklin, George Mason University
You Read to Me, I’ll Read to You: Relations Between Early Parent-Child Book-Reading Interactions and Later Child Vocabulary and Reading Outcomes. Ozlem Ece Demir, University of Chicago; Lauren Applebaum, University of Chicago; Susan C. Levine, University of Chicago; Susan Goldin-Meadow, University of Chicago

34.082-2. Considering Teachers’ Beliefs and Teachers’ Attitudes About Social and Emotional Learning: Correlates and Consequences. SIG-Social and Emotional Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 4:05-5:35pm
Chair: Sara E. Rimm-Kaufman, University of Virginia
Participants:
Embedding Social Emotional Learning in Mathematics Education for Teachers. Patricia E. Swanson, San José State University
How Emotionally Intelligent Are Preservice Teachers? Roisin P. Corcoran, Yale University; Roland Tormey, École polytechnique fédérale de Lausanne
Social and Emotional Learning and Teacher Commitment Across the Career Span. Rebecca J. Collie, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia
Social and Emotional Learning in Special Education: Investigating the Attitudes, Beliefs, and Practices of Specialist Teachers of the Deaf and Hard of Hearing. Nancy Norman, The University of British Columbia

34.083. Separate or Equal: Race, Space, and Nation in Contemporary American Schools; Roundtable Session

34.083-1. Separate or Equal: Race, Space, and Nation in Contemporary American Schools. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 4:05-5:35pm
Chair: Sonia Carlyle, University of Georgia
Participants:
“How Are They Doing This to Us?” The Meaning of the New Racial Segregation in Schools. Jerry L. Rosiek, University of Oregon; Kathleen M. Kinslow, The University of Alabama
The Unintended Consequences of the Demographic Imperative. Zachary A. Casey, University of Minnesota
Revisiting the Double-Edge Sword of Curriculum. Tatiana Joseph, University of Wisconsin - Milwaukee; Thandeka K. Chapman, University of Wisconsin - Milwaukee; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; May Yang, University of Wisconsin - Milwaukee; Talonda Michelle Lipsy, University of Wisconsin - Milwaukee
Whose Space? Finding Third Space in an Urban High School Literature Classroom. Noel Eric Sollom-Brotherton, University of Puget Sound; Fred L. Hamel, University of Puget Sound
Addressing the Complexities of Creating Partnerships Between Native American Communities and School. Hollie Anderson Kalago, Ithaca College

34.084. Poster Session 7; Poster Session

34.084-1. Voices and Choices Influencing the Professional Development of Teachers and Teacher Education. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm
Posters:
1. Evaluating Statewide Professional Development for Teacher Educators on the Implementation of College and Career Readiness Standards. Kayla Brazziel Rollins, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Hersch C. Waxman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station
2. Examining Implementation Fidelity in America’s Choice Schools: A Longitudinal Analysis of Changes in Professional Development Associated With Changes in Teacher Practice. Zahid Kisa, University of Pittsburgh; Richard James Correnti, University of Pittsburgh
3. Influences on Teachers’ Instructional Practices in Writing. Sarah J. McCarthy, University of Illinois at Urbana-Champaign; Rebecca L. Woodard, University of Illinois
4. Teachers’ Perceived Expertise in Collaborative Curriculum Design. Tjark Huizinga, University of Twente; Adam Handelzalts, University of Twente; Nienke Nieven, SLO - The Netherlands Institute for Curriculum Development; Joke M. Voogt, Universiteit Twente
5. Literacy Mentorship: A Professional Development Model for Literacy Strategy Instruction Across Contents. Brenna D. Towe, University at Buffalo - SUNY
6. Professionalization of Teacher Educators: The Relevance of a Knowledge Base for Teacher Educators. Saskia Attema-Noordewier, VU University Amsterdam; Jarrion Dengerink, Vrije Universiteit Amsterdam; Mike L. Lunenbergh, Vrije Universiteit Amsterdam; Fred A.J. Korthagen, Vrije Universiteit Amsterdam
7. Teacher Professional Development Informed by Students and Parents: Participant Experiences of a Collaborative Team Approach. Linda Mary Hogg, Victoria University of Wellington
34.084-2, Division D Section 3 Qualitative Research Poster Session.
Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
9. Cognitive Pretesting of Survey Questionnaires for Child Respondents: Essential or Dispensable? Gerladine Lenske, University of Koblenz-Landau; Anna-Katharina Praktorius, University of Koblenz-Landau; Schrader Friedrich-Wilhelm, Universität Koblenz-Landau; Andreas Helmke, University of Koblenz-Landau
10. Fairness in a Large-Scale High-Stakes Test: Investigations With the Test Itself and Major Test Stakeholders. Xiaomei Song, Queen’s University
11. Using Discourse Analysis to Explore IRF (Initiation-Response-Feedback) Exchanges Between Mainstream Elementary Teachers and English Language Learners. He Huang, University of Florida; Yang Qi, University of Florida
12. Women Scientists’ Scientific and Spiritual Ways of Knowing. Angela Cunningham Buffington, Texas Christian University
13. “Are You the TA?” An Autoethnography About a Graduate Student and Her Dissertation. Michelle Beth Bass, University of Wisconsin - Madison
14. A Qualitative Playfulness-Based Research Method as a Tool for Crossing Boundaries and Involving Children in Research. Marjaana Kangas, University of Helsinki; Pirkkko Tello, Vyronen, University of Oulu
15. The Qualitative Research Quilt: Reflections on Process, Paradigm, and Practice. Lisa Darlington, Concord University

34.084-3. Mathematics Curriculum and Instructional Practice. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
16. A Meta-Analysis of Activity-Based Mathematics Teaching Strategies. Kira Joy Carbonneau, University of New Mexico; Scott C. Marley, University of New Mexico; James Selig, University of New Mexico
17. Can a Pedagogical Agent Help Reduce Mathematics Anxiety? Quan Wei, Western New England University; Yangheen Kim, Utah State University
18. Communist as Cultural Asset-Based Mathematics Pedagogy to Enhance Academic Achievement for African American Elementary School Students. Sean T. Coleman, University of the District of Columbia
19. Effect of Intervention on Conceptual Change of Decimals in Chinese Elementary Students: A Problem-Based Learning Approach. Ru-de Liu, Beijing Normal University; Yi Ding, Fordham University; Min Zong, China Foreign Affairs University; Dake Zhang, Purdue University
20. Effectiveness of Schema-Based Instruction for Improving Seventh-Grade Students’ Proportional Reasoning: A Randomized Experiment. Asha K. Rieder, University of Minnesota; Jon R. Star, Harvard University; Danielle Nicole Dupuis, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Fumio Someki, Hamamatsu University School of Medicine
21. Effects of Kentucky Virtual Schools’ Hybrid Program for Algebra I on Math Achievement: Final Report. Linda Cavalluzzo, CNA; Deborah Lohwer, The University of Memphis; Christine Mokher, CNA; Xitao Fan, University of Macau
22. Fourth-Grade Mathematics Teachers’ Arrangement for Homework. Rim Y. Lam, HSID, R&A; Shu-Ling Lai, Asia University; Chin Mei Lin, Asia University
23. Longitudinal Investigation of the Effect of Curriculum on Algebra Learning: Beyond Grade Bands. Junfa Cai, University of Delaware; Ning Wang, Widener University; John Moyer, Marquette University; Bikai Nie, University of Delaware
24. Promoting Problem-Solving Accuracy Through the Use of Concrete Representations. Brian D. Beitzel, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta
25. The Choreography Of Conceptual Development: Cognitive Schemes Meet Cultural Practice In Instructional Design. Timothy Charoenying, University of California - Berkeley; Dragan Trninic, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley
27. The Role of Teachers’ Autonomy-Supportive Behaviors in Situational Interest, Self-Regulated Learning Strategies, and Mathematics Academic Achievement. Carmen Jamilla Riva, Rombok State University; Carlo Magno, De La Salle University

34.084-4. Online Teaching and Learning. SIG-Online Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
28. Educational Facility Designers’ Knowledge Construction of Learning Styles in an Online Learning Environment. Andrea M. Honigsfeld, Molloy College; Susan Rundle, Performance Concepts; Thomas DeVere Wolsey, Walden University
30. Language Learning on the Cloud: A Scene on Social Network Site. Chin-Hsi Lin, University of California - Irvine
31. Setting the Standard: Quality Control for K-12 Online Learning. Jason B. Huett, The University of West Georgia; Kimberly Huett, The University of West Georgia; Ravic Ringlaben, The University of West Georgia
32. Formative Evaluation in Online Education. Michael Lindley Hoover, McGill University; Janice Wong, McGill University

34.084-5. Experiencing Globalization: Study Abroad and Cultural Competency. SIG-International Studies; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
33. Development and Analysis of the Wesleyan Intercultural Competence Scale. Steven Stemler, Wesleyan University; Toshih Imada, Wesleyan University; Carolyn Sorkin, Wesleyan University
34. Development of Global Competency: Study-Abroad Students’ Responses to Culturally Unfamiliar Situations. E. David Wong, Michigan State University; Allison L. Webster, Michigan State University
35. Internationalization Requirement Experiences of Graduate Education Students: Do They Meet the Spirit of the Policy? Sandy Buczynski, University of San Diego
36. Learning, Laughter, and Tears: Initial and Longitudinal Outcomes Associated With International Internships. Kari Knutson Miller, California State University - Fullerton; Amber Michelle Gonzalez, University of California - Santa Barbara
37. Students’ Individual Characteristics That Predict Success in Studying Languages Abroad. Okim Kang; Federica Goldoni, Queensland Community College - CUNY; Christine Nicodemus, Northern Arizona University
38. Studying Abroad: Understanding the Choice Process of the Intent of Female Students in China. Linda Serra Hagedorn, Iowa State University; Yi Zhang, Iowa State University; Jie Sun, Iowa State University

34.084-6. Division D, Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Poster:
39. Bootstrap Confidence Intervals for Range-Restricted Coefficient Alpha. Johnson Ching-hong Li, University of Alberta; Ying Cui, University of Alberta; Mark J. Gierl, University of Alberta; Wai Chan, Chinese University of Hong Kong

Saturday, 5:00 pm

Division Sessions

35.010. Division L Policy Makers Debriefing. Division L - Educational Policy and Politics; Invited Session
VCC, Second Level, East Room 5; 5:00-6:15pm
Chair: William A. Firestone, Rutgers University
36.010. Non Satis Scire: reARTiculations! Live Performance (Saturday). Presidential Session

VCC, First Level, West Room 105; 5:30-6:30pm
Chairs: Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University

37.001. American Educational Research Journal (Social and Institutional Analysis) Closed Editorial Board Meeting. AERA Governance; Governance Session
Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 6:15-7:45pm
Chair: Kenneth R. Howe, University of Colorado

37.002. Committee Sessions

37.010. Graduate Student Council (GSC) Open Business Meeting.
Graduate Student Council; Business Meeting
VCC, Second Level, West Room 211; 6:15-7:45pm
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: Cathy Anne Rosenberg, Ohio State University; Annis N. Brown, Michigan State University; Carleen Carey, Michigan State University; Robyn A. Carlson, Michigan State University; Cecilia Henriquez Fernandez, University of California - Los Angeles

Division B - Curriculum Studies; Business Meeting
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 6:15-8:15pm
Chair: Carl A. Grant, University of Wisconsin - Madison
Participants: Erik L. Malewski, Purdue University; Bernadette M. Baker, University of Wisconsin; Isabel Nunez, Concordia University - Chicago; Ming Fang He, Georgia Southern University; Stephanie Springgay, OISE/University of Toronto; Julie Garlen Maudlin, Georgia Southern University; Debbie Sonu, Hunter College - CUNY; Patrick Camugian, University of San Francisco; Lance Trevor McCready, OISE/University of Toronto; Ronald Kenneth Porter, University of California - Berkeley; Yoongung Choi, Teachers College, Columbia University; Nina Asher, University of Minnesota - Twin Cities; Kalwant Bhopal, University of Southampton; William C. Ayers, University of Illinois at Chicago; Janet L. Miller, Teachers College, Columbia University; Thomas S. Popkewitz, University of Wisconsin; Brian D. Schultz, Northeastern Illinois University; Jason Michael Lukasik, Northeastern Illinois University; Walter Gershon, Kent State University; Mike Czech, Georgia Southern University

37.012. NCME and AERA Division D Joint Welcome Reception for Current and New Members.
Division D - Measurement and Research Methodology; Reception
Hyatt Regency, Convention Level, Regency A; 6:15-8:30pm

37.013. Division G Business Meeting and Invited Presentation. Division G - Social Context of Education; Business Meeting
VCC, First Level, West Room 114&115; 6:15-7:45pm
Chair: Luis C. Moll, The University of Arizona

37.014. Division I Business Meeting.
Division I - Education in the Professions; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm
Chair: Ara Tepian, University of Illinois at Chicago

37.015. Division J Postsecondary Education Business Meeting and Reception. Division J - Postsecondary Education; Business Meeting
VCC, Second Level, West Room 212&213; 6:15-8:15pm
Chair: Laura W. Perna, University of Pennsylvania
Participant: Jenny J. Lee, The University of Arizona

37.016. Division K Business Meeting: Developing Professional Knowledge: Taking Back Our Profession. Division K - Teaching and Teacher Education; Business Meeting
VCC, Second Level, West Room 220; 6:15-7:45pm
Chair: Etta R. Hollins, University of Missouri - Kansas City
Participant: Ann Lieberman, Stanford University

37.017. Division L (Policy and Politics) Business Meeting and Awards Session. Division L - Educational Policy and Politics; Business Meeting
VCC, Second Level, East Room 11; 6:15-7:45pm
Chair: William A. Firestone, Rutgers University

37.018. Academic Audit Research in Teacher Education SIG Business Meeting: The Future of National Accreditation: CAEP (Council for the Accreditation of Educator Preparation). SIG-Academic Audit Research in Teacher Education; Business Meeting
Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm
Chair: Christine Carrino Gorowara, University of Delaware
Participant: The Meaning of “Raising the Bar” in the Future of Teacher Education Accreditation. Frank B. Murray, University of Delaware

37.019. Adulthood and Aging SIG Business Meeting. SIG-Adulthood and Aging; Business Meeting
VCC, Second Level, West Room 208&209; 6:15-7:45pm

37.020. Career and Technical Education SIG Business Meeting. SIG-Career and Technical Education; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-7:45pm

VCC, Second Level, East Room 19&20; 6:15-8:15pm
Chair: Lynda Stone, University of North Carolina - Chapel Hill
Participants: Nakia S. Pope, Winthrop University; Craig A. Cunningham, National Louis University; Walter Feinberg, University of Illinois
Participant: Teaching Religion in the Public Schools. Walter Feinberg, University of Illinois

37.022. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting
VCC, Third Level, West Room 303; 6:15-7:45pm

37.023. Educational Statisticians SIG Business Meeting. SIG-Educational Statisticians; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm

37.024. Faculty Teaching, Evaluation, and Development SIG Business Meeting and W. J. McKeachie Career Achievement Award Presentation. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm
Chair: Martilla D. Svinicki, The University of Texas - Austin
Participant: Future Issues in Faculty Teaching, Evaluation, and Development. William E. Cashin

VCC, Second Level, West Room 222; 6:15-8:15pm
Chair: Mischa Kauanamuhea Lenchanko, University of Hawaii - Manoa
Participants:
Indigenous Performance Research, Theory, and Curriculum. Keith Kalani Akana, University of Hawaii
Walking Backwards Into The Future With Our Stories. Lolehaw Laura Baker, Lakehead University

“Hit the Pack”: Young Nuna Males and Rap as Resistive Transcript to Engaging Schooling. Faye Blanch, Yunggorendi First Nations Centre

**37.026. Invitational Learning SIG Business Meeting: Forum on Invitational Learning Applications to Higher Education.** SIG-Invitational Learning; Business Meeting Sheraton Wall Centre, Third Level, North Parksville; 6:15-7:45pm Chair: Kay Hensler Phelps, Fort Lewis College Participants: Jennifer L. Edwards, Fielding Graduate University; Sheila T. Gregory, Fielding Graduate University; Yolanda Gayol, Fielding Graduate University

**37.027. Leadership for Social Justice SIG Business Meeting.** SIG-Leadership for Social Justice; Business Meeting VCC, Second Level, East Room 18; 6:15-7:45pm Chair: Gaetane Jean-Marie, University of Oklahoma Participants: Noelle Witherspoon Arnold, University of Missouri - Columbia; Katherine Cumings Mansfield, Virginia Commonwealth University; Latish Cherie Reed, University of Wisconsin - Milwaukee; Michael Patrick O'Malley, Texas State University - San Marcos; Joanne M. Marshall, Iowa State University; Mayaya Y. Barakat, Auburn University

**37.028. Literature SIG Business Meeting.** SIG-Literature; Business Meeting VCC, Third Level, West Room 305; 6:15-7:45pm

**37.029. Lives of Teachers SIG Business Meeting.** SIG-Lives of Teachers; Business Meeting VCC, Second Level, West Room 223; 6:15-7:45pm

**37.030. Longitudinal Studies SIG Business Meeting.** SIG-Longitudinal Studies; Business Meeting Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm

**37.031. Mentorship and Mentoring Practices SIG Business Meeting.** SIG-Mentorship and Mentoring Practices; Business Meeting VCC, Second Level, East Room 16; 6:15-7:45pm Chair: Sarah K. McManus, Texas Woman’s University

**37.032. Moral Development and Education SIG Business Meeting.** SIG-Moral Development and Education; Business Meeting VCC, Third Level, West Room 302; 6:15-8:15pm Participant: Elizabeth C. Vozza, Saint Joseph College Participant: Fostering Professional Ethical Identity Formation. Muriel J. Bebeau, University of Minnesota

**37.033. Organizational Theory SIG Business Meeting.** SIG-Organizational Theory; Business Meeting VCC, First Level, West Room 113; 6:15-7:45pm

**37.034. Out-of-School Time SIG Business Meeting.** SIG-Out-of-School Time; Business Meeting Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-8:15pm

**37.035. Peace Education SIG Business Meeting.** SIG-Peace Education; Business Meeting VCC, Second Level, East Room 17; 6:15-7:45pm Chair: Candice C. Carter, University of North Florida

**37.036. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting.** SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting VCC, Second Level, West Room 206; 6:15-7:45pm

**37.037. Research in Global Child Advocacy SIG Business Meeting.** SIG-Research in Global Child Advocacy; Business Meeting Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 6:15-7:45pm Participant: Linda K. Swerdlow, Drew University

**37.038. Research in Mathematics Education SIG Business Meeting.** SIG-Research in Mathematics Education; Business Meeting Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 6:15-8:15pm

**37.039. Research on Evaluation SIG Business Meeting: Conclusions About the Breadth and Depth of Research on Evaluation.** SIG-Research on Evaluation; Business Meeting Marriot Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm Chairs: Nicole Lewis, University of Kentucky; David A. Urias Participant: Paul R. Brandon, University of Hawaii - Manoa

**37.040. Research, Education, Information, and School Libraries SIG Business Meeting.** SIG-Research, Education, Information and School Libraries; Business Meeting VCC, Third Level, West Room 304; 6:15-7:45pm

**37.041. Safe Schools and Communities SIG Business Meeting.** SIG-Safe Schools and Communities; Business Meeting Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm

**37.042. School Choice SIG Business Meeting and Charter School Research and Evaluation SIG Joint Business Meeting.** SIG-School Choice Cosponsored with SIG-Charter School Research and Evaluation; Business Meeting Sheraton Wall Centre, Third Level, North Junior Ballroom C; 6:15-7:45pm

**37.043. School Effectiveness and School Improvement SIG Business Meeting.** SIG-School Effectiveness and School Improvement; Business Meeting VCC, Second Level, East Room 9; 6:15-7:45pm

**37.044. School/University Collaborative Research SIG Business Meeting.** SIG-School/University Collaborative Research; Business Meeting Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

**37.045. Service-Learning and Experiential Education SIG Business Meeting.** SIG-Service-Learning & Experiential Education; Business Meeting Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-7:45pm Chair: Virginia M. Jagla, National Louis University

**37.046. Social and Emotional Learning SIG Business Meeting.** SIG-Social and Emotional Learning; Business Meeting Sheraton Wall Centre, Third Level, North Junior Ballroom D; 6:15-7:45pm

**37.047. Sociology of Education SIG Business Meeting.** SIG-Sociology of Education; Business Meeting VCC, Second Level, East Room 14; 6:15-7:45pm

**37.048. Spirituality and Education SIG Business Meeting.** SIG-Spirituality & Education; Business Meeting VCC, First Level, West Room 111&112; 6:15-8:15pm Chair: Robert H. London, California State University - San Bernardino

**37.049. Talent Development of Students Placed at Risk SIG Business Meeting: Talent Development.** SIG-Talent Development of Students Placed at Risk; Business Meeting Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm

**37.050. Teacher as Researcher SIG Business Meeting, Reception, and Author’s Chat.** SIG-Teacher as Researcher; Business Meeting VCC, Second Level, West Room 214; 6:15-8:15pm Chair: Alan D. Amzulis, The College of New Jersey
Participants: Mary Klehr, Madison Metropolitan School District; Ryan Flessner, Butler University; Kenneth Zeichner, University of Washington; Cathy Caro-Bruce, Wisconsin Department of Public Instruction

37.051. Teaching History SIG Business Meeting, SIG-Teaching History; Business Meeting
VCC, Second Level, West Room 205; 6:15-7:45pm
Chair: Chauncey B. Monte-Sano, University of Maryland
Participant: Peter C. Seixas, The University of British Columbia

37.052. Technology, Instruction, Cognition and Learning SIG Business Meeting, Reception, and Keynote, SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm

37.053. Urban Learning, Teaching, and Research SIG Business Meeting, SIG-Urban Learning, Teaching, and Research; Business Meeting
VCC, Second Level, East Room 10; 6:15-7:45pm

37.054. Vocabulary SIG Business Meeting, SIG-Vocabulary; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-7:45pm
Chair: Tanya S. Wright, Michigan State University
Participants:
Examining the Potential of the L1 (First Language) to Promote L2 (Second Language) Vocabulary for Language Minority Children in Primary School. Wahiba El-Khechen, IFS - TU Dortmund; Nele McElvany, Technical University of Dortmund; Miriam Gebauer, Technische Universität Dortmund; Karin Guill, Technical University of Dortmund

Reading Personally Meaningful Books With Preschoolers: Do Personalized Features of Books Foster Children’s Word Knowledge? Natalia Kucirkova, The Open University; David Messer, The Open University; Kieron Sheehy, The Open University

English-Spanish Cognates in Trade Books: Content and Quantity. Jose A. Montelongo, Canutillo Independent School District, Anita C. Hernandez, New Mexico State University

Teacher Implementation of Research-Based Vocabulary Instruction for Adolescent Learners. Judith K. Wilson, The University of Texas - Permian Basin

Sunday, 8:30 pm

Division Sessions

38.010. Division K and Division G Joint Reception, Division K - Teaching and Teacher Education; Reception
VCC, First Level, West Ballroom B; 8:30-10:30pm

Sunday, 7:00 am

AERA Related Activities

39.010. Undergraduate Student Education Research Training Workshop
Early Bird Breakfast: Invitation Only (Day 2 of 2), AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 3; 7:00-8:00am
Chair: George L. Wimberly, American Educational Research Association

Sunday, 8:00 am

Professional Development Courses

40.010. Communications 201: Enhance Your Skills in Social Media, Presentations, and Media Outreach, Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm
Director: Ronald J. Dietel, University of California - Los Angeles
Instructors: Barbara McKenna, Stanford University; Paul Alan Baker, Wisconsin Center for Education Research

40.011. Culturally Grounded Research Approaches With Communities of Color and Immigrant Communities in Urban and Rural Contexts, Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, Cheakamus; 8:00am to 12:00pm
Directors: Michelle G. Knight, Teachers College, Columbia University; Ronald S. Rochon, Buffalo State College - SUNY; Heather A. Oesterreich, New Mexico State University; Clifton S. Tanabe, University of Hawaii - Manoa
Instructors: Vaughn W.M. Watson, Teachers College, Columbia University; Limarys Caraballo, Teachers College, Columbia University

40.012. Negotiating Methodologies in Practice for Cross-National, International, and Comparative Research in Education, Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm
Directors: Martha A. Montero-Sieburth, University of Amsterdam; Olga A. Vasquez, University of California - San Diego

40.013. Propensity Score Matching Using R, Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 12:00pm
Director: Haiyan Bai, University of Central Florida
Instructors: Wei Pan, University of Cincinnati; Ning Rui, Research for Better Schools; Haiyan Bai, University of Central Florida

40.014. The High School Longitudinal Study of 2009 and Its Predecessors NELS:88 and ELS:2002, Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 2; 8:00am to 12:00pm
Directors: Laura F. LoGerfo, U.S. Department of Education; Kristin Flanagan, American Institutes for Research

Sunday, 8:15 am

Governance Meetings and Events

41.001. AERA Affirmative Action Council: Closed Meeting, AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 8:15-9:45am
Chair: April Z. Taylor, California State University - Northridge

41.002. AERA Graduate Student Council: Closed Meeting, AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-9:45am
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

41.003. AERA Journal Publications Committee and Journal Editors: Closed Meeting, AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 8:15-9:45am
Chair: William Cope, University of Illinois at Urbana-Champaign

Presidential Sessions

Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-9:45am
Chair: Ann Lieberman, Stanford University
Participants: A. Lin Goodwin, Columbia University; Qiang Wang, Beijing Normal University; Karen M. Hammerness, Bard College; Hannele M. Niemi, University of Helsinki; Benjamin Levin, OISE/University of Toronto
Discussant: Linda Darling-Hammond, Stanford University
41.011. To Know Is Not Enough: Commissioned Essay Writers—Sunday (Coffee). Presidential Session
VCC, First Level, West Room 109&110; 8:15-9:45am
Chair: Rick R. McCown, Duquesne University
Participants:
The Case for Translational Research in Education. Cynthia Hudley, University of California - Santa Barbara
Making Our Research Relevant, Holding Our Profession Accountable: A Case of Responsibility and Opportunity in Chicago and Beyond. William C. Ayers, University of Illinois at Chicago; Kevin K. Kamashiro, University of Illinois at Chicago; Erica R. Meiners, Northeastern Illinois University; Therese M. Quinn, School of the Art Institute of Chicago; David O. Stovall, University of Illinois at Chicago
Increasing Education Research’s Standing as a Public Good. John M. Willinsky, Stanford University
Implications of Cultural, Complex Ecological Systems for What We Think We Know and How Much Knowledge Can Enhance Teaching and Learning. Carol D. Lee, Northwestern University

41.012. “To Know That We Know What We Know, and to Know That We Do Not Know What We Do Not Know, That Is True Knowledge”*: How Countries Formulate Education Policies in Response to International Test-Score Comparisons (*Compliments of Copernicus). Presidential Session Co-sponsored with Division B - Curriculum Studies, Division L - Educational Policy and Politics
VCC, First Level, West Room 118-120; 8:15-9:45am
Participants: Michal Beller, RAMA; Alison Wolf, King’s College London UK; Yong Zhao, University of Oregon
Discussant: Hal Salzman, Rutgers University

Committee Sessions

41.013. The State of Single-Sex Schooling: Theoretical, Empirical, Methodological, and Legal Issues. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
VCC, First Level, West Room 116&117; 8:15-10:15am
Chair: Rebecca S. Bigler, The University of Texas - Austin
Participants:
Brain Science, Sex Differences, and Rationales for Single-Sex Schooling. Lise Eliot, Chicago Medical School, Rosalind Franklin University; Janet S. Hyde, University of Wisconsin - Madison
Dependent Variables, Designs, and Data-Analytic Decisions: Empirical Evidence on the Effects of Single-Sex Schools. Margaret Signorella, The Pennsylvania State University - Greater Allegheny; Amy Roberson Hayes, The University of Texas - Austin
Social Development in Gender-Integrated and -Segregated Contexts. Richard Fabes, Arizona State University; Carol Lynn Martin, Arizona State University; Laura Hanish, Arizona State University
Rationales for Single-Sex Schooling: Administrator, Teacher, Parent, and Student Perspectives. Erin Pahlke, Meagan M. Patterson, The University of Kansas; Katherine Galligan, Arizona State University
Legal Issues Surrounding Single-Sex Schools in the United States. Christia Spears Brown, University of Kentucky; Diane P. Halpern

State and Regional Educational Research Associations

41.014. State and Regional Educational Research Associations: Distinguished Paper Session 2. Consortium of State and Regional Educational Research Associations; Invited Session
Fairmont Waterfront, Concourse Level, Malaspina; 8:15-10:15am
Chair: Michael S. Green, Hudson Valley Community College
Participants:
Iowa Educational Research and Evaluation Association—Evaluating College Readiness for English Language Learners and Hispanic and Asian Students. Min Wang, University of Iowa; Keya Chen, University of Iowa; Catherine Welch, University of Iowa
Mid-South Educational Research Association—Teachers’ Clinical Experiences and Attitudes Toward Technology Inclusion. Andre Lynch Paganelli, University of Alabama; Margaret Rice, University of Alabama
Rocky Mountain Educational Research Association—A Validation of the Effective Learning Environments Assessment. Denae Dorris, Tarleton State University
Discussants: Anthony J. Owuweghze, Sam Houston State University; Courtney A. Vaughn, University of Oklahoma

Division Sessions

41.015. Leadership and Making Meaning. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 14; 8:15-9:45am
Chair: Bob L. Johnson, Jr., The University of Alabama
Participants:
Decisions Principals Make During Their Daily Work: An Experience Sampling Study. Megan McGroarty, University of Redlands; Kenneth Wagner, University of Redlands; Michael Adams, University of Redlands; Marcus Funchess, University of Redlands; Margaret Moriarty, University of Redlands; Rodney K. Goodyear, University of Redlands; Ross E. Mitchell, University of Redlands
Problem Solving Under Accountability: Perspectives of Principals in High- and Low-Achieving Schools. William A. Firestone, Rutgers University; Steven Mayer, Robbinsville School District
Leadership as a Learning Profession: Igniting Innovation Through Collaborative Governance to Promote the Public Interest. Brenda Hood, University of Washington
Principal’s Emotional Manipulations and Leadership in Schools: The Mediating Role of Extrinsic Emotion Regulation. Ori Eyal, Hebrew University of Jerusalem; Izhak Berkovich, Hebrew University
Conditions for Freshmen Success in Urban High Schools. Jason Salisbury, University of Wisconsin - Madison
Discussant: Bob L. Johnson, Jr., The University of Alabama

41.016. Leadership in Rural Contexts. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am
Chair: Jeanne L. Surface, University of Nebraska - Omaha
Participants:
Reconceptualizing the Roles of Rural Midlevel Leaders. Lissa Steele, Chinook’s Edge School Division
Resilience and the Rural Social Justice Leader. Gerri Marie Maxwell, Texas A&M University - Kingsville; Jim Scheurich, Texas A&M University
Rural Alberta Educational Leaders’ Perspectives on Accountability. Dorothy Gail Negropontes, CASEA
Implementing the School Improvement Fund Transformation Model in Maine’s Rural High Schools. Angela Atkinson Duina, Boston University; Mary H. Shann, Boston University
Research Evidence Use by Rural Central Office Administrators Leading Educational Improvement. Patricia Moore Shaffer, NASA
Discussant: Jeanne L. Surface, University of Nebraska - Omaha

41.017. Understanding the Interaction Between School Culture, Leadership, and Trust. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 8:15-10:15am
Chair: Karen Stansberry Beard, Miami University
Participants:
Exploring the Relationships Among Trust, Belongingness, and Academic Success in a High School Completion Program. Tenille Reena Gaines, Auburn University; Lisa A.W. Kensler, Auburn University; Cynthia J. Reed, Auburn University
Measuring Student Trust: A Second-Order Factor Model. Lisa S. Romero,
University of California Riverside
School Level Trust and Student Outcomes Over Time. Paul Goldman, Washington State University - Vancouver; Greg E. Lobdell, Center for Educational Effectiveness; Lois Davies, Pateros School District

Defining and Measuring a Strong School Culture. Karen Seashore Louis, University of Minnesota; Moosung Lee, The Hong Kong Institute of Education

Collective Trust in Schools: Distinguishing Collective and Interpersonal Dimensions. Patrick B. Forsyth, University of Oklahoma; Curt M. Adams, University of Oklahoma

Enabling School Structures, Trust, and Collective Efficacy: Predictors of Professional Learning Community. Julie A. Gray, Texas A&M University - San Antonio; Roxanne M. Mitchell, The University of Alabama; C. John Tarter, The University of Alabama

Discussant: Karen Stansberry Beard, Miami University

41.018. Cognitive Processes in Comprehension of Visual Representations: Art, Diagrams, Graphs, and Models. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am
Chair: Jennifer G. Cromley, Temple University

Participants:
Five Tests of the Ability-as-Compensator Hypothesis in Diagram Comprehension Instruction. Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University

Beyond the Ball-and-Stick: Students’ Processing of Novel STEM Visualizations. Scott R. Hinze, Northwestern University; David Rapp, Northwestern University; Vickie Williamson, Texas A&M University; Mary Jane Shultz, Tufts University; Kenneth C. Williamson, Texas A&M University; Ghislain Deslongchamps, University of New Brunswick

Children “Reading” Paintings: Evidence for the Trans-Symbolic Comprehension Framework. Sandra Michelle Loughlin, University of Maryland

Desirable Difficulties in Graphical Displays. Priti Shah, University of Michigan; Jessica Hullman, University of Michigan; Eytan Adar, University of Michigan; Akira Miyake, University of Colorado; Eric Freedman, University of Michigan - Flint

Discussant: Patricia A. Alexander, University of Maryland

41.019. Factors Predicting Math Achievement. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, North Junior Ballroom C; 8:15-9:45am
Chair: Thomas Fetsco, Northern Arizona University

Participants:
Academic Mentoring in Mathematics: Does It Improve High-School Student Achievement? Thomas Fetsco, Northern Arizona University; Daniel L. Kain, Northern Arizona University

Examining the Influence of School-Based Collective Socialization for High-Achieving Black Males in Mathematics. Kenneth Alonzo Anderson, Howard University; Keith E. Howard, Chapman University

Teacher Practices and Eighth Grade Students’ Mathematics Achievement: Examining International Patterns. Yang Wang, Boston College; Laura M. O’Dwyer, Boston College

Urban Elementary School Students’ Academic Communities in Mathematics. Nathan Napoleon Alexander, Teachers College, Columbia University; Erica Walker, Teachers College, Columbia University

41.020. Learning Mathematics Through Representations: A Research-Based Curriculum. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-9:45am
Chair: Maryl Gearhart, University of California - Berkeley

Participants:
Learning Mathematics Through Representations: Overview. Geoffrey B. Saxe, University of California - Berkeley

Learning Mathematics Through Representations: Foundational Developmental Research. Darrell Earnest, University of California - Berkeley; Yasmin J. Sitabkhan, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley

Learning Mathematics Through Representations: Curriculum Design.

Maryl Gearhart, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley

Assessing Effects of Learning Mathematics Through Representations on Student Learning. Ronli Diakow, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley

Discussant: Richard Lehrer, Vanderbilt University

41.021. Student Categorization in Small-Group Learning. Division C - Learning and Instruction; Structured Poster Session Sheraton Wall Centre, South Pavilion Ballroom C; 8:15-9:45am
Chair: Mary M. McCasin, The University of Arizona

Participants:
1. Behavioral Indicators of Learning and Emotional Regulation in Small Groups: Instrument Development and Diagnostic Information. Ruby Inez Vega, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Mary M. McCasin, The University of Arizona

2. Coping With Anger and Frustration in Small Groups. Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Ruby Inez Vega, The University of Arizona; Mary M. McCasin, The University of Arizona

3. Supportive Talk Among Peers in Small Groups. Lauren Ballard, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Ruby Inez Vega, The University of Arizona; Mary M. McCasin, The University of Arizona


5. The Function of Student Imperatives in Small-Group Interaction. Angela M. Labistre, The University of Arizona, Tucson, AZ; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Ruby Inez Vega, The University of Arizona; Mary M. McCasin, The University of Arizona

6. Student Categorization in Small-Group Learning. Mary M. McCasin, The University of Arizona; Ruby Inez Vega, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona

41.022. Vocabulary Development. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am
Chair: Jenny C. Wilson, Texas A&M University-San Antonio

Participants:
Development of an Academic Word Vocabulary Intervention to Enhance Word Knowledge and Comprehension for Middle School Students. Margaret G. McKeown, University of Pittsburgh; Amy C. Crosson, LRDC, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh; Nancy Ariz, University of Pittsburgh

Development of an Innovative Assessment of Vocabulary Depth. Amy C. Crosson, LRDC, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh

Systematic Academic Vocabulary Development in Middle Schools. Elaine Mo, University of the Pacific; Joshua Fahey Lawrence, University of California

Effects of Inductive Vocabulary Development in Grades 3-4-5 on Achievement in Vocabulary and Reading Comprehension. Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University

Vocabulary Instruction in K-3 Low-Income Classrooms. Kristin Leah Nelson, Weber State University; Janice A. Dole, University of Utah; John L. Hosp, University of Iowa
41.023. Applying Advanced Models in Noncognitive Assessment. Division D - Measurement and Research Methodology; Symposium Marriott Pinnacle, Third Level, Pinnacle I; 8:15-10:15am
Chair: Ross Edward Markle, Educational Testing Service
Participants:
Using Latent Growth Modeling to Examine Change in Motivation Across a Low-Stakes Testing Session. Carol L. Barry, The College Board; Sara J. Finney, James Madison University
Examining the Viability of Recent Models for Forced Choice Data. Jimmy de la Torre, Rutgers University; Vicente Ponsoda, Universite d'Angers; Ivan Leenen, Mexican Institute for Family and Population Research; Pedro Hontangas, Universidad de Valencia
Longitudinal Invariance of the Scale of Ethnocultural Empathy. Jerusha Gestner, James Madison University; Dena A. Pastor, James Madison University
Change in Identity Achievement During the College Years: An HLM (Hierarchical Linear Modeling) Analysis. Kelli Sumonte, James Madison University; Dena A. Pastor; James Madison University
Discussant: Richard Dean Roberts, ETS

41.024. Assessments in International Settings. Division D - Measurement and Research Methodology; Paper Session Marriott Pinnacle, Third Level, Pinnacle II; 8:15-9:45am
Chair: Eugenio Gonzalez, ETS
Participants:
Evaluating Attitudes Toward Science in Three Countries: Analysis of Data From PISA (Programme for International Student Assessment) 2006. Xuening Li, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts
Stability of Proficiency Scores in Progress in International Reading Literacy Study (PIRLS) When Different Countries Are Included in Item Parameter Estimation. Mojca Rozman, Educational Research Institute Dimensionality Analyses for Response Data From Multistage Testing. Junming Zhang, University of Illinois at Urbana-Champaign
Validation of Creative Achievement Questionnaire Through a Rasch Perspective. Chi-chieh Wang, National Sun Yat-Sen University; Hsiao-Chi Ho, National Sun Yat-Sen University; Chih-Ling Cheng, National Sun Yat-Sen University; Ying-Tao Cheng, National Sun Yat-Sen University; Chih-Wen Kuo, Institute of Education National Sun Yat-sen University
Discussant: James R. Chromy, RTI International

41.025. The Usefulness of Post-Structuralism in Educational Research and Practice. Division D - Measurement and Research Methodology; Symposium Marriott Pinnacle, Third Level, Shaughnessy II; 8:15-9:45am
Chair: Elizabeth A. St. Pierre, University of Georgia
Participants:
Everyday Post-Structuralism in Educational Research. Elizabeth A. St. Pierre, University of Georgia
The Future is Not in Planning People, and Practical Knowledge is Not Practical. Thomas S. Popkewitz, University of Wisconsin
Using Deleuze and Guattari’s “Mapping” To Produce Rather Than Reproduce. George A. Kambergis, University of Wyoming
Post Post Post: Putting Feminist Methodology to Work. Patti A. Lather; The Ohio State University
Discussant: Janet L. Miller, Teachers College, Columbia University

41.026. Student Voices on Culture, Rights, and Life on the College Campus. Division F - History and Historiography Copresented with Division J - Postsecondary Education and Division J - Postsecondary Education, SIG-Politics of Education; Paper Session VCC, Third Level, West Room 305; 8:15-9:45am
Chair: Philo A. Hutchison, Georgia State University
Participants:
College Women and Alcohol, 1870-1933: A Barometer of Equality? Michael S. Hevel, University of Iowa
Of Tempests, Laughing Horses, and Sacred Cows: Controlling College Student Presses Between the World Wars. Timothy Reese Cain, University of Illinois at Urbana-Champaign
Voices From the New South: Students’ Perspectives on College Life at the University of Georgia, 1866-1900. James Ingerski, University of Georgia
Discussant: Phila A. Hutcheson, Georgia State University

Chair: Rebecca S. New, University of North Carolina - Chapel Hill
Participants:
Cultural Values and Local Appropriations of National Policies in Early Care and Education. Rebecca S. New, University of North Carolina - Chapel Hill
Bringing LeVine's Method and Concerns to Studies of Japanese Early Childhood Education. Joseph J. Tobin, University of Georgia
Developing Destinies: Changes and Continuities in Learning of a Guatemalan Mayan Midwife and Town. Barbara Rogoff, University of California - Santa Cruz
LeVine as Provocateur for the Hybridization of Educational Research, Theory and Practice. Susanna Mantovani, University of Milano - Bicocca
Discussant: Robert A. LeVine, Harvard University

41.028. Politics and Praxis of Immigrant Education. Division G - Social Context of Education; Paper Session VCC, Second Level, West Room 206; 8:15-10:15am
Chair: Rebecca M. Callahan, The University of Texas - Austin
Participants:
Dropping In, Not Out: Immigrant Second-Chance Learners in Postsecondary Pathways. Marguerite Lukes, City University of New York
Educational Access for Adult Refugees in the United States: Countering a Deficit Approach. Kristen H. Perry, University of Kentucky; Jana Bouwma-Gearhart, University of Kentucky; Nancie E. McCravy, University of Kentucky; Christine Ann Mallozzi, University of Kentucky
Facilitating Critical Literacy Among Preliterate Maya Immigrants Through Family Literacy: Implications for University-Community-School Partnerships. Dilyn Schoorman, Florida Atlantic University
Teacher Assignment to English Learner Content Courses in Seven Comprehensive High Schools. Dafney Blanca Dabach, University of Washington
Discussant: Rebecca M. Callahan, The University of Texas - Austin

Chair: Jamie Lynn Magnusson, OISE/University of Toronto
Participants:
The Rise and Fall of Socialist Education in North America. Tara Silver, OISE/University of Toronto
Securitization, Youth, and Urban Public Schooling. Alexander James Means, University of Toronto
“Where Are the Promises of America?” Educating Iraqi Refugee Youth in Our Public Schools. Sally Wesley Bonet, Rutgers University
Children of War? Security, Civic Education, and Democratic Learning. Sara Carpenter, OISE/University of Toronto

Chair: Marta P. Baldodano, Loyola Marymount University
Participants:
Affection as Revelation: Teachers’ Assumptions About the Lives of Young Children of Immigrants. Jennifer Keys Adair, The University of Texas -
41.031. International Perspectives on Assessment in the Schools. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriott Pinnacle, Fourth Level, Ambleside; 8:15-10:15am
Chair: Ray Fenton, Fenton Research
Participants:
Assessing Chinese ESL Students’ Reading Levels: Methodological Considerations When Using Informal Reading Inventories. Peter G. Parker, Zayed University
Comparing Hungarian Students’ Reading Development in Continuous and Noncontinuous Text Types. Agnes Hodi, University of Szeged; Edit Tóth, Hungarian Academy of Sciences; Eva D. Mohar, University of Szeged
Evaluating the Practice of Continuous Assessment in Trinidad and Tobago: The Promise Versus the Reality. Jerome De Lisle, University of the West Indies
Student Learning in Government Schools in Rural India. Tavis N. Linsin, University of Washington

41.032. Use of a Variety of Models and Frameworks to Investigate Fidelity of Implementation. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriott Pinnacle, Third Level, Pinnacle III; 8:15-10:15am
Chair: Evelyn Belton-Kocher, Saint Paul Public Schools
Participants:
Using Program Logic to Evaluate New Zealand’s First Integrated Secondary/Tertiary High School. Colleen Young, Manukau Institute of Technology
Implementing a Problem-Based Learning Curriculum in a University-School Collaborative Project for Improving Middle School Science Education: Lessons From Year 1 on Fidelity of Implementation. Brian D. Gane, Georgia Institute of Technology; Cher C. Hendricks, Georgia Institute of Technology
Applying a Fidelity of Implementation Framework in an Urban School District. Rachel Lander, University of Wisconsin - Madison; Clarissa Steele, Value-Added Research Center; Richard Bukosky, Milwaukee Public Schools; Marc Sanders, Milwaukee Public Schools
A Multisite Randomized Control Trial to Examine the Impact of ABRACADABRA on Early Literacy in Northern Australia: An Analysis of Implementation Fidelity. Jennifer R. Wolgemuth, Colorado State University; Philip C. Abrami, Concordia University; Janet Helmer, Charles Darwin University; Robert Samuel Savage, McGill University; Helen Harper, Charles Darwin University; Tess Lea, Charles Darwin University
Whose View of Implementation Fidelity? Consistency of Observations, Self-Reports, and Supervisor Reports. Caitlin Scott, Education Northwest; Elizabeth AUTO, Education Northwest; Jason Greenberg, Education Northwest

41.033. Clarifying Assessment and Measurement Issues Across Disciplines and Professions. Division I - Education in the Professions; Symposium Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-10:15am
Chair: Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
Participants:
Learning and Assessment of Competencies: Two Sides of the Same Coin. Paul F. Wimmers, University of California - Los Angeles; Lourdes R. Guerrero, University of California - Los Angeles; Susan Baillie, University of California - Los Angeles
Assessing Student Learning Outcomes Across a Curriculum: Resolving Judgment and Validity Issues Across Disciplines and Professions. Marcia Mentkowski, Alverno College
Measurement Issues in Conducting Action Research Across Primary Care Professions. Anne Christine Mckee, Anglo Research University
Clarifying Definitions and Measures of Clinical Thinking: A Systematic Review. Lily Fountain, University of Maryland

41.034. Experiences of Students With Dual Enrollment, Dual Credit, or Dual Degrees. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 208&209; 8:15-9:45am
Chair: Kelty Garbee, The University of Texas - Austin
Participants:
Bridging College and Careers: Using Dual Enrollment to Enhance Career and Technical Education Pathways. Clive Belfield, Teachers College, Columbia University; Olga Rodriguez, Columbia University; Katherine L. Hughes, Teachers College, Columbia University
Grade-Point Average Differences Between Dual- and Nondual-Credit College Students. Robert D. Young, Sam Houston State University; Sheila Ann Joyner, Sam Houston State University; John R. Slate, Sam Houston State University
Pathways and Potholes: Student Transitions From Community College to University in a Dual-Degree Partnership Program. Tekla Nicholas, Florida International University; Glenda Droogsmas Masoba, Florida International University
The Impact of Dual Enrollment on Time-to-Degree Completion. Brian An, University of Iowa

41.035. Preparing the Next Generation of Faculty. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 220; 8:15-9:45am
Chair: Gina Ann Garcia, University of California - Los Angeles
Participants:
Becoming a Mathematics Educator: Novice Faculty Members’ Perceptions of the Impact of Doctoral Program Experiences. Jennifer Ann El, The University of Arizona; Mary besieigal, Harvard Graduate School of Education; Andrea McCloskey, The Pennsylvania State University; Rachael M. Welder, Hunter College - CUNY; Jan A. Yow, University of South Carolina - Columbia
Conceptualizing Doctoral Advising From Professors’ and Doctoral Students’ Perspectives Using Concept Mapping. Philip Kontor Adu, West Virginia University; Reagan Curtis, West Virginia University
Exploring the Factors Affecting New Faculty Success: A Mixed-Meth Study. Robert H. Stumpinsky, University of North Dakota; Yuliya Kartosokhina, University of North Dakota; Masela Obade, University of North Dakota; Marcus B. Weaver-Hightower, University of North Dakota; Anne Kelsch, University of North Dakota
Preparing Future Mathematics Faculty Members for Teaching: Barriers to Change. Mary Besisigal, Harvard Graduate School of Education
Discussant: Susan K. Gardner, University of Maine

41.036. Professional and Personal Identities of Faculty and Graduate Students. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 207; 8:15-10:15am
Chair: Sylvie Anna Lamoureux, University of Ottawa
Participants:
Chinese Scholars in American Academe: Negotiating Transnational Academic Identities. Qiongqiong Chen, University at Buffalo - SUNY
Faculty as Agents: Trading-Off, Holding Back at One Striving University. Leslie D. Gonzales, Clemson University; Edna Martinez, Clemson University
Outcast Phenomenon: Revealing Voices of African American Graduate Students. April Marie Clay, University of Redlands; Jose Worrell Lala, University of Redlands
Self-Efficacy, Organizational Culture, and Change Process Correlates of Faculty. Chad D. Ellett, CDE Research Associates, Inc.; Kadir Demir, Georgia State University; Lisa M. Martin-Hansen, Georgia State University; Judy Awong-Taylor, University System of Georgia; Nancy Vandergrift, University of Georgia
A Case Study of Higher Education Equity Advocates: Negotiating
41.037. Understanding Student Persistence Factors. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 212&213; 8:15-9:45am
Chair: Gregory C. Wolniak, NORC at the University of Chicago
Participants:
- Encounters With Excellence: A Study of the Role of College Knowledge in Persistence Through the First Year of College. Faz M. Olverez, California State University - Dominguez Hills; William Franklin, California State University - Dominguez Hills
- Institutional Location and College Persistence: The Role of Urbanicity. Johnelle Sparks, The University of Texas - San Antonio; Anne-Marie Nunez, The University of Texas - San Antonio

Understanding Persistence Using a Phenomenological Variant of Ecological Systems Framework. Jane Elizabeth Pizzolato, University of California - Los Angeles; C. Casey Ozaki, University of North Dakota; Marc P. Johnston, University of California - Los Angeles; Avery B. Olson, University of California - Los Angeles


Discussant: Linda Serra Hagedorn, Iowa State University

41.038. Building Quality School-University Partnerships. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 222; 8:15-9:45am
Chair: Timothy Edward Mahoney, Millersville University of Pennsylvania
Participants:
- Exploring the Third Space of a School-University Partnership in an Elementary After-School Program. Jennifer L. Snow, Boise State University; Bevin Etheridge, Boise State University
- Organizational Lessons for Professional Development School Partnerships: Seeking Sustainable Change. Donna A. Breault, West Virginia University; Rick A. Breault, West Virginia University
- Reframing Intersections: Assessing the Disconnects and Debates Within an Urban Community School-University Partnership. Aamer Shujah, University of Windsor, Andrew M.A. Allen, University of Windsor
- Professors in Residence: Agents of Constructive Dissonance. Sylvia Boynton, University of Florida; Magdi Castaneda, University of Florida; Raquel Rosa Diaz, University of Florida; Vicki A. Vescio, University of Florida
- Participating in Change: Mentor-Teacher’s Perceptions of the Effectiveness of a Science Teacher Residency Program. Nanette I. Marcum-Dietrich, Millersville University of Pennsylvania; Oliver Dreon, Millersville University of Pennsylvania

Discussant: Daniel Liston, University of Colorado

41.039. Defining and Measuring What Math and Science Teachers Need to Know: Implications for Professional Development. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 8:15-9:45am
Chair: Elaine Monthe, University of Stavanger
Participants:
- Defining Progress Variables and Measurable Levels of Teachers’ Pedagogical Content Knowledge for Science. Cory T. Forbes, University of Iowa; Mandy Biggers, University of Iowa; Laura Zangori, University of Iowa
- Elementary Teachers’ Pedagogical Content Knowledge and Student Outcomes in Science Education. Kim Lange, University of Muenster; Seminar für Didaktik des Sachunterrichts; Thilo Kleinkmann, Seminar für Didaktik des Sachunterrichts; Kornelia Möller, Seminar für Didaktik des Sachunterrichts
- Teachers’ Knowledge of Mathematical Definitions. Reidar Mosvold, University of Stavanger; Dicky Ng, Utah State University; Arne Jakobsen, University of Stavanger; Janne Faasenhauer, University of Stavanger; Raymond Bjuland, University of Stavanger
- Broadening the Content and Curriculum Horizon for all Mathematics Teachers. Arne Jakobsen, University of Stavanger; Mark Hoover Thames, University of Michigan; Carlos Miguel Ribeiro, University of Algave; Sean F. Delaney, Marano Institute of Education

Discussant: Hilda Borko, Stanford University

41.040. Exploration and Survey of Teacher Induction Programs and Accountability. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 217&218; 8:15-9:45am
Chair: Gisele Ragusa, University of Southern California
Participants:
- Balancing the Tension Between Accountability and Teacher Inquiry in Induction Policy. Marie-France Orlikion, University of California - Riverside; Barbara Howard, Riverside County Office of Education; Linda D. Scott Hendrick, University of California - Riverside
- Characteristics of Effective Urban Mentors: Perspectives From Preservice Mathematics and Science Teachers in a Residency Program. Ruben Garza, Texas State University - San Marcos; Gregory Rodriguez, Texas State University-San Marcos; Rod Harter, Texas State University - San Marcos

Induction and Mentorship Programs for Beginning Teachers: The Pan-Canadian Context. Benjamin Katsyura, Queen’s University

Mentoring the Novice Special Education Teacher During Induction: Collaboration Between a University and Partner Schools. Carrie Ann Blackaller, California State University - Dominguez Hills; Shirley R. Lal, California State University - Dominguez Hills

The First Five Years: Beginning Secondary Science Teachers in Different Induction Programs. Julie A. Luft, University of Georgia; Jonah B. Firestone, Arizona State University; Sissy S. Wong, University of Houston; Inasema Ortega, Arizona State University; Charles Weeks, Arizona State University; Krista L. Adams, University of Nebraska-Lincoln

Discussant: Susan D. Myers, Texas Tech University

41.041. Innovations in Preservice Teacher Education: Evaluation and Assessment. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 8:15-10:15am
Chair: Kip T. Tellez, University of California - Santa Cruz
Participants:
- High-Quality Teachers Require High-Quality Teacher Educators: Moving From Mentorship to Apprenticeship When Teaching for Equity. Maria E. Hyler, University of Maryland - College Park; Laura S. Yee, University of Maryland
- Evaluating Reformed Content-Area Courses for Teachers: A Rubric and Process for Rigor and Inquiry. Laura B. Turchi, Arizona State University; Nancy B. Ruppert, University of North Carolina - Asheville; Farzad Mahootian, Arizona State University
- An Evaluation of the Implementation of the California Teacher Performance Assessment. Anne Hafer, California State University - Los Angeles; Andrea P. Maxie, California State University - Los Angeles
- Student Evaluation of Curriculum Content for Effective Beginning Teaching. Christopher Charles Doneen, The University of Hong Kong; Gavin T. Brown, The University of Auckland
- Incorporating a Collaborative Assessment Exchange Project With Preservice Teachers and Administrators: Getting to Know Educator Pedagogy From Two Perspectives. Mary E. Yukiwomski, University of Connecticut; Michael P. Alfano, University of Connecticut

Discussant: Delar K. Singh, Eastern Connecticut State University

41.042. Supporting K-12 Preservice English and Literacy Teachers’ Navigations Between Self and Student. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 215&216; 8:15-9:45am
Chair: Ebony Elizabeth Thomas, Wayne State University
Participants:
- Book Club as a High-Leverage Practice in an Elementary Writing Methods Course. Susan D. Martin, Boise State University; Sherry Dismuke, Boise State University
- It Takes a Village: Working Together to Support Struggling Readers. Jean P. Rohr, Elon University; Ye He, University of North Carolina - Greensboro
- Locating the Links Between Preservice Teachers’ Commonsensical Ideas About Adolescence and Their Thinking About Teaching. Robert Petrone, Montana State University; Mark A. Lewis, Loyola University Maryland
- The Critical Identity Work of Preservice English Teachers. Amy Vetter, University of North Carolina - Greensboro; Melissa Schieble, Hunter College - CUNY

Discussant: Kathleen A. Hincheiman, Syracuse University
41.043. Policy Issues Related to Teacher Quality. Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 11; 8:15-10:15am
Chair: Heather E. Price, University of Notre Dame
Participants:
New Teacher Excellence: The Impact of State Policy on Induction Program Implementation. Lisa Luchlan-Hache, American Institutes for Research; Liam Goldrick, New Teacher Center; Molly S. Lasagna, American Institutes for Research
Non Satis Certification: Policy and Teacher Quality. Patricia L. Hanna, The Ohio State University; Belinda Gimbert, The Ohio State University
Understanding Differences between Formal and Informal Mentoring for Beginning Mathematics Teachers. Eric D. Hochberg, University of Pennsylvania; Morgan S. Polikoff, University of Southern California; Laurie Joy Johnson, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania
Using Value-Added Assessment for Personnel Decisions: How Omitted Variables and Model Specification Influence Teachers’ Outcomes. Christine Mokher, CNA; Linda Cavalluzzo, CNA; Dale Bailou, Vanderbilt University
Discussants: John M. Weathers, University of Colorado - Colorado Springs

41.044. Transforming Arts Education: Meaningful Curriculum, Pedagogy, and Professional Development in and Through the Arts. SIG-Arts and Learning; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-10:15am
Chair: Monica M. Prendergast, University of Victoria
Participants:
Reimagining a Visual Arts Curriculum Through Relational Inquiry. Daniel T. Barney, Brigham Young University; Nadine M. Kalin, University of North Texas
Arts-Based Lesson Planning. Bruce Uhrmacher, University of Denver; Bradley M. Conrad, Capital University; Christy M. Moroye, Regis University
Promoting and Practicing Transformative Pedagogy in Art Education Research: A Practitioner Inquiry. Nahuina Prudencia Lee, University of Georgia
Preparing Teachers to Teach in the Arts: Examining ‘Teachers’ Transformative Change and Sustainability of Arts Impact Model. Amy McBride, Tacoma Arts Commission; Rebecca McBride Bustamante, Sam Houston State University
Situating Art History for Meaningful Learning. Eliza Piri, University of Nicosia
Discussants: Richard E. Siegesmund, Northern Illinois University

41.045. Perspective on Bilingual Teacher Education and Research. SIG-Bilingual Education Research; Paper Session
VCC, Second Level, East Room 19&20; 8:15-9:45am
Chair: Virginia M. Gonzalez, University of Cincinnati
Participants:
From English Language Learner to Bilingual Teacher: Identifying Teacher Dispositions From Personal and Professional Experiences. Alfredo H. Benavides, Texas Tech University; Eva Mudoube, Texas Tech University; Erin Kostina-Ritchey, Texas Tech University
Identity Construction of Bilingual/Biliterate Teachers. Maria-Antonieta Avila, The University of Texas - Austin
A Comparison of Bilingual Education and Generalist Teachers’ Approaches to Scientific Biliteracy. Esther Victoria Garza, Texas A&M University
The Causal Relationship Between Bilingual/ESL (English as a Second Language) Teachers’ Characteristics and English Learners’ Success: A Multilevel Approach. Fuhui Tong, Texas A&M University - College
Discussants: Elva Reza-Lopez, Boise State University; Yeonsun (Ellie) Ro, The University of Memphis

41.046. Translating Scientific and Technological Advances From the Laboratory to the Classroom: It’s About Time. SIG-Brain, Neurosciences, and Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 8:15-10:15am
Chair: Paula Tallal, Rutgers University
Participants:
Enhancing Language and Literacy Is a Matter of Time. Paula Tallal, Rutgers University
Neuroplasticity-Based “Video Game” Training Improves Students’ Writing Skills. Beth A. Rogowsky, Rutgers University
Modeling Natural Facial Behavior With Computer Vision: Explorations in Learning Contexts. Gwen Littlewort, University of California - San Diego; Gwen Littlewort, Institute for Neural Computation
Demonstration of a Novel Face-Processing and Production Intervention Program for Autism. Jim Tanaka, University of Victoria
The Gamelan Project: A Study of Synchrony and Attention. Alex Khalil, University of California - San Diego
Gamelan Project Demonstration: Online Analysis of Synchrony. Victor Minces, University of California - San Diego

Sheraton Wall Centre, Centre, Grand Ballroom Level, North Grand Ballroom B; 8:15-10:15am
Chair: Pradeep Kotamraju, National Research Center for Career and Technical Education
Participants:
An Analysis of the Regressive Nature of Universal College-Prep Curricula. James Lynn Woodworth, University of Arkansas
Policy Borrowing for the Career and Technical Education Sector. Richard D. Lakes, Georgia State University; Antje Barabasch, Georgia State University
Rigorous Tests of Student Outcomes in Career Technology Education Programs of Study: Two-Year Results. Marisa E. Castellano, University of Louisville; Kirsten Ewart Sandell, University of Louisville; Laura Overman, University of Louisville; Oscar A. Aliaga, University of Louisville
Vocational Education versus General Education in Hungary and Hong Kong: A Cross-Case Analysis. Lydia Punget, University of Alberta; George H. Buck, University of Alberta

41.048. Cultural Expressions and Creativity in Education: Voices From Africa and the Caribbean. SIG-Caribbean and African Studies in Education; Symposium
VCC, Second Level, East Room 18; 8:15-10:15am
Chair: Dennis Conrad, State University of New York @ Potsdam
Participants:
School Desegregation and a Call for Culturally Responsive Curriculum in Postapartheid South Africa. Bekiszewe S. Ndimande, University of Illinois at Urbana-Champaign
Brother Rex Proud: The Carnival Mas’ Camp, a Culture-Based Model of Education. Janice B. Fournillier, Georgia State University
Math Is Math the World Over: Or Is It? Yeda Roodal Persad, Simon Fraser University
Caribbean Folklore and Folktales: A Path to Critical Consciousness in a Neo-Colonial World. Danny Popova, Virginia Polytechnic Institute and State University; Deborah J. Conrad, SUNY; Laurenclot Brown, Duquesne University
Culture in Educational Systems: Assumptions and Challenges. Bonnie M. Mullinix, Greenville Technical College; David Scott McCurry, Jacksonville State University
Griot in the Rapso: Street Poetry in the Classroom? Dennis Conrad, State University of New York @ Potsdam; Beuhl Forteau Jakaarsingh, Ministry of Education; Danny Popova, Virginia Polytechnic Institute and State University

41.049. Technology Leadership for Successful Technology Integration in Education: In-Depth Studies Throughout the World. SIG-Computer and Internet Applications in Education; Symposium
41.050. Confucianism, Taoism, and Education: Wisdom and New Insights in Education. SIG-Confucianism, Taoism, and Education; Paper Session
VCC, Second Level, East Room 17; 8:15-10:15am
Chair: Jing Lin, University of Maryland - College Park

Participants:
- Foucault’s Difficult Reconfiguration of the Self and the Daoist Nonbeing. Self. Guoping Zhao, Oklahoma State University
- Killing Mosquitoes and Keeping Practice: Teacher Education as Sustaining Paradox. David Lee Keiser, Montclair State University
- Chinese Language: A Cultivation System and the Universal Characteristics? Jing Lin, University of Maryland - College Park
- Teaching With Mindfulness: Pedagogy of Being-Whith and Being-For. Mei W. Hoyt, University of North Texas
- Confucian Teaching Meeting American Pedagogy: A Phenomenological Study of Teaching Chinese in American Chinese Schools. Xuan Weng, University of Maryland - College Park
- From Drama to Peace: A Taoist Reading of a Cross-Cultural Pathway. Hongyu Wang, Oklahoma State University - Tulsa
- Reflecting on Intellectuals and Academic Freedom in China: From a Perspective of Confucian Knowledge Tradition. Qiang Zha, York University

41.051. Educational Agency and Transformation: Enacting Pathways for Empowerment With Latino Educators and Youth. SIG-Critical Educators for Social Justice; Symposium
VCC, Second Level, East Room 16; 8:15-10:15am
Chair: Karen Cadiero-Kaplan, San Diego State University

Participants:
- Community Cultural Wealth With English Learners. Rosa M. Jimenez, Arizona State University
- Critical Pedagogical Teachers: Intentional Actions for Achievement and Empowerment of Latino English Learners. Pablo Cortes Ramirez, Arizona State University
- Transforming Education: Examining the Pedagogy of the Eagle and the Condor. Ricardo Medina, San Diego State University

Discussants:
- Antonio Darder, Loyola Marymount University; James Cummins, University of Toronto - OISE; Margarita I. Berta-Avila, California State University - Sacramento

41.052. Make Me a Match: Helping Underrepresented Students Make Good College Choices. SIG-Education and Philanthropy; Paper Session
VCC, First Level, West Room 114&115; 8:15-10:15am
Chair: Robert J. Ivy, MDRC

Participant:
- College Match Project. Robert J. Ivy, MDRC

Discussants:
- Greg Ratliff, The Bill & Melinda Gates Foundation; Michael S. McPherson, The Spencer Foundation; Jeannie Oakes, Ford Foundation; Bernard McCune, Chicago Public Schools

41.053. Theories of Culture and Practice in Researching Environmental Education. SIG-Environmental Education; Paper Session
VCC, Second Level, West Room 214; 8:15-10:15am
Chair: Arjen E. Wals, Wageningen University

Participants:
- Meanings and Implications of Culture in Environmental Education Research. Vince Anderson, University of Saskatchewan; Ranjan K. Dutta, University of Saskatchewan; Shannon Dyck, University of Saskatchewan; Jean Kayira, University of Saskatchewan; Janet McVittie, University of Saskatchewan
- “Modernizing the Profession”: Globalization and the Recognition of Teacher Accomplishment in Environmental Education. Hamish Ross, University of Edinburgh
- Post-Structural Criticism of Cosmopolitanism: Implications for Education for Sustainable Development. Louise Sand, Oehro University; Johan Ohrman, Oehro University
- Sustainability-Oriented Hybrid Learning Configurations. Arjen E. Wals, Wageningen University; Anne Remmerswaal, Wageningen University
- Problems of Knowledge and Legitimation in Environmental Education Research. Paul Hart, University of Regina

Discussant: Richard V. Kahn, Antioch University Los Angeles

41.054. Resources and Reform: Education Funding and Finance in the States. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
Chair: Tammy Kolbe, University of Connecticut

Participants:
- A Case Study of Title I Comparability in Three California School Districts. Jay G. Chambers, American Institutes for Research; Jesse D. Levin, American Institutes for Research; Iliana Buzdaki de los Reyes, American Institutes for Research; Clarisse Haxton, American Institutes for Research; Lisa Cruz, American Institutes for Research
- Say Yes to Education Program’s Initial Impacts on Family Choices and Economic Development in Syracuse. Robert Bifulco, Syracuse University; Ross H. Rubenstein, Syracuse University
- Exploring the Socratic Frontier: The Impact of Inadequate Funding for English Language Learners on Colorado School Districts. Al Ramirez, University of Colorado - Colorado Springs; Dick M. Carpenter, University of Colorado; Maureen Breckenridge, University of Colorado - Colorado Springs
- Measuring Equity: Creating the New Standard for Inputs and Outputs. Robert Charles Knoeppel, Clemson University; Patricia F. First, Clemson University; Matthew J. Piotrowsky, Clemson University; Matthew R. Della Sala, Clemson University

Discussants: Alex J. Bowers, The University of Texas - San Antonio; Tammy Kolbe, University of Connecticut

41.055. Kumu 'Ula'ula: Who Are We and Where Are We Head? SIG-Indigenous Peoples of the Pacific; Paper Session
VCC, Second Level, West Room 223; 8:15-10:15am
Chair: Margaret J. Maaka, University of Hawai’i - Mānoa

Participants:
- Transforming Schooling and Education: Connecting the Words With Music. Graham H. Smith, Te Whare Wananga o Awanuiarangi
- Getting to the Heart of Hawaiian: A Conversation About Indigenous Identity. Kerry Laiana Wong, University of Hawai’i - Mānoa; Kekailoa Perry, University of Hawai’i - Mānoa; L. Laiana Kanoua-Wong, University of Hawai’i - Mānoa

Developing Culturally Responsive Leadership: Enhancing Educational Outcomes for Maori, as Maori, in Secondary Schools. Hine Jane Waitere, Te Whare Wananga o Awanuiarangi

Grants and Apologies Are Not Enough: Student Activism, Hawaiian Sovereignty, and Settler State Recognition. Jennifer Nolani Goodyear-Kaupu, University of Hawai’i - Mānoa

Cowboys, Indians, and Education. Celia E. Haig-Brown, York University; Helen Haig-Brown, Independent Researcher

Discussant: Leonie Pihana, Maori And Indigenous Analysis Ltd

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am
Chair: Joanna C. Dunlap, University of Colorado - Denver
41.057. Perspectives on PISA (Programme for International Student Assessment) Reading. SIG-International Studies; Symposium
VCC, First Level, West Room 121 & 122; 8:15-10:15am
Chair: John G. Ainley, Australian Council for Educational Research
Participants:
- Print and Digital Reading in PISA (Programme for International Student Assessment) 2009: Comparison and Contrast. Juliette F. Mendelovits, Australian Council for Educational Research
- Exploring Gender Variability and Performances at the Extreme Tails of the Distribution in Reading. Ariane Baye, Université de Liège
- How Does Engagement in Reading Predict Digital Reading Proficiency Among 15-Year-Olds? Dominique Marie Lafontaine, Université de Liège; Ariane Baye, Université de Liège
Discussion: J Francois Rouet, Université de Poitiers

41.058. Emergent Methods for Studying Spatial and Embodied Dimensions of Learning. SIG-Learning Sciences; Symposium
Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am
Chair: Joshua L. Radinsky, University of Illinois at Chicago
Participants:
- Making the Absent Present: Improvised Representational Fields in Students’ Negotiations of Meaning With GIS (Geographic Information System) Tools. Raedy Ping, University of Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Emma Hospelhorn, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
- Constructing Quartets: A Framework for Analysis in Musical Groups. Emma Hospelhorn, University of Illinois at Chicago
- Map Performances: Expanding Spatial Thinking With Embodied Activity. Nathan C. Phillips, Vanderbilt University; Kevin M. Leander, Vanderbilt University
- Parsing Patterns: Developing Metrics to Characterize Spatial Problem-Solving Strategies Within an Environmental Science Simulation. Leilah Lyons, University of Illinois at Chicago; Emily Minor; University of Illinois at Chicago; Moira Zellner, University of Illinois at Chicago; Brian Slattery, University of Illinois at Chicago; Tia Shelley, University of Illinois at Chicago
- Fostering Mathematical Discovery: One Tutor’s Strategies for Ushering the Construction of Proportional Schemas Via Mediated Embodied Interaction. Dor Abrahamson, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Timothy Charoennyng, University of California - Berkeley; Andrea Negrete, University of California - Berkeley; Engin Bumbacher, University of California - Berkeley
Discussion: Jay L. Lemke, University of California - San Diego

41.059. Does Gender Still Matter in Student Motivation? How, Why, for What, and for Whom? SIG-Motivation in Education; Symposium
VCC, Third Level, West Room 304; 8:15-10:15am
Chair: Ruth Butler, Hebrew University of Jerusalem
Participants:
- Gendered Motivational Processes Affecting High School Mathematics Participation, Aspirations, and Career Plans in Three Countries. Helen M.G. Watt, Monash University; Jennifer D. Shapka, The University of British Columbia; Zoe A. Morris, Monash University; Amanda Marie Durik, Northern Illinois University; Daniel P. Keating, University of Michigan
- Gender Differences in the Educational and Vocational Aspirations of Rural Youth. Judith L. Meece, University of North Carolina-CH; Karyl Jacqueline Shand Askew; University of North Carolina; Soo-Jong Byun, The Pennsylvania State University; Bryan C. Hutchins, Center for Developmental Science
- Expectancy-Value Theory and Gendered Academic and Occupational Choices. Jacqueline Eccles, University of Michigan
- To Prove or Improve: Gendered Strategies of Self-Appraisal Meet Gender Patterns of Learning in Interactions. Ruth Butler, Hebrew University of Jerusalem
Discussion: Sanda Graham, University of California - Los Angeles

41.060. Music Education Looking Outside the Classroom. SIG-Music Education; Paper Session
VCC, Third Level, West Room 302; 8:15-9:45am
Chair: Ronald P. Kos, Boston University
Participants:
- Adult Perspectives of Learning Musical Instruments. Kathryn J. Roulston, University of Georgia; Peter Jutras, University of Georgia
- Music Education in U.S. Prisons: A Historiography. Mary Cohen, University of Iowa
- The Day the Music Died: A Formal Ecological Examination of a Community Surrounding a Terminated High School Band Program. Bruce Allen Carter, University of Maryland - College Park
Discussion: Margaret Schmidt, Arizona State University

41.061. Achievement and Course Taking From the High School Transcript Study: Engagement, Charter Schools, and the Socioeconomic Status Measure in NAEP. SIG-NAEP Studies; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 8:15-10:15am
Chair: Edward Wiley, University of Colorado - Boulder
Participants:
- Not Being All They Can Be: A Comparison of Four-Year-College-Bound and Military-Bound High School Graduates. Robert Colby Perkins, Westat; Stephen E. Roey, Westat; Philip H. Morse, Chapman University
- Examining Student Engagement and Motivation in Grade 12 NAEP Mathematics Assessment. Burhan Ogut, American Institutes for Research; Efthoni L. Walton, AIR/Optimal Solutions Group; Enis Dogan, Achieve, Inc.; William Tirre, National Center for Education Statistics
- Comparing Public and Charter Schools Using Propensity Score Analysis. Jason Bryer, University at Albany - SUNY
- Reliability of Student-Reported Parental Education at NAEP Grade 8 Mathematics Assessment. Burhan Ogut, American Institutes for Research; George W. Bohmstedt, American Institutes for Research
Discussion: Stacey S. Merola, ICF International

41.062. In a Time of Permanent War: A Symposium to Generate a Culture of Peace. SIG-Peace Education; Symposium
VCC, Second Level, East Room 13; 8:15-9:45am
Chair: Bradley J. Portillo, Lewis University
Participants:
- Educators Allied Against Militarism: Lessons From the U.S. Counter-Recruitment Movement. Scott Kershner, University of Connecticut; Scott Harding, University of Connecticut
- Creating Peaceful and Nonviolent Schools in the Midst of a Culture of War and Violence. Tom Cavanagh, Walden University
- Art and Culturally Relevant Pedagogy Versus Warring Words in a Race to the Frontline. Mary F. Wright, University of Wisconsin - River Falls,
Brenda Wright, River Falls; Matthew McMillan, River Falls
Discussants: Paul R. Carr, Lakehead University; Peter L. McLanahan, University of Auckland

41.063. The Virtual in Qualitative Research. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 8:15-9:45am
Chair: Mirka E. Koro-Ljungberg, University of Florida
Participants:
Virtual methodology and connectivity in qualitative research. Mirka E. Koro-Ljungberg, University of Florida
Power Relations During Online Research: Ethnography as Feminist Methodology. Ronald Edward Hallett, University of the Pacific; Kristen Barber, Southern Illinois University - Carbondale
Public Displays of Qualitative Enterprise: The Networked Researcher. Prisca Rodriguez, University of Florida
Discussant: Kara M. Dauwin, University of Florida

41.064. Learning to Listen and Listening to Learn: Bonding In/difference Across Academic Activisms. SIG-Queer Studies Cosponsored with SIG-Postcolonial Studies and Education; Symposium
VCC, Second Level, East Room 12; 8:15-9:45am
Chair: Liliana Chavez, University of San Francisco
Participants:
Border Crossing in Knowledge Production: Epistemological Pluralism, Ethical Globalism, and Agonistic Solidarities. Vanessa de Oliveira Andreotti, University of Oulu
Beyond Relationships Defined by the Cartesian Subject: Narratives and Metaphysics in Indigenous Knowledge Systems. Cash Ahenakew, University of Calgary
Sexual Citizenship in a Globalizing World. Kathleen Anne Quinlivan, University of Canterbury; Mary Louise Rasmussen, Monash University; Clive Aspin, The University of Sydney
Discussant: Steven Paul Camicia, Utah State University

41.065. Divergent Perspectives on Religion and Education. SIG-Religion and Education; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-10:15am
Chair: Linda S. Samek, George Fox University
Participants:
“A Broader Sense of ‘We’”: Interfaith Community Organizing, Civic Engagement, and Multicultural Education. Connie Kyung-Hwa Chung, Harvard University
Islam and Evolutionary Science: A Comparative Study of Evolution in Science Curricula From Muslim Countries. Anila Asghar, McGill University; Salmon Hameed, Hampshire College; Najme Khishani Farahani, McGill University
Perceptions of the Collegiate Religious and Spiritual Climate Among Religious and Nonreligious College Juniors. Alyssa N. Bryant Rockenbach, North Carolina State University; Nicholas A. Bowman, Bowling Green State University; Matthew Mayhew; New York University
Discussant: Kimberly R. White, Carroll University

41.066. Learning Mathematics Through Networked Classroom Activities: 10 Years of Progress? SIG-Research in Mathematics Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-10:15am
Chair: Jeremy Roschelle, SRI International
Participants:
Creativity: Pedagogical Moves in a Generative Classroom. Sarah M. Davis, National Institute of Education - Nanyang Technological University; Amanda K. Stroop, The University of Texas - Austin; Guadalupe Carmona, The University of Texas - Austin; Vinh Pham, Landmark College; Celeste Alexander, The University of Texas - Austin
Assessment Design: Network-Based Environments as and for Formative Assessment and Evaluation of Student Thinking. Guadalupe Carmona, The University of Texas - Austin
Discussant: Stephen J. Hegedus, University of Massachusetts; A. Louis Abrahamson, The Better Education Foundation

41.067. Narrowing the Distance: Critical Praxis With Asian Pacific Americans and Education. SIG-Research on the Education of Asian and Pacific Americans; Symposium
VCC, Second Level, East Room 8&15; 8:15-9:45am
Chair: Arlene Sudaria Daus-Magbual, San Francisco State University
Participants:
Whiteness and Asian American Educational Experiences: Combating Schooling as a Neocolonial Apparatus. Edward Ryan Curammeng, University of California - Los Angeles; Allyson Tiitangi-co-Cubales, San Francisco State University
Personal, Emotional, Political: The Transformative Influence of the Pin@y Educational Partnerships (PEP). Roderick Daus-Magbual, University of San Francisco
Courageous Hope: Critical Leadership Praxis of Pin@y Educational Partnerships. Arlene Sudaria Daus-Magbual, San Francisco State University
Discussant: Allyson Tiitangi-co-Cubales, San Francisco State University

41.068. Research to Improve Education for English Language Learners Through University-District Collaboration. SIG-School/University Collaborative Research; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am
Chair: Tracy Keenan, Denver Public Schools
Participants:
What Matters for Staying on Track and Graduating: A Focus on English Language Learners. Julia A. Gwynne, University of Chicago; Stacy B. Ehrlich, Consortium on Chicago School Research At The University of Chicago; Amber Sitzel Pareja, University of Chicago; Elaine M. Allensworth, University of Chicago
Characteristics of Successful Schools for English Language Learners. Alan Davis, University of Colorado - Denver; Honorine D. Nocon, University of Colorado - Denver; Tracy Keenan, Denver Public Schools
Malleable Factors That Influence Outcomes of English Language Learners. Sean F. Reardon, Stanford University; Ritu Khanna, San Francisco Unified School District; Suzanne Donovan, SERP Institute; Ilana Marice Umansky, Stanford University; Rachel Valentino, Stanford University
Discussant: Kathy Escamilla, University of Colorado - Boulder

41.069. Understanding Emerging Opportunity Structures in STEM Education: Research Efforts to Explore School-Level Innovations. SIG-Science Teaching and Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am
Chair: Sharon J. Lynch, The George Washington University
Participants:
Understanding Implementation, Spread, and Sustainability of STEM High Schools in the Ohio STEM Learning Network. Jeanne Rose Century, University of Chicago
Exploring Intensive Educational Experiences for Adolescents Talented in Science. Rena F. Sabotnik, American Psychological Association; Robert H. Tai, University of Virginia
Expanding Access to STEM-Focused Education: What Are the Effects? Barbara M. Means, SRI International; Viki M. Young, SRI International
School Level Factors Contributing to Reductions in Science Achievement Gaps. John Settle, University of Connecticut; Malcolm B. Butler, University of South Florida; St Petersburg
Discussant: Martin Storksiek, National Academy of Sciences
41.070. Teachers’ and Students’ Beliefs and Understandings About History: Toward a Critical Engagement With the Past. SIG-Teaching History; Paper Session
VCC, Third Level, West Room 303; 8:15-9:45am
Chair: Carla L. Peck, University of Alberta
Participants:
What is the use of the past? A snapshot at Francophone student teachers in Ontario and Quebec Universities. Stephane Levesque, University of Ottawa
Inside’s Out: Learning to Teach From the Dissonance at the Heart of Historical Narratives. Laurence Abbott, University of Alberta; Kent G. Den Heyer, University of Alberta
Enacting Critical Historical Thinking: A Continuum of Possibilities. Brooke Blevins, Baylor University; Cinthia S. Salinas, The University of Texas - Austin

41.071. Framing Graduate Programs Toward Developing In-Service Teachers’ Technological Pedagogical Content Knowledge, SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-9:45am
Chair: Tae Seob Shin, University of Central Missouri
Participants:
Supporting Adaptive Expertise for Teachers Through a Customized Graduate Degree Program. Meghan McEwan Manfra, North Carolina State University; Hiller A. Sipes, North Carolina State University
Identifying Effective Pedagogical Approaches for Online Learning: Exploring Educators’ Experiences in a Graduate-Level Course. Erica C. Boling, Rutgers University; Erica Michelle Holan, Rutgers University; Brent Horbatt, Rutgers University; Mary Hough, Rutgers University; Jennifer Jean-Louis, Rutgers University; Chesha Khurana, Rutgers University; Hindi L. Krinsky, Rutgers University; Christina Spieczio, Rutgers University
TPACK (Technological, Pedagogical, and Content Knowledge) Development in an Online Masters Program: How Do Teacher Perceptions Align With Classroom Practice? Nancy Staue, Oregon State University; Henry Gillon-Wiles, Oregon State University; Margaret L. Niess, Oregon State University; Emily H. Van Zee, Oregon State University
Affordances of Digital Technologies for Practicing Teachers. Beth Box, Texas State University-San Marcos
Discussant: Natalie B. Milman, The George Washington University

41.072. Improving Materials Development With Shareable Instructional Objects: Demonstration and Discussion. SIG-Technology, Instruction, Cognition & Learning; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 8:15-9:45am
Chair: Peter Fadde, Southern Illinois University
Participants:
Introduction to Self-Contained Instructional Objects. Sigmund Tobias, University at Albany - SUNY
Developing Training Materials for the U.S. Army Using Shareable Content Objects. Peggy Kenyon, Courseware Standards and Certification Division
Reuse of Learning/Training Materials in Industry. Don Holmes, Inmedia, Inc.
E-Learning Standards for Cost-Effective Development, Delivery, and Research of Educational Materials. Michael Bush, Brigham Young University
Discussants: Eva L. Baker, University of California - Los Angeles; J. D. Fletcher, Institute for Defense Analyses

41.073. Topics in Test Validity: Theory and Practice. SIG-Test Validity Research and Evaluation; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-10:15am
Chair: Allison Lombardi, University of Oregon
Participants:
The Social Turn in Validity Theory. Josh Lederman, Wellesley College
Judgment Validity: It’s Time to Move Beyond the Usual Debate. David Marc Klieger, Educational Testing Service
Building and Improving the Validity Argument for a Large-Scale Alternate Science Assessment. Mary A. Hansen, Robert Morris University; Peter W. Heh, University of Pittsburgh; Steven R. Lyon, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh
Predictive Validity of No Child Left Behind Tests and Course Grades for Language Minority Students. John W. Young, ETS; Steven L. Holtzman, ETS; Chen Li, ETS
Validation of the Revised PSVT:R (Purdue Spatial Visualization Tests: Visualization of Rotation): Predicting First-Year Engineering Students’ Academic Performance. Yukiko Maeda, Purdue University; So Yoon Yoon, Purdue University
Identifying Students at Risk for Leaving an Institution: A Tool to Improve Retention. Emily J. Shaw, The College Board; Krista D. Mattern, The College Board
Discussant: Kimberly A. Swygert, National Board of Medical Examiners

41.074. Contemporary Research Perspectives on African Transformative Education. SIG-Urban Learning, Teaching, and Research; Symposium
VCC, First Level, West Room 111&112; 8:15-9:45am
Chair: Omiunota N. Ukpokodu, University of Missouri - Kansas City
Participants:
The Workings of African Indigenous Education. Peter Ukpokodu, The University of Kansas
Transformative Leadership: The Kenyan Starehe Boys Model. Peter Chrisanthus Ojiumbo, The University of Kansas
Harambee: A Community Effort for Social Change and Education in Kenya. Alfred Taligosa Kasiuki, University of Wisconsin - Oshkosh
The Community Teacher: An African Perspective. Omiunota N. Ukpokodu, University of Missouri - Kansas City
Discussant: Peter Ukpokodu, The University of Kansas

41.075. Critical Digital Literacies as Social Praxis: Intersections and Challenges. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-10:15am
Chairs: Jessica Zacher Pandya, California State University - Long Beach; Julianna Avila, University of North Carolina - Charlotte
Participants:
Good Reception: Utilizing Phones and Games in Schooling to Develop Critical Inner-City Agents of Social Change. Antero Garcia, University of California - Los Angeles
“This Changes His Story”: Critical Digital Literacy in the Alternate School Context. Dana Salter, McGill University
Negotiating Identities in the Market Economy: An Analysis of Critical Literacy and Media Production. Cynthia J. Lewis, University of Minnesota; Candance Marie Doerr-Stevens, University of Minnesota; Jessica Dockter Tierney, University of Minnesota
Digital Literacy in a Visual Arts Class. Arne Olov Nygard, University of Stavanger
Toward a Hacker Literacy: How Reactions to Facebook Privacy Snafus Illustrate Empowered Digital Practices. Rafi Santo, Indiana University - Learning Sciences
Engaging Urban Youth in Critical Dialogue on Identity Through Digital Storytelling. Althea Scott Nixon, University of Southern California
Negotiating Discursive Tensions in a Digital Media Studies Classroom. Stephanie Anne Schmier, University of Southern California

Division and SIG Roundtables

41.076. Roundtable Session 52; Roundtable Session

41.076-1. Engagement and Literacy in Adult Learning. SIG-Adult Literacy and Adult Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Sasha Lota, University of Washington
Participants:
Contextual Information and the Reading Process. Stephen B. Kacer, Washington State University - Vancouver
Learning Online? Educational Internet Use and Participation in Adult Learning, 2002 to 2010. Patrick Kieran White, University of Leicester;
41.076-2. De/Colonizing Gender and/in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Samara D. Madrid, University of Wyoming
Participants:
Decolonizing and De-Westernizing Gender in Hong Kong, Singapore, and South Korea. Mindy Blaise, The Hong Kong Institute of Education
Gender, Parenting, and the Resourcing of Early Learning. Sue Mary Nichols, University of South Australia

41.076-3. The Promise and Perils of Diversity in Urban Education. SIG-Education and Student Development in Cities; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Amina Shareef, Purdue University
Participants:
Beyond Knowledge and Pedagogy: Teachers With Academic Optimism and Their Work in High-Need Schools. Sheila B. Vaidya, Drexel University
Examining How Elementary School Children From Mexico Transform Their Educational Challenges in the Postimmigration School in the United States: A Study of Children’s Schooling Experiences. Alicia Judith Bolt, The University of Texas - Brownsville
Teacher Education Programs: Promoting a Culture of Research for the Common Good. Amina Shareef, Purdue University; Adrien Chauvet, Purdue University
Dogs in the Hall: A Case Study of an Urban Veterinary Technical Program. John Timmons, University of Missouri; Michael J. Martin, University of Missouri - Columbia; William Bird, University of Missouri; Anna Henry, University of Missouri

41.076-4. Issues in Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Michele Marinovich, Stanford University
Participants:
Consultation Models in Educational Development: A Literature Review. Elaine R. Laffan, McGill University; Alenous Saroyan, McGill University
The Role of Assessment and Accountability in Higher Education Doctoral Programs: A Presidential Perspective. Sydney Freeman Jr., Tuskegee University; Frances K. Kochan, Auburn University
I Know It When I See It: Explicating Critical Thinking in Higher Education Curriculum, Pedagogy, and Assessment. Gerry Mac Ruaire, University College Dublin
What’s in a Postdoctoral Research Fellowship? Discursive Framework in a Faculty of Education. Tuija Anneli Turunen, Charles Sturt University; Sandie Wong, Charles Sturt University; Laurette Maria Stacy Bristol, Charles Sturt University; Siew Yin Ho, Charles Sturt University

41.076-5. Technologies of Subjectification: Foucault and the Production of Self. SIG-Foucault and Contemporary Theory in Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: David W. Kapferman, College of the Marshall Islands
Participants:
Beyond Saying No: The Production of “Abstinence” in Federally Funded Sexuality Education Programs. Shannon Dabney, University of Minnesota
The Desirable Recognition: A Foucauldian Analysis of the Production of Health and Ill Health in DISA (Depression in Swedish Adolescence).

41.076-6. Building Holistic Communities With the Disadvantaged. SIG-Holistic Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Bruce Novak, Indiana University of Pennsylvania
Participants:
“Kamil Ville Is a Good, Calm Place”: Holistically Healing, Empowering and Educating Urban African Youth. Tabora A. Johnson, Medger Evers College - CUNY
Giving Voice to Mexican-Origin Rural Adolescents’ Stories of Academic Success. Maria P. Rea, Bulloch County School System; Dan W. Rea, Georgia Southern University; Sally A. Brown, Georgia Southern University
Creating a Beloved Community Through Teaching Presence. Merlin Charles, University of Toronto

41.076-7. Educating Moral Educators. SIG-Moral Development and Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Glen P. Rogers, Alverno College
Participants:
Are Student Teachers Prepared for the Moral Education of Pupils? Joanne O Flaherty, University of Limerick; James P. Gleeson, University of Limerick
Educators as Moral Models: Assessing the Moral Work of Teaching Within an ECE (Early Childhood Educators) Setting. Shawn Lennie, OISE/University of Toronto
Enhancing Moral Sensibilities: A Cross-Sectional Analysis of Teacher Candidates’ Dispositions Across Three Domains. Deborah L. Schauler, Villanova University; Lynne A. Bercaw, California State University - Chico; Lisa M. Stooksberry, National Board for Professional Teaching Standards

41.076-8. Improving Science Education Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Tom Russell, Queen’s University
Participants:
A Self-Study of a Thai Teacher Educator’s Attempts to Develop Student Teachers’ Pedagogical Content Knowledge. Chatree Faikhamta, Kasetsart University; Anthony Clarke, The University of British Columbia
Personal and Professional Growth Realized: A Self-Study of Curriculum Design and Implementation in a Secondary Science Classroom. Elizabeth Coleman, Loyola University Chicago; Megan Leider There’s Real Strength in the Points They Made: Responding to Students’ Learning Preferences in Chemistry. Rick Wiebe, University of Manitoba; Brian Ellis Levthwaite, University of Manitoba

41.076-9. Diagnostic and Formative Assessments for Young and Exceptional Learners. SIG-Classroom Assessment; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Lee Ann Jung, University of Kentucky
Participants:
Exploring First-Grade Teachers’ Use of Data to Inform Early Literacy Instruction. Debbie Bohn, Skyblue Mesa Elementary School; Peggy Eileen Johnson, California State University - Northridge

41.076-10. Teachers and Change Over the Professional Life Span. SIG-Educational Change; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Andrea M. Honigsfeld, Molloy College
Participants:
The Effectiveness of a Four-Year Systemic Change Professional Development Initiative: A Mixed-Method Investigation. Rebecca Saunders, Murdoch University

Toward a New Model of Educational Innovations: 90 Ways to Define Research-Based Initiatives. Andrea M. Honigsfeld, Molloy College; Audrey Cohan, Molloy College

41.076-11. Alternatives to Traditional Public Schools for Black Students: What Works? SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Judith I. Brooks-Buck, Virginia State University
Participants:
“Waiting for Superman”: Using Mathematics to Deconstruct Myths and Empower Communities. Jacqueline Leonard, University of Colorado - Denver; Malika W. Mckeever-Culpepper, University of Illinois/Champaign Urbana

Is Choice a Panacea? An Analysis of Black Student Attrition From Charters and Urban Districts. Julian Vasquez Heilig, The University of Texas - Austin; Amy Rachel Williams, The University of Texas - Austin; Linda McSpadden McNeil, Rice University; Christopher Lee, The University of Texas - Austin

Supplementary Schools Making a Difference to the Attainment of Black Children. Uwanne Maylor, University of Bedfordshire

“Educate a Woman and You Educate a Nation”: Black Women’s Community Othermothering and Supplementary Education. Amira Milcent Davis, University of Illinois at Urbana-Champaign

41.076-12. Issues at the Top: School Board Governance and Women in the Superintendency. SIG-Research on the Superintendency; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Eva C. Smith, Berkeley School District #87
Participants:
African American Women in the Superintendency: The Intersection of Race and Gender. Eva C. Smith, Berkeley School District #87; Susan J. Katz, Roosevelt University

School District Governance, Autonomy, and Decision Making in the Canadian Context: Preliminary Findings From a Canada-Wide Study. Gerald J. Galway, Memorial University; Bruce L. Sheppard, Memorial University; John R. Wiens, University of Manitoba; Jean Brown, Memorial University

What Have We Learned from the Departures of Female Superintendents? Kerry Kathleen Robinson, Virginia Commonwealth University

Demographic Factors Impacting Superintendent Decision Making and Problem Solving. Walter S. Polka, Niagara University; Stephen J. Denig, Niagara University; Peter R. Litchka, Loyola University Maryland

41.076-13. Rural Education and Curriculum. SIG-Rural Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Dennis M. Mulcahy, Memorial University
Participants:

How Agricultural Science Trumps Rural Community in the Discourse of U.S. History Textbooks. Aimee A. Howley, Ohio University; Merged D. Howley, Ohio University; Craig B. Howley, Ohio University; Karen Eppley, The Pennsylvania State University

From Possum Trot to Rabun Gap: Exploring Curriculum History in the Context of Rural Place-Based Education. Charles J. Effer, Dalton State College

Language, Literacy, and Place. Sky Harmony Marietta, Harvard University

Appalachia Thriving: Reading Achievement in K-3 Appalachian Ohio Schools. James A. Salzman, Ohio University; Sharon A. Brown, The University of Akron; David O. Newman, Florida Atlantic University

41.076-14. School Effectiveness and School Improvement Roundtable 2. SIG-School Effectiveness and School Improvement; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Michael A. Gottfried, Loyola Marymount University
Participants:
A Development of Multilevel Value-Added Models for Measuring School Effectiveness in Thailand. Penpak Pheunpha, Chulalongkorn University

Determinants of Student Civic Knowledge Across and Within 35 Countries: Quality of Instruction and Opportunities to Learn Citizenship. Maria Magdalena Isac, University of Groningen; Ralf Maslowski, University of Groningen; Margarettha P.C. Van Der Werf, Groningen Institute for Educational Research

Does Attending an Elite High School Have an Impact on Students’ Academic Achievement? Jyun Lee, Teachers College, Columbia University

The Augmented Efficacy of PBS (Positive Behavior Supports) Implementation. Jessica Djibrayan Tergat, Central Unified School District; Susan M. Tracz, California State University - Fresno

Toward Franchising in Education? An Empirical Investigation of Chains of Academies in England. Daniel R. Muijs, University of Southampton; David Reynolds, University of Southampton; Christopher James Chapman, University of Manchester

41.076-15. Examining Various Factors of Private Religious Education. SIG-Associates for Research on Private Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Larry D. Burton, Andrews University
Participants:
A National Study of the Relationship Between Achievement and Student, Home, Teacher, and School Factors. Jerome Thayer, Andrews University; Elissa Kido, La Sierra University

Developing and Validating the Growing Disciples Inventory: A Self-Assessment for Christian Students. Glynis Madeleine Bradford, Andrews University

Longevity Narratives From the Perspective of Adventist Principals in North America: A Multiple Case Study. Shirley A. Freed, Andrews University; Janet Ledesma, Andrews University

41.077. Roundtable Session 53; Roundtable Session

41.077-1. Stress and Coping in Education Paper Discussions 1. SIG-Stress and Coping in Education Cosponsored with SIG-Social and Emotional Learning; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Kun Yan, Tsinghua University
Participants:
The Yoga Effect: How Classroom Yoga Affects Academic Performance and Anxiety in Elementary School Students. Matthew Wappett, University of Idaho; Meriah Schauss, University of Idaho

Teaching, Learning and Transfer in a Mindfulness-Based Stress Reduction Program for Teachers. Robert William Roeser, Portland State University; Petra Horn-Keller, University of Oregon; Mariel Stadick, Portland State University; Tim Urdan, Santa Clara University

Effect of a Mindfulness Intervention on Community College Students’ Writing Apprenticeship and Writing Performance. Megan E. Brit, Old Dominion University; KaaViona Mchelel Hinton-Johnson, Old Dominion University; Shana L. Prakash, Old Dominion University; Abha Gupta, Old Dominion University

41.077-2. Family and Public Engagement, School Choice, and Charter Schools. SIG-Charter School Research and Evaluation; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: John J. Hall, University of California - Berkeley
Participants:
Family and Community Engagement in Charter Schools. Lindsey Brooke Jakiel, The University of New Orleans; Brian Robert Beabout, The University of New Orleans

Family Gentrification, Student Diversity, and Academic Achievement: A Case Study of an Urban Charter School. Elizabeth Sarah Brown, William Paterson University


41.077-3. Responsibility and Resilience: Engaging in the Work of Narrative Inquiry. SIG-Narrative Research; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Janice Huber, University of Regina
Participants:
Negotiating Multiple I’s Through Storytelling: Use of Narrative Inquiry to Understand Perspectives of Homeless Parents on Life, Education, and Literacy. Minjeong Kim, University of Massachusetts - Lowell; Jihoon An, Texas State University - San Marcos
Practical Dimensions of Ethical Narrative Inquiry. Jeananne Nichols, University of Illinois at Urbana-Champaign

41.077-4. Transforming Experience Into Graphic and Performance Texts. SIG-Arts-Based Educational Research; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Lisa M. Donovan, Lesley University
Participants:
Data as Drama: The Possibilities and Limits of Knowing Adult English Learners. Anneliese Cannon, University of Wisconsin - Madison; Alissa Anne Blair, University of Wisconsin - Madison
Hearts and Minds: A Meta-Synthesis of Plays Cocreated With African American Adolescents. Mary Stone Hanley, George Mason University
Presenting Teacher Education Research Through the Graphic Novel. James F. Woglom, University of Georgia; Stephanie R. Jones, University of Georgia

41.077-5. Participatory Action Research: Doorway to Coconstruction of Knowledge and Power. SIG-Action Research; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Noah A. Rubin, Harvard University
Participants:
Collaborating for Change: Possibilities and Barriers to Teacher and Student Action Research. Kathryn G. Herr, Montclair State University
Participatory Action Research Facilitates the Implementation of Culturally Responsive Practices. Peg Winkelman, California State University - East Bay
The potential of school-based action research: Fostering youth and adult learning. Karen C. Goodnough, Memorial University
Toward Participatory Methodologies in Teacher Action Research. Shannon Marie Pella, University of California - Davis

41.077-6. Investigating School Climate in Middle School Roundtable. SIG-School Community, Climate, and Culture; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Martha J. Strickland, The Pennsylvania State University - Harrisburg
Participants:
Bullies and Victims: What Influence Do Gangs and Gang Members Exert in Middle School Environments? Anjali Forber-Pratt, University of Illinois; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Steven R. Aragon, Texas State University - San Marcos
Research on Five Types of Bullying in Middle Schools. Shu-Ling Lai, Asia University; Ram Green, Texas Tech University
The Varying Composition of Teacher and Student Perceptions of School Climate: The Importance of Contextual Factors in the Middle School Experience. David A. Walker, Northern Illinois University

41.078. Roundtable Session 54; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am
Chair: Ambareen Nasir, University of Illinois at Chicago
Participants:
When Cultures Meet in an Elementary School: Seedig, Atayal, Han Chinese, and Western Science. Chia-Ling Chiang, National Dong Hwa University; Chiang-Fen I. Yen, Providence University
A Search for Indigenous Hawaiian Inquiry Methods/Impacts of a Place-Based Science Curriculum. Jennifer L.H. Kwahara, University of Hawaii; Pauline W.U. Chinn, University of Hawaii - Manoa
Multicultural Professional Development of Elementary School Science Teachers of Indigenous Children. Hueli Lee, National Dong Hwa University; Chiang-Fen I. Yen, Providence University
E ke hoa, Aloha ʻĀina: Place and Culture-Based Scientific Inquiry at O Hina I Ka Malama Hawaiian Language Immersion Program.

Gandharva Ross, Molokai High School
A Lexico-Grammatical Perspective on Indigenous Student Science Learning Difficulties. Wen-Gin Yang, National Taiwan Normal University

41.078-2. Disrupting the Dominant Paradigm: Science Learning as Identity Formation, Community Action, and Transformation Toward a More Socially and Environmentally Just World. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am
Chair: Heidi Carlone, University of North Carolina - Greensboro
Participants:
The Role of Community in Becoming Science Experts. Edna Tan, University of North Carolina at Greensboro
Environmental Education in the Era of a Changing Climate. Sameer Hanwad
“We Know From Our Elders There Are Spirits in There [River]”: Reconstructing Science Education Toward Lived Survivance. Sovereignty, and Sustainability. Megan Bang, University of Washington

41.078-3. Educational Globalization’s Impact on Our Childhoods, Languages, Minds, and Morals. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am
Chair: Joel H. Spring, Queens College - CUNY
Participants:
Language Governmentality in A Global Age. Nelson Flores, The Graduate Center - CUNY
For-Profit Information and Technology Companies and Global Educational Policies. Joel H. Spring, Queens College - CUNY
The Moral Component of a U.S./Global Math Education. Mark Wolfmeyer, The Graduate Center - CUNY

41.078-4. Queer and Indigenous Perspectives on Science Education. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am
Chair: Ajay Sharma, University of Georgia
Participants:
Inviting Queer Ideas Into the Science Classroom. Mattias Lundin, Linnaeus University
Meeting Places in the Garden: Meaning Making Around the Integration of Indigenous Perspectives in Secondary Science Teacher Education. Dawn Wiseman, University of Alberta; Florence A. Glenfield, University of Alberta; Dwayne Donald, University of Alberta
The Nature of (School) Knowledge and Its Implications for Science Education: A Case Study. Michael Tan, OISE/University of Toronto; Erminia G. Pedretti, OISE/University of Toronto

41.079. Roundtable Session 55; Roundtable Session

41.079-1. Fieldworking in Philosophy as Methodology. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am
Chairs: Taylor Webb, The University of British Columbia; Elizabeth A. St. Pierre, University of Georgia
Participants:
Shape/s/ing of Educational Future/s. Mary Adkins, The University of British Columbia
Knowing Fieldwork in Philosophy Differently Through Desire as Assemblage. Gloria Liu, The University of British Columbia
Fieldwork in Philosophy: Aesthetics in Action. Marcelina Piotrowski, The University of British Columbia
(Re)Territorializing the Known: Fieldwork in Philosophy as Critical Policy Analysis. Tobey Symes, The University of British Columbia
Deleuze and Research in Motion. Mia Perry, The University of Regina

41.079-2. Invigorating and Reexperiencing Teacher Identity and Teacher Education in International/Transnational Contexts. Division B -
41.080. Roundtable Session 56; Roundtable Session

41.080-1. Invigorating Indigenous Identities and Pedagogies. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Ming Fang He, Georgia Southern University
Participants:
Indigenous Pedagogies: Exploring Diaspora, Nepantla, and Borderland Mestizaje Feminism. Marissa Munoz, The University of British Columbia
Education Policy: Up North and Down Under: Indigenous Education Policy in Aotearoa New Zealand, Canada, and Australia. Marra Neilson, University of Auckland
The “Indigenous” Teacher: Toward a History of the Present of Teacher Education. Ligia L. Lopez, University of Wisconsin - Madison
Cultivating a Decolonizing Indigenous Academic Identity Within a Culturally Relevant Computer Science Curriculum Targeted for Students of Mesoamerican Descent and Females for Social Transformation. Cuenponcaxochitl Dianna Moreno, University of California - Los Angeles

41.080-2. Is There Promise in Precedent? Learning From Our Curricular Paths. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Susan R. Studer, California Baptist University
Participants:
The Normative Vision for 21st-Century American Community Colleges. Clifford P. Harbour, University of Wyoming
The Canada School of Public Service: An Object Lesson in Public Servant Curriculum. Mark J. Weiler, Simon Fraser University
The Cycle of Order and Work Efficiency in Adult Education: From Americanization to Neoliberalization. Malteheh M. Vafai, University of California - Berkeley
Vocational Education and Training Programs in the Nigerian Education System. Benjamin Chitwine Desmond Agbo, University of Minnesota

41.081. Roundtable Session 57; Roundtable Session

41.081-1. Listening to Student Voices. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Chair: Jon Garrison, Virginia Polytechnic Institute and State University
Participants:
Aesthetics and Ethics of Listening. Kerri Embrey, York University
Understanding and Supporting Elementary Students’ Experiences as Listeners During Mathematical Discussion. Allison Beth Hinz, University of Washington
Patterns of Listening in Interpretive Discussion and the Formation of Shared Doubt. Sophie Haroutunian-Gordon, Northwestern University
Beyond the “Right Answer”: Listening to Understand Students’ Thinking. Kersti Tyson, University of New Mexico
Enhancing and Expanding Listening Through Pedagogical Documentation. Winifred Hunsburger, The Bishop Strachan School

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Chair: Roselynn Eileen Marie Vervoord, The University of British Columbia
Participants:
Fostering Living Inquiry Through A/r/tography: Art/agraphic Findings on Participatory Artistic Quilt Making for Peace Building. Roselynn Eileen Marie Vervoord, The University of British Columbia
Understanding Relational Pedagogy as a Practice of Democratic Education. Ofira Roll, The University of British Columbia
Making Art, Making Meaning: A Collaborative and Participative Practice. Rosemary Bund, Vancouver School Board
Storytelling Through Art Making: An International Student’s Button Analog. Sarah Meli, The University of British Columbia
Life History Collage as a Method to Explore Learning, Knowing, and Meaning. Susan Seymour, Utah Valley University

Division and SIG Posters

41.083. Poster Session 8; Poster Session

41.083-1. Teachers in Action: Lessons Learned From Compelling STEM Educational Practices. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
1. Development of a Valid and Reliable Protocol for the Assessment of Early Childhood Students’ Conceptions of the Nature of Science and
Scientific Inquiry. Judith S. Lederman, Illinois Institute of Technology
2. Effects of Classroom Management of Cooperative Learning on Student Engagement in High School Mathematics Classrooms. Monica H. Kendall, Houston Independent School District; Jerome Freiberg, University of Houston
3. Efficacy to Teach Statistics in Middle School: Development and Testing of an Instrument. Leigh M. Harrell-Williams, Virginia Polytechnic Institute and State University; M. Alejandra Sorto, Texas State University - San Marcos
4. Evaluating the Effectiveness of Teacher Preparation Academies Focused on Mathematics, Science, and Technology. Danielle Bairington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Jacqueline R. Stillsano, Texas A&M University - College Station; Kayla Brael Rollins, Texas A&M University; Hersh C. Wazman, Texas A&M University
5. Factors Affecting STEM College Major Choices: Multilevel Structural Equation Modeling. Ahlam Lee, University of Pennsylvania; L. Allen Phelps, University of Wisconsin - Madison
6. Forging a Knowledge Base for Teaching Mathematics and Science to English Language Learners: Disciplinary Linguistic Knowledge. Sultan Turkan, ETS; Luciana De Oliveria, Purdue University
7. Guiding Framework and Principles for Technology Integration: What Are the Key Questions? Minchi C. Kim, Purdue University
8. Investigating Elementary Preservice Teachers’ Ability to Make Models of Children’s Thinking in an Early Field Experience. Mi Yeon Lee, Indiana university; Enrique Galindo, Indiana University
9. Knowledge Held by Novice In-Service Elementary School Teachers of Student Algebra Misconceptions. Nicole Ralston, University of Washington
11. Preservice Teachers’ Conception and Potential Usage of Internet-Based Resources in Planning and Teaching Mathematics. Ji-Won Son, The University of Tennessee; Qintong Hu, The University of Tennessee
12. Strategies of Making Coherent Instruction in China: A Case of Teaching Systems of Linear Equations. Rongjin Huang, Middle Tennessee State University; Yeping Li, Texas A&M University
13. The Teacher’s Perspective on the Separation Between Conjuring and Proving in High School Geometry Classrooms. Wendy Rose Aaron, University of Michigan; Patricio G. Hershst, University of Michigan

41.083-2. Engaging Documentary Methods to Cultivate Reflective Teaching and Learning. SIG-Biographical and Documentary Research; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:
14. Critical Understanding of Project-Based Learning for High School Through Participatory CinéEthnography. Scott Joseph Warren, University of North Texas; Jonathan Gratch, University of North Texas; Mary A. Fuller, University of North Texas; Brad Trussell, University of North Texas; Shelly Zhu, University of North Texas
15. Documenting Democratic Learning Models and Student Engagement: The Story of a Teacher and Her Classroom. Christine Banach, Everett Elementary School
16. Skimming the Surface: Documentary Film in the Social Studies Classroom. Ellen Livingston, Teachers College, Columbia University; Aviv Cohen, The Hebrew University of Jerusalem, Israel
17. Troubling the (Public) Rhetoric of School Reform: The New Visions and Familiar Conflicts of CREATE (Chicagoland Researchers and Advocates for Transformative Education). Brian D. Schultz, Northeastern Illinois University; Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, Concordia University
18. Using Video Debriefings to Cultivate Pedagogical Language. Christina L. Madda, Northeastern Illinois University; JoAnne Vazzano, Northeastern Illinois University

41.083-3. Factors That Encourage Doctoral Student Success. SIG-Doctoral Education across the Disciplines; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:
20. Teaching Future Education Scholars: Literature Review Skills and the Doctoral Student. Melynda Harrison Pitt, Utah State University; Joel Lee Gardner, Utah State University; Kristy Bloxham, Utah State University

41.083-4. Issues in Early Childhood. SIG-Early Education and Child Development; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:
22. Quality Assessment and Improvement: Child Care Providers’ Perspectives. Soyeon Park, San Francisco State University; Charlotte Ferretti, San Francisco State University; Gretchen Ames, San Francisco State University
23. The States of Child Care: The Perspective of Working Women. Sara Gable, University of Missouri
24. Does School Socioeconomic Composition Moderate the Association Between Teachers’ Assessments of Ability and Kindergarteners’ Achievement? Tamarie Macon, University of Michigan; Monica Fay Rochman, University of Michigan
26. Prekindergarten Child Care and Early Developmental Outcomes: An Exploration of Associations Within a Multivariate Framework. Oksana Babenko, University of Alberta
27. Promoting Children’s Positive Emotions for and in Engagement in Learning. Mi-Hwa Park, Murray State University
28. Shared Reading, Scaffolding, Guided Participation, and Mind-Mindedness in Appalachian Head Start Families. Bradford Wiles, Virginia Polytechnic Institute and State University; Victoria R. Fu, Virginia Polytechnic Institute and State University; Danielle Skurka, Virginia Polytechnic Institute and State University

41.083-5. Contextual and Cultural Influences on Motivation, Engagement, and Affect. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:
30. Attributional Analysis of Perceived Reward for Collaborative Projects. Sarah E. Peterson, Duquesne University; James B. Schreiber, Duquesne University
31. Characteristics of Teachers as Sources of Academic Self-Efficacy Information. Sun-Young Lee, Korea University; Sungjun Won, Korea University; Sung-II Kim, Korea University; Mimi Bong, Korea University
32. A Multilevel Modeling Analysis of Taiwanese Teenagers’ Academic Emotions. Po-Han Wu, National Cheng Kung University; Ying-Chuan Lai
33. Loss of Control and Emotions in German and Chinese Students: Cross-Cultural Investigation of Experimental Paradigms. Birgit Mirjam Wimmer, University of Konstanz; Thomas Goetz, University of Konstanz; Ping Fang, Capital Normal University; Keshun Zhang, Capital Normal University
34. Engaged in What? The Multiple Worlds of a Novice Teacher’s Engagement. Gavin Tierney, University of Washington
35. Interest and Intentions to Major in Engineering Among K-12 Hispanic Students. Shirley L. Yu, University of Houston; Danya Marie Corkin, University of Houston; Kathan Shukla, University of Houston; Julie P. Martin, Clemson University
36. Longitudinal Effects of Hispanic Students’ Stability Attributes Following Initial Failure. Yan Yang, The University of West Georgia; Cody Brent Cox, The University of Texas - Brownsville
37. School Climate, Math Beliefs, and Math Behaviors as Sources of Math Achievement: A Theoretical Model. Thomas W. Hamlet, The University of Memphis; Katherine Frances Wright, The University of Memphis; Caroline Hart, The University of Memphis; Christopher W. Cobb, The University of Memphis
38. Socioeconomic and Ethnic Classroom Composition and Developments in Motivation and Achievement in Primary School. Lisette Hornstra, University of Amsterdam; Ineke van der Veen, University of Amsterdam; Thea Peetsma, University of Amsterdam; Monique L. Volman,
42.003. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
Chair: Steven Richard Yussen, University of Minnesota - Twin Cities; Shelly A. Witham, High Tech H.S./ Rutgers University; Toni Kempler Bogat, Rutgers University
Participants: Carol D. Lee, Northwestern University; Christopher A. Wolters, University of Houston; Weihua Fan, University of Houston; Shirley L. Yu, University of Houston

42.004. SIG Leadership Orientation: Session 2. AERA Governance; Governance Session
Chair: Sharon H. Ulanoff, California State University - Los Angeles

AERA Related Activities

42.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop
Chair: Rick Peacock, All Academic, Inc.

Presidential Sessions

42.011. A Framework for Change: A Broader and Bolder Approach to School Reform. Presidential Session Cosponsored with Division L - Educational Policy and Politics
Chair: Ernest D. Morrell, Teachers College, Columbia University
Participants: Julio Cammarota, The University of Arizona; Shawn A. Ginwright, San Francisco State University; Augustine Francis Romero, Tucson Unified School District; A.A. Akom, San Francisco State University; Patrick Cambangian, University of San Francisco
Discussant: David O. Stovall, University of Illinois at Chicago

42.012. Presidential Invited Address: If You Make an Observation: Educational Researchers’ Obligation to Improve Education and Serve the Public Good. Presidential Session Cosponsored with Graduate Student Council
Chair: Cynthia A. Tyson, The Ohio State University - Columbus
Speaker: M.K. Asante, Morgan State University

42.013. Knowing That to Know Is Not Enough, Based on the Work of Barbara Sizemore. Presidential Session Cosponsored with Division K - Teaching and Teacher Education
Chair: Arnetha F. Ball, Stanford University; Carol D. Lee, Northwestern University
Participants: Sofi Lomotey, P-LAN Enterprises, LLC; Gretchen Givens; Generett, Duquesne University
Participants: Equity for English Language Learners (ELLs) in Urban Contexts: A Study of Preservice Teachers’ Experiences and Beliefs. Terri L. Rodriguez, Duquesne University; Nihat Polat, Duquesne University
Preservice Teachers’ Perspectives Toward Children Experiencing Homelessness. Jinhee Kim, Duquesne University
Creating Success for Early Childhood Professionals Through Literacy. Rosemary Mautino, Duquesne University; Julia A. Williams, Duquesne University
Discussant: Arnetha F. Ball, Stanford University

Sunday, 10:35 am

Governance Meetings and Events

42.001. AERA Ethics Committee: Closed Meeting. AERA Governance; Governance Session
Chair: Carolyn J. Riehl, Teachers College, Columbia University

42.002. AERA Professional Development and Training Committee: Closed Meeting. AERA Governance; Governance Session
Chair: Sarah W. Freedman, University of California - Berkeley
AERA Sessions

42.014. AERA Distinguished Public Service Award Lecture (2012): Jerry D. Weast. AERA Sessions; Invited Session
VCC, First Level, West Ballroom C; 10:35am to 12:05pm
Chairs: P. David Pearson, University of California - Berkeley; Gerald E. Sroufe, American Educational Research Association
Participant:
Gateways to Excellence, Pathways to Equity. Jerry D. Weast, Montgomery County Public Schools, Retired
Discussants: Charles M. Payne, University of Chicago; Michelle D. Young, University Council for Educational Administration

42.015. Global Perspectives on New Technologies and Learning. AERA Sessions; Invited Session Cosponsored With World Education Research Association
VCC, Second Level, East Room 12; 10:35am to 12:05pm
Chair: Roy D. Pea, Stanford University; Sanna Jarvela, University of Oulu; Jong Wi, Chung-Ang University; Jeroen J.G. Van Merriënboer, Maastricht University
Participants:
Charles M. Payne, University of Chicago; Eva L. Baker, University of California - Los Angeles; Roy D. Pea, Stanford University; Sanna Jarvela, University of Oulu; Jong Wi, Chung-Ang University; Jeroen J.G. Van Merriënboer, Maastricht University

42.016. Incentives and Test-Based Accountability in Education: The 2011 National Research Council (NRC) Report and Beyond. AERA Sessions; Invited Session
VCC, Second Level, West Room 204; 10:35am to 12:05pm
Chair: Joan L. Herman, University of California - Los Angeles
NRC Committee Participants: Brian Stecher, RAND Corporation; Kevin Lang, Boston University
Discussants: Michael T. Nettles, ETS; Adam Gamoran, University of Wisconsin - Madison; Jennifer A. O’Day, American Institutes for Research

Committee Sessions

42.017. GSC Division I Fireside Chat: Research to Practice: Cooperative Learning in Professional Education. Graduate Student Council; Fireside Chat
Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm
Chair: Robert Williams Ellis, The University of Texas - Austin; Lauren Massari Taylor, Northwestern/ UIC
Participant: Karl Smith, Purdue University

42.018. GSC Division J Fireside Chat: Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 208&209; 10:35am to 12:05pm
Chair: Lauren Theresa Schudde, University of Wisconsin - Madison; Daisy Denise Alfaro, University of Washington - Seattle
Participants: Anna Neumann, Teachers College, Columbia University; Darnell G. Cole, University of Southern California; Paul D. Umbach, North Carolina State University; Linda Serva Hagedorn, Iowa State University; Kelly A. Ward, Washington State University

42.019. Reconceptualizing Boundaries and Identities Within and Across Cultures. International Relations Committee; Paper Session
VCC, First Level, West Room 121&122; 10:35am to 12:05pm
Chair: Sung Choon Park, Seoul National University
Participants:
Reconceptualizing Diasporic Intellectual Networks: Mobile Scholars in Transnational Space. Qiongqiong Chen, University at Buffalo - SUNY
Representation of Women in New Chinese Middle School History Textbooks. Guichun Zong, Kennesaw State University
Discussant: Rodney K. Hopson, Duquesne University

International Organization Sessions

42.020. Canadian Association for Educational Psychology (CAEP): Supporting At-Risk Learners: Applications of Educational Psychology in Canadian Contexts. Canadian Society for the Study of Education; Invited Session
VCC, Second Level, West Room 215&216; 10:35am to 12:05pm
Chair: Allyson F. Hadwin, University of Victoria
Participants:
Thriving on Challenge: Examining Teachers’ Views on Sources of Support for Motivation and Well-Being. Nancy E. Perry, The University of British Columbia; Gigi Hofer, The University of British Columbia; Rebecca J. Collie, The University of British Columbia; Charlotte Ann Brenner, The University of British Columbia
What Makes Work-Based Education Effective for Keeping At-Risk Youth in School: Views of At-Risk Youth and Their Educators in Two Canadian Provinces. Nancy L. Hutchinson, Queen’s University; Connie Elizabeth Taylor, Queen’s University; Jean deLugt, Queen’s University; Lorraine Godden, Queen’s University; Marcea Ingersoll, Queen’s University; Peter Chin, Queen’s University; Joan Yersnel, Dalhousie University
Supporting Educational Success for Aboriginal Students: Identifying Key Influences. Jessica Whitey, University of Ottawa
Students With Learning Disabilities in Postsecondary Institutions: Challenges and Opportunities. John G. Freeman, Queen’s University; Allyson Harrison, Queen’s University; Ena Bromnum Holtermann, Queen’s University
Inclusion and Collaboration in Education: Lessons From University-School District Partnerships. Donna R. McGhee-Richmond, University of Victoria; Jana Cizman, University of Victoria; Angela Nicole Irvine, University of Alberta; Tim Loreman, Concordia University College of Alberta; Rob McGarva, Pembina Hills Regional Division #7; Judy Lee Lupart, University of Alberta

42.021. He Māori Ahau: Challenging Dominant Notions of Leadership, Responsiveness, and Effectiveness in Education. New Zealand Association for Research in Education; Invited Session
VCC, First Level, West Room 109&110; 10:35am to 12:05pm
Chair: Linda T. Smith, The University of Waikato
Participants:
Kaupapa Māori: An Overview of Key Elements. Leonie Pihama, Maori And Indigenous Analysis Ltd
Māori Educational Leadership: New Dawn or Continued Capture? Margie Kahakura Hohepa, The University of Waikato
Ako: From Effective Teaching to Affective Māori Teachers. Jenny Bol Jun Lee, Rautaki Ltd
A New Dawn: Responding to and Realizing Māori Potential. Lisa J. Smith, Rautaki Ltd
Discussant: Margaret J. Maaka, University of Hawai’i - Manoa

Division Sessions

42.022. Division A Vice Presidential Address: Keeping Equity in the Foreground for Educational Leadership in Turbulent Economic and Political Times. Division A - Administration Organization & Leadership; Invited Session
VCC, Second Level, East Room 8&15; 10:35am to 12:05pm
Chair: Karen Stansberry Beard, Miami University
Speaker: Linda E. Skrla, Texas A&M University

42.023. Contradictions and Complexities of Curriculum Reforms Around the World. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 10:35am to 12:05pm
Chair: Yoonjung Choi, Teachers College, Columbia University
Participants:
Curriculum Reform and Policies of Japanese Language Education for Immigrant Children. Jie Qi, Utsunomiya University; Sheng Ping Zhang, Meijo University
Networked and Contradictory Local and Global Agendas: Literacy Curriculum Design and Implementation in a Canadian Transnational Education Program in China. Zheng Zhang, University of Western Ontario
Toward Ethical Internationalism/Globalism: Engaging the Political Economy of Knowledge Production in Global Citizenship Education. Vanessa de Oliveira Andreotti, University of Oulu
Tensions and Contradictions of Russian Educational Reforms. Olena Aydarova, Michigan State University
The Idea of Cosmopolitanism in Korean National Curriculum. Sang-eun Lee, Seoul National University; Jae Park, Seoul national University; Jiyoung Kang, Seoul National University; Kyunghee So, Seoul National University
42.024. Land Curriculum: Indigenous, Postcolonial, and Decolonizing Perspectives on Place, Education, and Educational Research.
Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C;
10:35am to 12:05pm
Chairs: Eve Tuck, SUNY - College at New Paltz; K. Wayne Yang, University of California - San Diego
Participants:
Tobacco in the Streets: Understanding Chicago as Indigenous Land. Megan Bang, University of Washington; Ananda Maria Marin, Northwestern University
Settler Colonialism in the Tsenacomacah: Jamestown, Tobacco, and Manifest Destiny. Kate McCoy, SUNY - College at New Paltz
Speaking Back to Manifest Destinies: A Land-Based Approach to Critical Curriculum Inquiry. Dolores Calderon, University of Utah
Discussant: Marcia McKenzie, University of Saskatchewan

42.025. “Knowing It All”: Conceptualizing the Curriculum for the Preparation and Practice of Elementary Teachers. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A;
10:35am to 12:05pm
Chair: D. Jean Clandinin, University of Alberta
Participants:
Working From Inside-Out and Outside-In: Radical Curriculum Reform in a Postcolonial South African Context. Carol R. Rodgers, University at Albany - SUNY; Noluthando Toni, Nelson Mandela Metropolitan University; Denise Zinn, Nelson Mandela Metropolitan University
Developing Action-Oriented Knowledge Among Preservice Teachers. Frances O. Rust, University of Pennsylvania; Nancylee Rodenberg Bergery, University of Pennsylvania
Teaching or Testing in Urban Schools: Learning to Manage Curriculum Dilemmas. Anna E. Richert, Mills College
Discussant: Kevin K. Kamashiro, University of Illinois at Chicago

42.026. Bridging Research and Practice: From Cognitive Principles to Design Principles of Curriculum, Instruction, and Assessment. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom D;
10:35am to 12:05pm
Chair: Steven Arnold Schneider, WestEd
Participants:
Design Principles for the Integration of Visual and Verbal Information in a Math Curriculum. Jennifer L. Cooper, Wisconsin Center for Education Research; Mitchell J. Nathan, University of Wisconsin - Madison; Virginia E. Clinton, University of Wisconsin - Madison; Pooja Sidney, University of Wisconsin - Madison; Martha W. Allbali, University of Wisconsin - Madison
Spacing and Formative Assessment. Kevin Dietz, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Neil T. Heffernan, Worcester Polytechnic Institute; Cristina L. Heffernan, University of Pittsburgh; James W. Pellegrino, University of Illinois at Chicago; Deena Ariel Soffer, University of Illinois at Chicago
Integration of Cognitive Design Principles With the Connected Mathematics Project Curriculum. Kathleen L. LePori, WestEd; Jodi Davenport, WestEd; Shandy Hawk, WestEd; Kimberly Viviani, WestEd; Steven Arnold Schneider, WestEd
Discussant: Taylor Martin, The University of Texas - Austin

42.027. Digital Video Game Play in Children’s Learning and Cognitive Development. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C;
10:35am to 12:05pm
Chairs: Bruce Douglas Homer, The Graduate Center - CUNY; Fran C. Blumberg, Fordham University
Participants:
Developing Scientific Thinking in the Context of Video Games: Framework for a Research Agenda on Skills Transfer. Corinne L. Zimmerman, Illinois State University
Children’s Development of Vocabulary and Reading Comprehension Skills Through an Interactive, Educational Video Game. Bruce Douglas Homer, The Graduate Center - CUNY; M. Hadley, Michael Cohen Group LLC; Craig S. Rosen, Stanford University; Michael Cohen, Michael Cohen Group LLC
Exergaming and Executive Functioning. Rachel Flynn, University of California - Riverside; Amanda Staiiano, Pennington Biomedical Research Center; Rebekah Richert, University of California - Riverside
What Children and Adolescents Do During Video Game Play and What They Think They Do. Fran C. Blumberg, Fordham University; Elizabeth Aitschuler, Fordham University
Discussant: Jan L. Plass, New York University

42.028. Exploring the Frontiers and Linking Critical Aspects of Assessments in Science. Division C - Learning and Instruction; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 10:35am to 12:05pm
Chair: Xiufeng Liu, University at Buffalo - SUNY
Participants:
1. Empirical Investigation of the Construct in a Brief Electricity and Magnetism Assessment. Lin Ding, The Ohio State University
2. Using Role Playing as Formative Assessment for Preservice Science Teachers. Rachelle Batan Enriquez, Leyte Normal University; Ji Shen, University of Georgia
3. Assessing Digital Competencies in Science Learning: A Construct. Jing Lei, Syracuse University; Ji Shen, University of Georgia
5. Developing Computer Model-Based Assessment of Learning Progression. Xiufeng Liu, University at Buffalo - SUNY; Noemi Waight, University at Buffalo - SUNY; Roberto Ma. Gregorius, Canisius College
6. Developing a Framework to Assess Interdisciplinary Understanding. Ji Shen, University of Georgia; Shannon Hsiang-Han Sung, University of Georgia
7. Review of Using Concept Mapping as Assessment Tools in Science Education. Yee Yin, University of Illinois at Chicago
9. Sampling Issues for Using Science Notebooks as Assessment Tools. Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver

42.029. Lesson Study Supported by Mathematical Resources: A Theoretical Framework, Randomized Trial, and Implications for Reform. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B;
10:35am to 12:05pm
Chair: Rebecca R. Perry, Mills College
Participants:
Research Resources for Lesson Study: Principles and Rationale for a Linear Measurement Approach to Fractions. Shelley Friedkin, Mills College; Catherine C. Lewis, Mills College; Rebecca R. Perry, Mills College
A Randomized Trial of Lesson Study: Impact on Teachers’ and Students’ Knowledge of Fractions. Rebecca R. Perry, Mills College; Catherine C. Lewis, Mills College
Theoretical Model of Lesson Study’s Instructional Impact: The Role of Teachers’ Beliefs and Professional Community. Catherine C. Lewis, Mills College; Rebecca R. Perry, Mills College
Discussants: James W. Stigler, University of California - Los Angeles; Geoffrey B. Saxe, University of California - Berkeley

42.030. Public Understanding of Science: The Educational Challenges of Scientific “Uncertainty". Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A;
10:35am to 12:05pm
Chair: William A. Sandoval, University of California - Los Angeles
Participants:
Problems in the Public Understanding of the Uncertainty of Science: Introduction to the Symposium. Barbara K. Hefer, Middlebury College
Some Like It Hot: How Emotions Tinge Laypeople’s Understanding of
Scientific Controversies, Rainer F. Bromme, University of Münster; Dorothea Kienhues, University of Münster

Students’ Interpretation of Uncertainty in Health News Articles. Anne Britz, Northern Illinois University; Amanda Marie Durik, Northern Illinois University; Brent Steffens, Northern Illinois University; Kayley Bloss, Northern Illinois University; John Baker, Northern Illinois University

How Learners Deal With Uncertainty in Controversial Science-Related Texts. Johanna Maier, University of Kassel; Tobias Richter, University of Kassel

Elementary Students’ Abilities to Evaluate Uncertain Data Presented as Contingency Tables: Basic Understanding, the Influence of Context and Numerical Data Integration. Anke Lindmeier, TU München; Kristina M. Reiss, TU München; Petra Bachfeld, Ludwig-Maximilians-Universität München; Beate Sodaian, University of Munich

Discussant: Jonathan F. Osborne, Stanford University

42.031. Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm

Chair: Erica M. Barnes, Vanderbilt University

Participants:

Pedagogical Features of Vocabulary Instruction in Kindergarten Core Reading Curricula. Tanya S. Wright, Michigan State University; Susan B. Neuman, University of Michigan - Ann Arbor

Examining Sophisticated Vocabulary Use by Preschool Teachers in Mealtime Conversations. Molly F. Collins, Vanderbilt University

The Impact of Curriculum Adherence on Creating a Linguistically Rich Environment in Head Start Classrooms. Jin-Sil Mock, Vanderbilt University; David K. Dickinson, Vanderbilt University

The Impact of Book Reading on Children with Low and Typical Language Training Graduate Students on the Anxiety Disorders Interview Schedule. Marjorie Faulstich Orellana, University of California - Los Angeles

Discussant: Margaret G. McKeown, University of Pittsburgh

42.032. Training School Professionals in the Field of Child and Adolescent Mental Health. Division E - Counseling and Human Development; Symposium VCC, Second Level, West Room 214; 10:35am to 12:05pm

Chair: Heather Baker, The University of British Columbia

Participants:

Training Graduate Students on the Anxiety Disorders Interview Schedule for Children-Parent Report. Christine Yu, The University of British Columbia; Lynn D. Miller, The University of British Columbia; Karen Hamill, The University of British Columbia; Heather Baker, The University of British Columbia; Angela Herle, The University of British Columbia

Factors Predicting Sustained Implementation of School-Based Behavior Support Interventions. Kent McIntosh, The University of British Columbia; Susanna Mathews, The University of British Columbia

Graduate Training in a Manualized Treatment for Young Children and Their Parents. Arlene Young, Simon Fraser University

Discussant: Jane Garland, BC Children’s Hospital

42.033. Haptic History: International Studies of Touchable Things (and Other Lacunae) in Educational History. Division F - History and Historiography; Cosponsored with SIG-Qualitative Research; Symposium VCC, Third Level, West Room 306; 10:35am to 12:05pm

Chair: Barry M. Franklin, Utah State University

Participants:

How Ironic Can an Educational Innovation Be? Brodsky’s Flexible, Foldable School Desk. Marc Depauwe, Catholic-Universiteit Leuven; Frank Fernand Simon, Ghent University

The Materiality of Being a Child: How Carpets and Furniture are Used in Early Childhood Education and Care. Sascha Neumann, University of Luxembourg

Seeing, Reading, Writing, Talking and the Society of Things: Cultural Practices and Social Structures. Karin Priem, University of Luxembourg

The Curious Case of Gustatory Taste: A Critical Inquiry Into a Historical Lacuna. Lynn Fendler, Michigan State University

Discussant: Barry M. Franklin, Utah State University

42.034. Bridging Multiple Worlds of Immigrant and Indigenous Students’ Pathways to Academic and Life Success. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 206; 10:35am to 12:05pm

Chair: Catherine R. Cooper, University of California - Santa Cruz

Participants:

More Than One Path: How Mexican Immigrant Youth Navigate Cultural Worlds While Building Pathways to College and Careers. Catherine R. Cooper, University of California - Santa Cruz; Elizabeth Dominguez, Cabrillo College; Robert G. Cooper, San José State University; Angelica Lopez, University of California - Santa Cruz; Alejandra Beristain-Barajas, University of California - Santa Cruz

Identity Development and School Experiences Among Migrant Pacific Island Adolescents. Katherine T. Ratliffe, University of Hawaii; Eric Folk, University of Hawaii; Lillian Segal, Hawaii State Department of Education; Maatuma A. Porototano, University of Hawaii

Latino Students’ Transition to College and Perceptions of Future Goals. Richard P. Duran, University of California - Santa Barbara; Sugely Cháidez, University of California - Santa Barbara

Aligning Cultural Identity and Education: Students’ and Families’ Aspirations in the Hawaiian Language Immersion Program. Rebecca J.I. Luning, University of Hawaii - Manoa

Discussant: Lois A. Yamauchi, University of Hawaii - Manoa

42.035. Literacy, Identity, and Learning: A Three-Year Longitudinal Study With Immigrant Families. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 205; 10:35am to 12:05pm

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

Participants:

An Introduction to the Symposium. Catherine F. Compton-Lilly, University of Wisconsin - Madison

Portrait of an Emergent Bilingual: Bilingualism or Language Loss? Yonne Pek, University of Wisconsin - Madison

Literacy, Learning, and Identity Construction: Elina Learns to Read and Write. Dana L. Hagerman, University of Wisconsin - Madison

Affirming Identity Through Literacy: Islamic Identity in Children of Muslim Immigrants. Rohany Nayan, University of Wisconsin - Madison

Discussant: Marjorie Faulstich Orellana, University of California - Los Angeles

42.036. The Power and Limitations of Critical Research as Praxis: Youth, Race, and Schooling in Western Canada. Division G - Social Context of Education; Symposium VCC, Third Level, West Room 302; 10:35am to 12:05pm

Chair: Verna L. St Denis, University of Saskatchewan

Participants:

“We’re Here Because We’re Black”: A Critical Theater-Based Pedagogy and Methodology for Understanding Student Experiences of Schooling in Western Canada. Sara Schroeter, The University of British Columbia

Expressions of Policy Effects: Aboriginal Students’ Memories of Public School. Lyn Denise Daniels, The University of British Columbia

Educational Experiences of First- and Second-Generation Turkish Immigrant Youth in Canada. Dilek Kayauyku, The University of British Columbia

Researcher’s Consciousness: Young People’s Struggles With Racialization in the Context of Racially Sorting School Choice in Vancouver. Ee-Seul Yoon, The University of British Columbia

Discussant: Verna L. St Denis, University of Saskatchewan

42.037. Longitudinal Data Systems and Tracking Academic and Nonacademic Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriott Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm

Chair: Debra J. Ackerman, Educational Testing Service (ETS)

Participants:

Tracking Students’ Academic Progress in Data-Rich but Analytically Poor Environments. Warren E. Lancefield, Western Michigan University; Brooks Applegate, Western Michigan University

Using District Longitudinal Data to Inform the Design and Evaluation of Supports for Students at Risk of Not Graduating: A District Collaborative Research Project. Min Huang, WestEd; Laura Jaeger, WestEd; Loan Tran, WestEd; Andrea Anne Lash, WestEd; Ben Hayes, Washoe County School District
College Aspirations and College Knowledge: Students’ Preparation for Postsecondary Aspirations. Elizabeth M. Gilkey, University of Oregon; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center

College Completion—The New Graduation Rate: Learning From Students’ Intentions, Preparation, and Postsecondary Actions. Joseph M. O’Reilly, Mesa Public Schools; Carolyn O’Reilly, Mesa Public Schools; Cynthia R. Bochna, Mesa Public Schools; Cynthia S. McCuhon, Mesa Public Schools

Mobility and Attendance: Effects on Student Achievement. Mary Grinstead, Iowa Department of Education

42.038. Value-Added in Arizona: Specifics, Statistics, and Impact. Division H - Research, Evaluation and Assessment in Schools; Symposium Marriott Pinnacle, Third Level, Pinnacle I; 10:35am to 12:05pm

Chair: Andrea Amrein-Beardsley, Arizona State University

Participants:
Implementing Teacher Effectiveness Measures Under Loosely Defined State Mandates: Practitioner Considerations at the L.EA (Local Education Agency) Level. Edward F. Sloat, Dysart Unified School District


Mediating Factors Between Teacher Effectiveness and Academic Achievement. Wendy Miedel Barnard, Arizona State University; Kerry Chase Lawton, Arizona State University; Sarah A. Polasky, Arizona State University; Kim Marrone Beckert, Arizona State University

Data-Driven Professional Development: A District-Wide Initiative to Improve Literacy Teaching and Learning. Catherine Mary Weber, Arizona State University


Discussant: Andrew Dean Ho, Harvard Graduate School of Education

42.039. Measuring and Improving the Teaching Skills of Health Professions Faculty. Division I - Education in the Professions; Paper Session Pan Pacific, Restaurant Level, Pacific Rim 2; 10:35am to 12:05pm

Chair: Ilene B. Harris, University of Illinois at Chicago

Participants:
Characteristics of Educator Networking: Collegial Support and Collective Efficacy Among Health Science Educators. Gustavo Loera, Mental Health America of Los Angeles; Jonathan Nakamoto, WestEd; Robert S. Rueda, University of Southern California; Katie Moulton, University of Southern California; Youn Joo Oh, Education Development Center, Inc.

The Chair’s Perspective on Part-Time Faculty in Departments of Pharmacy Practice: Benefits and Consequences. Nancy F. Fjortoft, Midwestern University; Susan R. Winkler, Midwestern University; Thye Mai, Midwestern University

Assessing Cross-Disciplinary Thinking in Cancer Prevention Research Training. Lorin Carleton Parker, Purdue University; Meghana Suchak, Purdue University; Omolola Adedokun, Purdue University; Robin Adams, Purdue University; Dorothy Teegarden, Purdue University; Amy L. Childress, Purdue University; Willa Burgess, Purdue University

Contextualizing Culture in Medical Practice: A Qualitative Study of Faculty at an Academic Health Center. Madison L. Gates, Virginia Tech; Kelly D. Bradley, University of Kentucky

42.040. College Classroom Structures and Student Engagement and Outcomes. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 207; 10:35am to 12:05pm

Chair: Marc P. Johnston, University of California - Los Angeles

Participants:
College Students’ Motivation and Performance in a Large Lecture-Format Geography Course. ChunMin Kim, The University of Georgia; Seung Won Park, University of Georgia; Niem Huynh, Association of American Geographers; Ryan Thomas Schuermann, Texas State University-San Marcos

Gaining Applicable Knowledge in the University Online Environment: An Exploratory Case Study. Michelle L. Rossiter, University of Oklahoma; Robert M. Nelson, University of Central Oklahoma

Investigating the Impact of Sustainability-Focused Courses in Higher Education: What Seems to Work? Kshama Bhupendra Hunter, UBC; Jolie A. Mayer-Smith, The University of British Columbia; David Anderson, The University of British Columbia

One Word, Two Meanings: The Lived Experiences of “Teamwork” in Virtual and Face-to-Face Student Teams. Mazzieh Saghafian, York University; Kevin ONeil, Simon Fraser University

Discussant: Karen K. Inkelas, University of Virginia

42.041. Conditions Count: Teaching in Challenging Situations. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: Romena Marie Holbert, Wright State University

Participants:
Gender, Race, and the Politics of Role Modeling: The Influence of Male Teachers in Urban Schools. Wayne J. Martino, The University of Western Ontario; Goli Marzieh Rezai-Rashidi, University of Western Ontario

What Do We Know About Male Teacher Perspectives On Queer Content in the Heterosexual Curriculum? Patrick K. Finnessy, Brock University

Perception of Working Conditions: Its Impact on Prospective Teachers’ Decisions to Teach in Urban Districts. Deena Khalil, Rutgers University; Peijia Zha, Rutgers University

Challenges to Teacher Resilience: Conditions Count. Qing Gu, University of Nottingham; Christopher W. Day, University of Nottingham

Inside Urban Teaching: Teachers’ Inquiries About Their Work. Beverly Falk, City College of New York - CUNY; Megan Blumenrein, City College of New York - CUNY

42.042. Extending Beyond the Achievement Gap: Teachers’ Connections to Psychosocial Factors in STEM Education. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: Cathleen C. Loving, Texas A&M University

Participants:

Mathematics Anxiety in the High School Classroom: A Teacher’s Perspective. Melissa Carter, University of Arkansas; Elizabeth Ann Keiffer, University of Arkansas

Putting the Earning Back in Learning: Does Teacher Salary Affect Student Performance? Gladys Krause, The University of Texas - Austin

Ten Teacher Behaviors That Improve Pupils’ Choice for Science. Rebecca Nicolette Hamer, Hamer Onderzoek & Organisatie; Erik Jan van Rossum, Hotelschool the Hague

Transformative Education and Innovation: Developing Sources of STEM Teacher Efficacy. Xiomara Mateo-Gaxiola, University of Southern California; Gisele Ragusa, University of Southern California; Nancy Sami Girgis, University of Southern California

Discussant: Yingli Li, Texas A&M University

42.043. Issues in the Facilitation of Video-Based Professional Development. Division K - Teaching and Teacher Education; Symposium VCC, First Level, West Room 114&115; 10:35am to 12:05pm

Chair: Elizabeth A. van Es, University of California - Irvine

Participants:
Articulating a Model of Teacher Educators’ Knowledge. Malayna Bernstein, West Virginia University; Sarah Selmer, West Virginia University; Johanna Bolyard, West Virginia University

A Framework for the Facilitation of Teachers’ Analysis of Video. Elizabeth A. van Es, University of California - Irvine; Jessica Tunney, University of California - Irvine; Nanette M. Seago, WestEd; Lynn T. Goldsmit, Education Development Center, Inc.

Using Video Cases to Prepare Leaders of Professional Development in Mathematics. Elham Kazemi, University of Washington; Megan M. Kelley-Petersen, University of Washington; Judith E. Mummey, WestEd; Cathy Carroll, WestEd; Rebekah Elliott, Oregon State University; Kristin Lesseig, Washington State University Vancouver; Matthew P. Campbell, Oregon State University

Preparing Instructional Leaders to Facilitate Mathematics Professional Development. Hilda Borko, Stanford University; Karen A. Koellner, University of Colorado - Denver; Jennifer K. Jacobs, University of Colorado - Denver
**42.044. Observations From Division K Section Chairs on Patterns in the Submissions for the 2012 Annual Meeting.** Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 221; 10:35am to 12:05pm
Chair: Brad Olsen, University of California - Santa Cruz
Participants: Darlene Russell, William Paterson University; Anne Burns Thomas, SUNY - College at Cortland; Brad Olsen, University of California - Santa Cruz; Tonda Liggett, Washington State University - Vancouver
Discussant: Kimberly A. White-Smith, Chapman University

**42.045. Race and Privilege in Teaching and Learning.** Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 10:35am to 12:05pm
Chair: Kagendo Mutua, The University of Alabama
Participants:
- Amplifying Silences: Reconsidering White Preservice Teachers’ Engagement With Race. H. James Garrett, University of Georgia; Anver Segall, Michigan State University
- Increase Awareness of Group Privilege With College Students: Race and Privilege in Teaching and Curriculum. Jayne M. Lokken, Saint Cloud State University; Fatemeh Zarghami, Saint Cloud State University; Rose Stark-Rose, Saint Cloud State University
- Promoting Student Interest in Science: The Perspectives of Exemplary African American Elementary Teachers. Jianzhong Xu, Mississippi State University; Linda T. Coats, Mississippi State University
- Unexamined Racial Biases Among White Teachers: Utilizing Critical Multiculturalism to Move From Silence to Empowerment. Cassandra L. Tavares, Brown University; Tina M. Durand, Wheelock College

**42.046. Redesigning Curriculum and Instruction to Meet the Needs of English Language Learners in Content Areas.** Division K - Teaching and Teacher Education; Paper Session
Fairmont Waterfront, Concourse Level, Malaspina; 10:35am to 12:05pm
Chair: Margaret M. Cramer, Northcentral University
Participants:
- How English Language Learners’ Linguistic and Cultural Diversity Figures in Literacy Instruction: Perspectives From In-Service ESL (English as a Second Language) Teachers. Jing Fu, Michigan State University
- Reverberating Chords: Implications of Preservice Teachers’ Touchstones in Contemporay Multicultural Literature for Change in Schools. Teresa Jean Strong-Wilson, McGill University; Ingrid Johnston, University of Alberta; Lynne Wilse, University of Alberta; Anne Michelle Burke, Memorial University; Heather Ann Phipps, McGill University; Ismel Gonzalez, Lakehead University
- Teach the Students Not the Course: Preparing Secondary Content Teacher to Teach English Learners. Laura Schall-Leckrone, Boston College; Christina M. Pavlak, Boston College
- Teaching Academic Language in High School Biology Through Coteaching. James F. Nagle, Saint Michael's College; Rita MacDonald, Saint Michael's College

**42.047. Understanding Teacher Agency.** Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 220; 10:35am to 12:05pm
Chair: Eran Tamir, Brandeis University
Participants:
- Compassion, Accountability, and Collaboration: Effective Teachers in High-Poverty Schools. Michael Arthur Gallagher, Sunnyvale School District
- Clashes Within One Teacher’s Understandings of Race: Potentials for Altering Practice of Judgment? Jenna Min Shin, University of Wyoming
- Chinese Teachers’ Self-Reported Beliefs and Practices Related to Minority Students in Xinjiang. Hongyan Zhang Newton, University of Washington
- Harnessing the Generativity of Digital Diaries and Face-to-Face Semi-Structured Interviews: Perspectives of Beginning Teachers on Learning to Teach. Daniel O’Sullivan, University College Cork; Paul F. Conway, University College Cork
- When Will I Stop Being From Away: A Teacher’s Relocation into the World of Doctorate Studies. Essie Lom, University of New Brunswick

**42.048. Can Accountability Lead to Improved Teacher Quality?** Division L - Educational Policy and Politics; Cosponsored with Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 14; 10:35am to 12:05pm
Chair: Beth Gamse, Abt Associates Inc.
Participants:
- Did Schools That Missed AYP (Adequate Yearly Progress) Improve the Quality of Professional Development for Teachers? Kwang Suk Yoon, American Institutes for Research; Mengli Song, American Institutes for Research
- Finding Value Using Value-Added Modeling: Identifying High-Performing Teachers in Low-Performing Urban Schools. Mary Poplin, Claremont Graduate University; Mandy Renee Redfern, Claremont Graduate University
- The Effect of High-Stakes Testing on Teacher Quality: Evidence from California. Seth Gershenson, American University
- The Influence of a High-Stakes Setting on Student Ratings of Teachers in Middle and High School. Ryan Balch, Vanderbilt University; Matthew G. Springer, Vanderbilt University; Ron Zimmer, Vanderbilt University
Discussant: Jennifer L. Steele, RAND Corporation

**42.049. Making Difficult Decisions With Data: Does It Improve Student Learning?** Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 17; 10:35am to 12:05pm
Chair: Eugene Gary Kowch, University of Calgary
Participants:
- Accountability Shocks and How They Influence Principal Turnover and the Distribution of Principal Characteristics. Michelle D. Young, University Council for Educational Administration; Edward J. Fuller, The Pennsylvania State University
- Bolder Action? School Closure in New York City. Megan Silander, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University
- Navigating the Data Deluge: How Schools Use State Test Data to Guide Efforts for Improvement. Jessica K. Beaver, University of Pennsylvania; Elliot H. Weibbaum, U.S. Department of Education
- How the Pressure to Make Adequate Yearly Progress Drives Instructional Practices: A Case Study. Amy Orange, University of Virginia; Walter F. Heincke, University of Virginia
Discussant: Rick Mintrop, University of California - Berkeley

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**SIG Sessions**

**42.050. Assessment and Accreditation: How Do Instruments and Procedures Relate to Policy and Performance Indicators?** SIG-Academic Audit Research in Teacher Education; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 10:35am to 12:05pm
Chair: Christine Carrino Gorowara, University of Delaware
Participants:
- Faculty and Administrators’ Perceptions of Changing Accrediting Agencies From NCATE (National Council for the Accreditation of Teacher Education) to TEAC (Teacher Education Accreditation Council) at One Institution. Muriel K. Rand, New Jersey City University; Sue Gerber, New Jersey City University; Matthew John Caulfield, New Jersey City University
- Professionalism Rules OK? Governmentality, Audit, and Inspection in Initial Teacher Education. Oleen McNamara, University of Manchester; Jean M.F. Murray, University of East London; Sophina Qasim, University of Manchester; Marion Jones, Liverpool John Moores University; Grant Stanley, Liverpool John Moores University; Pete Boyd, University of Cumbria
- How Does Critical Thinking Predict Success on the Texas Pedagogy and Professional Responsibilities EC-12 Test? Mohammed Mustafa Saleem, West Texas A&M University; Robin Lea Capt, West Texas A&M University
- Scale Functioning and Licensure Invariance of the Student Teaching Exit Survey: A Rasch Analysis. Noela A. Haughton, University of Toledo; Peter Papczynski, University of Toledo
- Using Standards-Based Assessment of Teacher Candidates as an Alternative to Value-Added Models. James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland; Bruce N. Wettzel, University of Portland; Hillary Mek, University of Portland; John L. Watzke, University of Portland
Discussant: Christine Carrino Gorowara, University of Delaware

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Colorado - Boulder
Discussant: Judith Warren Little, University of California - Berkeley
42.051. Relationality and Pedagogy in A/r/tography. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 10:35am to 12:05pm
Chair: Carl Leggo, The University of British Columbia
Participants:
Becoming Pedagogical: Sustaining Hearts With Living Credos. Rita L. Irwin, The University of British Columbia; Carl Leggo, The University of British Columbia
Shakespeare in the Primary Classroom: Literacy and Learning. George Belliveau, The University of British Columbia
Disrupting Teacher Education: Performing an Intervention With/in the Space Between Art and Pedagogy. Heidi May, The University of British Columbia; Donal O’Donoghue, The University of British Columbia
Following A/r/tography in Practice: From Possibility to Potential. Valerie Triggs, The University of British Columbia
Discussant: Carl Leggo, The University of British Columbia

42.052. Assessment as a Complex Endeavor. SIG-Chaos & Complexity Theories; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm
Chair: Sarah Smitherman Pratt, University of North Texas
Participants:
Assessment in a Changing Environment. Lindsay Hetherington, University of Exeter
Complex Classroom Discourse in Chinese Mathematics. M. Jayne Fleener, North Carolina State University; Lianfang Lu, University of Arkansas at Little Rock
Network Analysis and Knowledge Advancement. Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Yusuke Nishara, Infocom
Complexity and Scaling Learning Networks. Steven K. Khan, The University of British Columbia
Discussant: Donald L. Gilstrap, Wichita State University

42.053. Constructivism in Preservice Teacher Education and Classroom Teacher Professional Development. SIG-Constructivist Theory, Research, and Practice; Paper Session
VCC, Second Level, East Room 16; 10:35am to 12:05pm
Chair: Sandra Stewart, Stephen F. Austin State University
Participants:
One University’s Journey to Academic Excellence: A Case Study of Effective Practices Including a Dedication to Constructivism. Gloria Jean Gresham, Stephen F. Austin State University; Kimberly Welsh, Stephen F. Austin State University
Outcomes in Constructivist-Based Professional Development in Science Inquiry. Miriam Munck, Eastern Oregon University; Donna Rainboth, Eastern Oregon University
Preservice Teachers’ Teacher Efficacy Beliefs and Constructivist-Based Teaching Practice. Tugba Temiz, Izucunu Yi University; Mustafa Sami Topcu, Mugla University
Teachers’ Perception of Constructivist Curriculum Change as a Predictor of Their Implementation of Constructivist Teaching-Learning Activities in Class. Ali Yildirim, Middle East Technical University; Koray Kasapoglu, Middle East Technical University
The Holy Curiosity of Inquiry: The Evolution of Teacher Practice Following District-Wide Professional Development. Alan Stephen Canestrari, Roger Williams University; Bruce Alan Marlowe, Roger Williams University
Discussant: Virginia M. Jagla, National Louis University

42.054. Human Rights and Democratic Citizenship in Education in International Contexts. SIG-Democratic Citizenship in Education; Symposium
VCC, Second Level, East Room 18; 10:35am to 12:05pm
Chair: Walter C. Parker, University of Washington
Participants:
Narratives in Teaching and Research for Justice and Human Rights. Audrey Helen Osler, University of Leeds
Human Rights Education in China: Contrasting Official History and Personal Narrative. Juannjuan Zha, Utah State University
Human Rights Education Without a Notion of Rights? An Examination of the Japanese Case. Yuka Kitayama, Nagoya University
Discussant: Wanda E.M. Cassidy, Simon Fraser University

42.055. Labeling and Performing (Dis)ability in Education. SIG-Disability Studies in Education; Paper Session
VCC, First Level, West Room 111&112; 10:35am to 12:05pm
Chair: AnnMarie Darrow Baines, San Francisco State University
Participants:
Performative Texts and Community Performances as a Strategy for Sharing Findings: Experiences of Labeling and Being Labeled. Rachael Gabriel, University of Connecticut; Jessica Nina Lester, Washington State University
The Racialization of Student Ability: Examining Teachers’ Cultural Responsiveness in the Construction of Student Ability. Roey Abram, New York University

42.056. Health Education and Multiagency Collaboration in Schools. SIG-Education, Health, and Human Services Linkages; Invited Session
Marriott Pinnacle, Fourth Level, Ambleside; 10:35am to 12:05pm
Chair: Robert Ian Halme, University of Chester
Participants:
Action Research to Improve Collaboration Among School-Linked Services. Twyla L. Salm, University of Regina
Attitudes Toward School and School Plans, Given Levels of Family Alcohol, Substance, and Physical Abuse. Ari Jacob Warshawksy, Carleton College; Michael C. Rodriguez, University of Minnesota; Julio C. Cabrera, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Anthony Daniel Albano, University of Minnesota; Yue Yi, University of Minnesota
Development of a Grounded Theory for Teacher Decisions to Adapt Research-Based Health Education Curricula. James P. Hurley, University of Colorado - Denver; Brent G. Wilson, University of Colorado - Denver
Improving Outcomes for Children With Complex Learning, Mental Health, and Health Needs: Lessons Learned From Families, Teachers, and Service Providers. Elizabeth McKendry Anderson, Binghamton University - SUNY
The Availability of Health Literature in Elementary Schools and the Implications for Teaching Practices. Suzanne F. Evans, National University

42.057. The Power of Parent and Youth Organizing in School Reform. SIG-Grassroots Community & Youth Organizing for Education Reform; Paper Session
Marriott Pinnacle, Third Level, Pinnacle III; 10:35am to 12:05pm
Chair: Soo Hong, Wellesley College
Participants:
Changing the Terms of Engagement: Latino Parent Organizing and a New Approach to District Collaboration. Ann Ishimura, University of Washington
Fix Our Schools, Don’t Just Close Them”: The Coalition for Education Justice’s Vision and Campaign for School Improvement in New York City. Liza Pappas, The Graduate Center - CUNY
The Balancing Act: How a Youth Organizing Group Influences Educational Policy. Jerusha Osberg Conner, Villanova University; Emily Scarola, Villanova University; Karen Zaino, Holmes High School
Discussant: Mark R. Warren, Harvard University
42.058. Mexican-American Students and the Process of Social Action. SIG-Hispanic Research Issues; Paper Session
VCC, Second Level, East Room 9; 10:35am to 12:05pm
Chair: Toni Griego-Jones, The University of Arizona
Participants:
Chicana and Chicano "Pedagogies of the Home": Learning From Students’ Lived Experiences. Carmen Gazman-Martinez, The University of Texas - San Antonio
Experiences of Central California Latino Males: Leaders and Youth Recollecting Despair and Success in Barrios and Schools. Juan Carlos Gonzalez, California State University - Fresno; Jason C. Immekeus, California State University - Fresno
Multiple Perspectives on the Schooling of Mexican Indigenous Students in the United States. Nadeen T. Ruiz, California State University - Sacramento; Manuel Barajas, California State University - Sacramento
Recovering Latina/o History: Using Walkout to Teach Social Justice. Julio Nooho, The University of Texas - El Paso
“The Same But Different”: Undocumented Latino Students Confront Nativism and Racism. Jaime Del Razo, University of California - Los Angeles
Discussant: Heriberto Godina, The University of Texas - El Paso

42.059. The Role of the Body in Indigenous and Decolonizing Research Methodologies. SIG-Indigenous Peoples of the Americas; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm
Chair: Warren S. Linds, Concordia University
Participants:
The body speaks: Theatre as an embodied decolonizing methodology. Warren S. Linds, Concordia University; Linda M. Goulet, First Nations University of Canada; Heather Ritenburg, University of Regina; Jo-Anne Episkenew, Indigenous People’s Health Research Centre; Karen Schmidt, File Hills Qu’Appelle Tribal Council
Mana Whenua: Belonging. Meri Marshall, Victoria University of Wellington
Spaces of Knowing: Bodies, Tribal Knowledges, and Indigenous Methodologies. Margaret Elizabeth Kovach, University of Saskatchewan
Embodying All Our Relations. Denise Nadeau, Concordia University; Alannah Young-Leon, The University of British Columbia

42.060. Death, Hope, and Educational Frankensteins: Biocapital and Domestic Thinkeries. SIG-Ivan Illich; Paper Session
VCC, Second Level, East Room 19&20; 10:35am to 12:05pm
Chair: Madhu Suri SURI Prakash, The Pennsylvania State University
Participants:
Domestic Thinkeries: Deschooling Examples From Duden and Illich. Kristin Dillman Jones
Educational Life in the Value-Added Era: Reflections on Educational Biocapital. Clayton Todd Pierce, University of Utah; Engin Aatasay, University of Utah
Epimethean Man: A Modern Frankenstein. Joseph D. Todd, Montclair State University
Living, Dying, and the Living Dead in a Schooled Society. Bradley D. Rowe, The Ohio State University; Thomas Michael Falk, The Ohio State University
Discussant: Daniel G. Grego, TransCenter for Youth, Inc.

42.061. Leading Change in Schools. SIG-Leadership for School Improvement; Paper Session
VCC, Second Level, East Room 10; 10:35am to 12:05pm
Chair: Shelby A. Conner, University of Illinois at Chicago
Participants:
Creating the Organizational Conditions That Enable and Support a Shared Approach to Leading School Change. Danette Parsley, Education Northwest
The Missouri Turnaround Schools Project: An Evaluation. Ian Mette, University of Missouri; Jay P. Scribner, Old Dominion University; Jason A. Grisson, Vanderbilt University; Jennifer Ingrid Friend, University of Missouri - Kansas City
Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts. Hans W. Klar, Clemson University; Curtis Anthony Brewer, Clemson University; Jane Clark Lindle, Clemson University; Robert Charles Knoepfel, Clemson University; Marissa Whitehouse, Clemson University; Amanda Bell Werts, Clemson University; Emily R. Green, Clemson University
Leadership Dispositions of Turnaround Principals. Kathleen M. Hickey, Governors State University
A Statewide Study of the Effects of the National Institute for School Leadership’s Executive Development Program on School Performance in Pennsylvania. John A. Nunery, Old Dominion University; Cherno-Jyh Yen, Old Dominion University; Steven M. Ross, Johns Hopkins University; Shana L. Priehesk, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion University

42.062. Transformative Leadership on the Front Lines: In Pursuit of Excellence and Equity for All Students. SIG-Leadership for Social Justice; Symposium
VCC, Second Level, East Room 13; 10:35am to 12:05pm
Chair: Noni Mendoza-Reis, San José State University
Participants:
The Complexities of Achieving Excellence and Equity: The Importance of Coaching Ethnic Minority Female Students to Navigate Their Academic, Cultural, and Sexual Identities. Katherine Cumings Mansfield, Virginia Commonwealth University
Disrupting “Deficit” Myths About Urban School Learners: African American Female Principals’ Leadership Discourses. Gaetane Jean-Marie, University of Oklahoma
Promoting Excellence and Equity Through Inquiry and Reflective Practice: Transforming Urban School Leadership in Southern California. Anthony H. Normore, California State University - Dominguez Hills; Antonia Issa Lahera, California State University - Dominguez Hills; Stefanie Holzman, California State University - Dominguez Hills
What Every Principal Needs to Know: Instructional Leadership for Equitable and Excellent Schools. George Theoharis, Syracuse University; Jeffrey S. Brooks, Iowa State University
Discussant: Mara Sapon-Shevin, Syracuse University

42.063. Influences on the Learning Environment. SIG-Learning Environments; Paper Session
VCC, Second Level, West Room 219; 10:35am to 12:05pm
Chair: David B. Zandvliet, Simon Fraser University
Participants:
Effect of Changes of Learning Environment on Student Achievement and Academic Self-Concept. Chi-Ning Chang, National Taiwan Normal University; Li-yan Wang, National Taiwan Normal University; Weilin Chen
Outside the Box: Assessing Informal Learning Space. Jacqueline P. Ashby, Simon Fraser University
Student Perceptions of Their Engagement in Learning and of the Learning Environment. Robert Frederick Cavanagh, Curtin University; Graham B. Dellar, Curtin University
The Impact of Natural Playscape Design: Environmental Affordances and Shifts in Young Children’s Play Behaviors. Lisa P. Kuh, University of New Hampshire; Iris Chin Ponte, Tufts University; Clement Chau, Tufts University
Investigating Reality Pedagogy Through Changes in the Learning Environment and Students’ Attitudes Toward Science. George Sirrakos, Curtin University; Barry J. Fraser, Curtin University
Discussant: Jack Levy, University of Massachusetts - Boston

42.064. Beyond Heinz: New Directions in Moral Research. SIG-Moral Development and Education; Paper Session
VCC, Third Level, West Room 303; 10:35am to 12:05pm
Chair: Heather Mechler, Bucknell University
Participants:
Moral Reasoning and Persistence in Higher Education. Matthew Mayhew, New York University; Mark E. Engberg, Loyola University Chicago; Gregory C. Wohniak, NORC at the University of Chicago
The Intersection Between Compassion to Humans and Animals: Why It Should Matter to Education. Carolina Castano, Australian Catholic University
Sexuality Education as Moral Education: Past, Present, and Future. Sharon Lamb
42.065. Multicultural/Multiethnic Education: Critical Perspectives. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session

VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chair: Ayanna Marie Ibrahim-Balogun, University of Redlands

Participants:
- Affect and Advanced Placement: Change Over Time in Minority Learners’ Attitudes Toward School Achievement. Robert Todl Izzo, University of Virginia; Carolyn M. Callahan, University of Virginia; Michael S. Matthews, University of North Carolina - Charlotte; Katharine Meyer, University of Virginia
- Approaches to Multicultural Curriculum: Exploring the Power of Transformative Classroom Dialogue With Ethno-Cultural Minorities. Christina A. Parker, OISE/University of Toronto
- Argumentation and Equity in Inquiry-Based Science Instruction: Reasoning Patterns of Teachers and Students. Tobias Irish, Oregon State University
- Cultural Authenticity and Cross-Cultural Adaptation: The Untold Story of Yeh-Shen, the Chinese Cinderella. Xiaoqing Chen, SUNY - College at Fredonia

Discussant: Anna Latif, University of North Carolina - Greensboro

42.066. Exploring Online Discussions. SIG-Online Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: Steven R. Terrell, Nova Southeastern University

Participants:
- Building a Taxonomy of “Listening” Behaviors in Online Discussions: Case Studies of High- and Low-Activity Students. Alyssa F. Wise, Simon Fraser University; Ting-Ting Hsiao, Simon Fraser University; Farshid Marbouti, Simon Fraser University; Jennifer Speer, Simon Fraser University; Nishan Perera, Simon Fraser University
- Instructor and Student Participation in Online Discussion Boards as Predictors of Student Outcomes. Marlowe Mayer; Haywood Community College; Steven Talmadge Heusett, Haywood Community College
- Online Learner Self-Regulation: Learning Presence Viewed Through Quantitative Content and Social Network Analysis. Peter Shea, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY; Sedef Uzuner Smith, Indiana University of Pennsylvania; Jason Vickers, University at Albany - SUNY; Mary Gozza-Cohen, Marist College; Shou-Bang Jian, University at Albany - SUNY; Alexander Pickett, SUNY; Jane Wilde, University at Albany - SUNY; Chi-Hua Tseng, Empire State College - SUNY
- More Than Words: How the Structure of Online Discussions Impacts the Development of Learning Communities. Lane W. Clarke, University of New England; Lenore Kinne, Northern Kentucky University
- The Impact of Modeling and Staggered Participation in Video-Annotated Preservice Teacher Discussions. Craig D. Howard, Indiana University - Bloomington

42.067. State and Local Politics of School Reform. SIG-Politics of Education; Paper Session

VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chair: Heather Sue Dawson, The Ohio State University - Columbus

Participants:
- Factors That Predict New Operating Levy Passage in Ohio, 2007-2010. William Kyle Ingle, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University; Matt Givens, Bowling Green State University; Jerry Rampelt, Support Ohio Schools
- The Politics of Teacher Reform: Evaluations, Merit Pay, and the Elimination of Tenure in Florida. Christopher Harrison, University of North Carolina - Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill
- The Power of Competing Narratives in Rural School Politics. Erin C. McHenry-Sorber, Wilkes University

Discussant: Linda Symcox, California State University - Long Beach

42.068. Literacy Then and Now: Distinguished Scholar Symposium in Honor of Daniel P. Resnick and Lauren B. Resnick. SIG-Research in Reading and Literacy; Invited Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 10:35am to 12:05pm

Chair: Wayne H. Slater, University of Maryland

Participants: Daniel P. Resnick, Carnegie Mellon University; Lauren B. Resnick, University of Pittsburgh

Discussants: Lorrie A. Shepard, University of Colorado Boulder; David Coleman, Student Achievement Partners; Allan M. Collins, Northwestern University

42.069. Critical Civics and Citizenship Education. SIG-Research in Social Studies Education; Paper Session

VCC, Third Level, West Room 304; 10:35am to 12:05pm

Chair: Chris Brkich, Georgia Southern University

Participants:
- Marginalized Youth and Civic Engagement: Insights Offered by Urban Youth on Community, Responsibility, and Citizenship. Konstantine Kyriacoupolus, University of Washington
- “Pay Attention and Take Some Notes”: Lessons on “Citizenship” and Multimodal Instruction From Middle School Youths’ Slam Poems. Anthony Michael Pellegrino, George Mason University; Kristien Zenkov, George Mason University
- “To Know Is Not Enough, but Be Careful How You Choose to Act”: The Un/desirable Citizen in Postsovereign Times. Audrey Bryan, St. Patricks College, Dublin City University

Discussant: Paula McAvo, Spencer Foundation

42.070. Research on the Education of Deaf Persons. SIG-Research on the Education of Deaf Persons; Paper Session

VCC, First Level, West Room 113; 10:35am to 12:05pm

Chairs: Thomas P. Horejes, Gallaudet University; Ye Wang, Missouri State University

Participants:
- Literacy Achievement of Deaf Learners With Cochlear Implants. Connie C. Mayer, York University; Peter Papoulidis, Atlantic Provinces Special Education Authority; Pam Millet, York University
- Research on Writing Development in Young Deaf and Hard-of-Hearing Children. Cheri Williams, University of Cincinnati; Connie C. Mayer, York University

Discussant: Tane Akamasu, Toronto School Board

42.071. Exploring the Impact and Influence of Collaborative School-University Partnerships. SIG-School/University Collaborative Research; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm

Chair: Wendy M. Burke, Eastern Michigan University

Participants:
- Partnering Scientists and K-12 Educators: Developing Pedagogical Content Knowledge in Context. Teresa M. Woods, Kansas State University
- The Impact of School-University Collaborative Research on a Full-Inclusion Preschool Program. Susan R. Warren, Azusa Pacific University; Richard S. Martinez, Azusa Pacific University; Lori Sortino-Williams, Upland Unified School District
- Complexity of Collaboration: Striving for Authentic Partnership Between Teach For America and Its University Partner. Barbara Meyers, Georgia State University; Teresa R. Fisher, Georgia State University; Monica M. Alicea, Georgia State University; Lauren Frank, Achievement First; Kolt Bloxson, Georgia State University
- Transformational Partnership: An Appreciative Inquiry Approach
To Creating An Empowered, Collaborative Education-Focused Organization. Raymond L. Calabrese, The Ohio State University; Erik Cohen, The Ohio State University; Dustin Wade Miller, The Ohio State University

Faculty Research Residencies: Partnering to Improve Practice. Diane E. Salmon, National-Louis University; Wendy L. Gardiner, National-Louis University

Discussant: Jerry Willett, University of Massachusetts

42.072. Fostering Service-Learning Initiatives. SIG-Service-Learning & Experiential Education; Paper Session
Sheraton Wall Centre, Third Level, North Parkinson; 10:35am to 12:05pm
Chair: Ealjung Chun, Miami University
Participants:
- Using a Participatory Process to Develop a Service-Learning Initiative. Alan Scott Tinkler, The University of Vermont; Barri E. Tinkler, The University of Vermont; Cynthia Gerstl-Pepin, The University of Vermont; Vincent Mugiha, The University of Vermont
- Developing Interest in Research That Benefits the Community. Joyce Fleck Long, University of Notre Dame; Brooke Kiener, Whitworth University; Paul Schadewald, Macalester College

Sustaining Faculty Motivation in Academic Service-Learning. Alexandra Nee Darby, Elon University; Mary Knight-Mckenna, Elon University

42.073. Multiple Perspectives on a Collaborative Initiative to Promote Systemic Social and Emotional Learning in School Districts. SIG-Social and Emotional Learning; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm
Chair: Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning
Participants:
- Supporting District Learning and Facilitating Change: Collaborative Initiative to Promote Systemic Social and Emotional Learning’s (CASEL) Role in the Collaborating District Initiative. Amy Kathryn Mart, University of Illinois at Chicago; Deidre R. Farmbry, Collaborative for Academic, Social, and Emotional Learning; Christine Hiroshima, Consultant; Patricia D. Horsch, Collaborative for Academic, Social, and Emotional Learning; Linda Lantieri, The Inner Resilience Program; Eric Schaps, Developmental Studies Center; Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning; Roger P. Weissberg, University of Illinois at Chicago

Lessons Learned From the First Year Evaluating the Collaborating District Initiative. Kimberly Trumbull Kendziora, American Institutes for Research; David M. Osher, American Institutes for Research; Lawrence B. Friedman, Learning Point Associates

District Leadership for Systemic Social and Emotional Learning. Ramona S. Trevino, University of Texas Elementary School; Carol Cômeau, Anchorage School District; Eric S. Gordon, Cleveland Metropolitan School District

Discussant: Roger P. Weissberg, University of Illinois at Chicago

42.074. Postsecondary Opportunities and Trajectories. SIG-Sociology of Education; Paper Session
VCC, Third Level, West Room 305; 10:35am to 12:05pm
Chair: Kevin J. Dougherty, Teachers College, Columbia University
Participants:
- Mind the Gap (Year): College Delay, Time Use, and Postsecondary Pathways. Stefanie A. Deluca, Johns Hopkins University; Anna Rhodes, Johns Hopkins University; Robert Beacz, RAND Corporation
- Beyond Lottery Dreams. Kelly Iwanaga Becker, Northwestern University; James E. Rosenbaum, Northwestern University
- Does Gender Composition Matter? Persistence in Field of Study for Male and Female College Graduates. Barbara Anne King, The University of Texas - Austin; Catherine C. Riegel-Crumb, The University of Texas
- Gendered Differences in Engagement and Pathways to STEM Careers. Lara Cristina Perez-Felkner, University of Chester; Barbara Schneider, Michigan State University; Sarah-Kathryn McDonald, NORC at the University of Chicago

The Value of a College Degree: An Audit Study of College Selectivity, Race, and Horizontal Stratification. S. Michael Gaddis, University of North Carolina - Chapel Hill

42.075. The Challenges of Being a Good Citizen and a Good Teacher: Lessons From the Wisconsin Protests. SIG-Teacher’s Work/Teachers Unions; Symposium
VCC, Second Level, West Room 202&203; 10:35am to 12:05pm
Chair: Diana E. Hess, Spencer Foundation
Participants:
- “See You on the Square”: The Contested Nature of Teachers’ Public Activism. Katy Swalwell, George Mason University
- “Teacher Hat” and “Citizen Hat”: One Strategy for Negotiating Tensions Between Union and Teaching Duties. Ann Herrera Ward, Wauwatosa High School

The Learnable Moment: On Becoming “Political” and Taking Action as Preservice Teachers. Mary Kehr, Madison Metropolitan School District
Discussant: Michael W. Apple, University of Wisconsin - Madison

42.076. Technology, Instruction, Cognition and Learning SIG: Paper Session 1: Questioning Issues in Instruction. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Pan Pacific, Restaurant Level, Oceanview 7&8; 10:35am to 12:05pm
Chair: Peter Fadde, Southern Illinois University
Participants:
- Effects of Generation and Critique of Visual Representations on Understanding Energy in Chemical Reactions. Hillary Lucille Swanson, University of California - Berkeley
- Embodiment in Physical Science Learning Through Robotics Activities. Carol M. Lu, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Seokmin Kang, Teachers College, Columbia University; Shih-Chieh Douglas Huang, Teachers College, Columbia University
- Enculturating Middle School Students Into the Scientific Community Using Scaffolds to Promote Dialectical Argumentation. Joel Drake, Utah State University; Brian R. Belland, Utah State University
- Expertise-Based Training to Align Preservice Teachers’ Classroom Awareness With That of Experts. Peter Fadde, Southern Illinois University; Patricia Ann Sullivan, Purdue University

Discussant: Lijia Liu, Arizona State University

Division and SIG Roundtables

42.077. Perspectives From Neuromusic, Arts Integration, and New Media Research for Student Achievement and Teacher Education; Roundtable Session

42.077-1. Perspectives From Neuromusic, Arts Integration, and New Media Research for Student Achievement and Teacher Education. SIG-Arts and Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm
Chair: Catherine M. Larsen, DePaul University
Participants:
- Achievement in the Arts and Student Academic Performance. Kimberly S. Howard, New York City Department of Education; Paul King, New York City Department of Education
- Urban Classroom Teachers and Arts Integration: The Impact of a Professional Development School Network on Preservice Preparation and Induction. Catherine M. Larsen, DePaul University; Nancy L. Whitaker, University of Wisconsin - Parkside
- Adventures in Neuromusic: Making Research on the Brain Practical and Meaningful to Educators and Musicians. Rachel Yu Lin Ee; Karin S. Hendricks, Ball State University

42.078. Roundtable Session 59; Roundtable Session

42.078-1. Education Policies and Reform in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Bonnie B. Mullinix, Greenville Technical College
Participants:
- From Neoliberalism to Kleptocracy: Two Decades of Educational Turmoil
in Zimbabwe, Munyaradzi Hwami, University of Alberta

Haiti, Education Reform, and International Aid: Perspectives From Within the Haitian State, Laura K. Colket, University of Pennsylvania

The Revised Primary Curriculum in Jamaican Grade 1 Classrooms. Carmel Geneva Roofe, University of Technology - Jamaica

Understanding Education Reforms: Comparing the Perceptions of Secondary Teachers and Students in Jamaica. Disrael M. Hutton, University of the West Indies; Peter Yee Han Joong, University of the West Indies; Loraine Dale Cook, University of the West Indies

42.078-2. Increased Schooling and Changes in Child, Family, and Community Life. SIG-Cultural Historical Research; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Luis Urrieta, The University of Texas - Austin

Participants:

Schooling and Changing Patterns in Expectations for Children’s Lives and Contributions in a Pürëpecha Town. Rebeca Mejía-Arauz, ITESO University; Maricela Correa-Chavez, Clark University; Ulrike Keyser, Universidad Pedagogica Nacional

Children’s Initiative and Blending Agendas in the Home: Cultural Variation Across Two Mexican Communities. Andrew Dee Coppens, University of California - Santa Cruz; Lucia Alcala, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz

Maternal Schooling and Children’s Patterns of Collaboration in a Pürëpecha Town. Heather Mangione, Clark University; Maricela Correa-Chavez, Clark University; Rebeca Mejía-Arauz, ITESO University

42.078-3. Evaluating Assessment Tools and Programs. SIG-Early Education and Child Development; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Diane M. Horn, University of Oklahoma

Participants:

Development of Tactile Test Items Using Haptic Development Research. Kay Alynr Ferrell, University of Northern Colorado; Ann Boehm, Teachers College, Columbia University; Catherine A. Smyth, University of Northern Colorado; Barbara W. Henderson, American Printing House for the Blind, Inc.

Evaluating the Technical Adequacy and Usability of Social Emotional Tools in Early Childhood. Rebecca Georgis, University of Alberta; Rebecca Jayne Gokieri, University of Alberta; Clara Lee, University of Alberta; Melissa Daniels, University of Alberta

Race Toward Readiness: An Analysis of States’ Responses to Race to the Top—Early Learning Challenge. Vanessa Morales, The University of Texas - Austin; Christian Bell, The University of Texas - Austin

Teacher Response to Coaching With the CLASS: Data From Three Years of Observation. Renee M. Casbergue, Louisiana State University - Baton Rouge; Karen Burstein, Southwest Institute for Families and Children; April Whaley Bedford, The University of New Orleans

42.078-4. Meaningful Technologies in Indigenous Learning Contexts. SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Julie Gorlewski, SUNY - College at New Paltz

Participants:

Aymara Language in Cyberspace. Luz Jimenez Quispe, The University of Arizona

Endurance and Innovation: Technology Integration at an American Indian Boarding School. Lee M. Adcock, University of North Carolina - Chapel Hill

Multimedia Technology Training and Praxis: Case Studies of American Indian Language Development Institute Students. Candace Kaleimanoowahinekapu Gala, The University of British Columbia

Native American Education System and Social Sector Technology Integration for the Public Good: An Overview. Crystal Claudett Jensen, Pepperdine University

42.078-5. Exploring Language and Social Processes in Linguistically Diverse Settings. SIG-Language and Social Processes; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Participants:

Negotiating a “Scholar” Identity: The Case of a Designer Immigrant ESL Learner. Peter Ignatius De Costa, Monterey Institute of International Studies

Pluralist Discourses of Bilingualism and the Local Ecology of Talk in Classrooms. Deborah K. Palmer, The University of Texas - Austin; Leah Duran, The University of Texas - Austin

Scaffolding Academic Discourse in Two Languages: Teacher-Child Interactions in a Dual Language Preschool. Sara C. Michael-Luna, Queens College - CUNY

“Ganchulinas” in “Rainbowli” Colors: Young Multilingual Children Play With Language. Ysaaca Axelrod, Teachers College, Columbia University

42.078-6. Teachers’ Perceptions of Teaching: Implications for Educational Policy and Reforms. SIG-Lives of Teachers; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Martha A. Adler, University of Michigan - Dearborn

Participants:

Advanced Skills Teachers in England. Andrew C. Goodwyn, University of Reading; Carol Fuller, The University of Reading; Ellie Francis-Brophy, The University of Reading

A Multilevel Analysis of Teacher Satisfaction and Student Achievement in the Elementary Grades. Neena Banerjee, University of North Carolina - Charlotte; Elizabeth Stearns, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte

Teachers in Changing Work Situation. Hafdis Guðjónsdóttir, University of Iceland

Value, Interest, Efficacy: Teachers’ Interpretations of Participation in a Reading Fluency Intervention Study. H. Emily Hayden, University at Buffalo - SUNY

42.078-7. Applying Organizational Theory to the Education System. SIG-Organizational Theory; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Hanne B. Mawhinney, University of Maryland - College Park

Participants:


Plantation, Prison, Pedagogy: An Exploration Into How Male Teachers Organize Their Classrooms to Resist the Correctional Environments in Which They Teach and Their Students Learn. Travis Bristol, Teachers College, Columbia University

Writing Program Leadership and Culture: An Organizational Case Study. Haley Orton, University of California - Santa Barbara; Christine Victorino, University of California - Santa Barbara

42.078-8. Local and Global Flows: Representation, Migration, and Internationalism. SIG-Postcolonial Studies and Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Mary Bryson, The University of British Columbia

Participants:

Giving an Account of White Women Travelers to Hawaii: Language and Literacy and the American Missionary Empire. Sarah Jane Twomey, University of Hawaii - Manoa; Sarah Jane Twomey, University of Hawaii - Manoa

International Students in the Postcolonial Discourse. Yun-Shiuan (Yola) Chen, National Academy for Educational Research, Taiwan

Islamic Education and Life History: The Case of a Sudanese Teacher. Patrick Norris Leahy, Michigan State University

Non-European Immigrant Adjustment to French Society. Lisa Winston, California State University - Fullerton

42.078-9. Mentoring Preservice Teachers. SIG-Mentorship and Mentoring Practices; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: Dolores C. Gaunt-Porter, Vanguard University of Southern California

Participants:

Building Capacity for a Clinical Model of Teacher Preparation: Mentoring for Classroom Assessment. John E. Henning, Ohio University; Aimee A. Howley, Ohio University; Ginger Weade, Ohio University; Marged D.
42.078-10. Should I Stay or Should I Leave? Factors of Induction Decision-Making. SIG-Research on Teacher Induction; Roundtable Session VCC, First Level, East Ballroom A; 10:35am to 12:05pm Chair: Ann L. Wood, California State University - Los Angeles Participants:

Classroom Management = Student/Teacher Rapport + Engaged Learning: Principal and Mentor Perspectives on New Teacher Learning. Cynthia L. Carver, Oakland University
Falling Before Running: Perceptions of Preservice Teacher Education Programs as Predictors for Future Teacher Attrition. Dino Sossi, Teachers College, Columbia University
Kindergarten Teachers’ Job Satisfaction, Burnout, and Mobility. Ummuhan Yesil-Daglı, East Carolina University

42.078-11. Rural Education Miscellany. SIG-Rural Education; Roundtable Session VCC, First Level, East Ballroom A; 10:35am to 12:05pm Chair: William J. Mathis, University of Colorado - Boulder Participants:

Intergenerational Learning as Knowledge in Action: Dialogue in Rural Education and Community Development. Zane Hamm, University of Alberta
Where Are Rural Schools in Education Research? Recruiting For a Randomized Controlled Trial in a Rural Setting. Elizabeth Atilio, Education Northwest; Jason Greenberg Motamed, Education Northwest
Potential Synergy: Rural School Districts and International Students. Hope Castro, Skidmore College; Alexandra Steinhauer, Skidmore College
Variations in Resource Allocation Between Rural and Nonrural Public School Districts in Minnesota. Yinmei Wan, American Institutes for Research; Heather Norbury, American Institutes for Research; Ayrin C. Molefe, American Institutes for Research; R. Dean Gerdeman, University of California - Los Angeles; Coby Meyers, American Institutes for Research; Matthew Raymond Burke, Learning Point Associates

42.078-12. Second Language Research and Linguistics. SIG-Second Language Research; Roundtable Session VCC, First Level, East Ballroom A; 10:35am to 12:05pm Chair: Sonya N. Martin, Seoul National University Participants:

Code-Switching in Elementary School Classrooms: A Corpus-Based Study. Susan Gwee, National Institute of Education - Nanyang Technological University
Confinement in English as a Second Language: The Racialization Experiences of Somali High School Students. Takumi Takimoto Amos, Central Washington University
Cross-Language Morphological Transfer From Korean to English and Chinese. Eunhee Cho, Texas A&M University; Fuhui Tong, Texas A&M University - College Station
Instructional Organizers to Stimulate Deep Learning of World Languages and Cross-Cultural Pragmatics. Francois Victor Tochon, University of Wisconsin - Madison

42.078-13. Using Psychometrics to Optimize Certification Testing. SIG-Professional Licensure and Certification; Roundtable Session VCC, First Level, East Ballroom A; 10:35am to 12:05pm Chair: Andrew Jones, American Board of Surgery Participants:

An Investigation of Response Time Differences on a Certification Examination With Multiple Item Formats. Brian J. Hess, American Board of Internal Medicine; Mary Johnston, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine
The Consideration of Subscores: Dimensionality Analyses of the Multistate Bar Examination. Michelle Langer, National Conference of Bar Examiners

The Effects of Image Zooming in a Medical Certification Examination. Timothy A. Sares, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine

42.079. Roundtable Session 60; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm Chair: Amy L. Sloane, University of Wisconsin - Madison Participants:

(Re)Integrating the Economy and the Environment: Youth Considering a New Power Plant in Lansing, Michigan. Mark Kissling, Michigan State University; Angela Calabrese Barton, Michigan State University
Case Studies of Wildfire Education for Youth in the United States: Reinventing Our Relationship to Fire, Community, and the Environment. Heidi L. Ballard, University of California - Davis; Emily Evans, University of California - Davis; Victoria E. Sturtevant, Southern Oregon University; Pam J. Jakes, USDA Forest Service Northern Research Station
Taking Theory to Task: Testing a Theory of Teacher Agency for Community-Based Studies. Robert Coulter, Missouri Botanical Garden
To Know Is Not Enough: Secondary School Students’ Engagement in Environmental Activism. Mary Catherine Breunig, Brock University; Constance L. Russell, Lakehead University; Jocelyn Martell, Brock University
Toward Fostering Environmental Political Participation: Framing an Agenda for Environmental Education Research. Brett Miller Levy, University of Wisconsin - Madison; Michaela T. Zint, University of Michigan

42.079-3. Engaging Families of Children in Primary Grades. SIG-Family, School, Community Partnerships; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm Chair: Steven B. Sheldon, Johns Hopkins University Participants:

One Step Forward, Two Steps Back: How Families Support Russian Literacy Development of Their Children. Elena Lyutykh, Northern Illinois University
School-Level Contextual Effects of Parent Involvement on Children’s Achievement Growth in Reading and Math During Elementary Grades. Yoonkyung Oh, The Pennsylvania State University
Understanding Absenteeism: Definitions, Causes, and Interventions. Merlin R. Chatwin, School District No. 36 (Surrey); Michelle Johanna Nilson, Simon Fraser University

42.079-4. Pilialoha: Capacity Building. SIG-Indigenous Peoples of the Pacific; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm Chair: Kahealanialekaeha Faria, University of Hawai’i - Manoa Participants:

Maori Women’s Political and Cultural Constructions: Shaping the Academy. Donna Ngaroana Gardiner, National Institute of Research Excellence for Maori Development and Advancement; Aroha Harris, The University of Auckland
Professional Development for Teachers and Its Relationship to Native
Examining Literacy Issues and Practices in Special Education. SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Dawn H. Berlin, California State University - Dominguez Hills
Participants:
An Integrated Approach: Students With a Learning Disability Read and Write Across Genres. Syjeliana Curcic, National Louis University; Robin Johnstone, Cove School
Reading Comprehension Instruction for Adolescents With Learning Disabilities. Tiffany J. Ko, University of Illinois at Chicago
Comprehension Strategies Instruction With Latino English Language Learners: A Bilingual Special Education Case Study. Michael John Oroso, University of California - Riverside
Early Reading Failure and Later Socioemotional Maladjustment. Paul L. Morgan, The Pennsylvania State University; Ya Zhao, The Pennsylvania State University; George Farkas, University of California - Irvine

Disability and Accountability in Schools. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Adai Abebe Tefera, University of California - Los Angeles
Participants:
Constructing “Appropriate”: A Critical Examination of Discourse in Special Education Dispute-Resolution Final Orders. Michelle Henry, University of South Florida
Disability Studies Unravel the Myth of the Normal Child: Building Alliances for Inclusive Education. Susan E. Baglieri, Long Island University; Lynne M. Bejoian, Teachers College, Columbia University; Alicia A. Broderick, Teachers College, Columbia University; David J. Connor, Hunter College - CUNY; Jan W. Valerie, City College of New York - CUNY
Responsibility as a Critical Stance: Has the Accountability Movement Diluted Responsibility? Rosalie M. Romano, Western Washington University; Molly Noelle Lawrence, Western Washington University

A Mixture of Papers on Heterogeneity. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Jeffrey R. Harrington, University of Maryland
Participants:
An Examination of the Power of Experiments in Education to Detect Intervention Effects Across Contexts. Jessaca K. Spybrook, Western Michigan University
The Ability for Posterior Predictive Checking to Identify Model Misspecification in Bayesian Growth Mixture Modeling. Sarah Depaoli, University of California - Merced
The Effects of Sample Size on the Estimation of Regression Mixture Models. Jessalyn Smith, CTB/McGraw-Hill LLC; M. Lee Van Horn, University of South Carolina; Litong Zhang, CTB/McGraw-Hill LLC

Approaches to Measuring Growth. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Timothy R. Vansickle, Questar Assessment, Inc
Participants:
A Comparative Study of Summative and Interim Assessments for Measuring Academic Growth in One State. Yun Xiang, Northwest Evaluation Association
Different Tests, Different Student Growth Distributions, Different Teacher

42.079-5. Examining Literacy Issues and Practices in Special Education. SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Dawn H. Berlin, California State University - Dominguez Hills
Participants:
An Integrated Approach: Students With a Learning Disability Read and Write Across Genres. Syjeliana Curcic, National Louis University; Robin Johnstone, Cove School
Reading Comprehension Instruction for Adolescents With Learning Disabilities. Tiffany J. Ko, University of Illinois at Chicago
Comprehension Strategies Instruction With Latino English Language Learners: A Bilingual Special Education Case Study. Michael John Oroso, University of California - Riverside
Early Reading Failure and Later Socioemotional Maladjustment. Paul L. Morgan, The Pennsylvania State University; Ya Zhao, The Pennsylvania State University; George Farkas, University of California - Irvine

Disability and Accountability in Schools. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Adai Abebe Tefera, University of California - Los Angeles
Participants:
Constructing “Appropriate”: A Critical Examination of Discourse in Special Education Dispute-Resolution Final Orders. Michelle Henry, University of South Florida
Disability Studies Unravel the Myth of the Normal Child: Building Alliances for Inclusive Education. Susan E. Baglieri, Long Island University; Lynne M. Bejoian, Teachers College, Columbia University; Alicia A. Broderick, Teachers College, Columbia University; David J. Connor, Hunter College - CUNY; Jan W. Valerie, City College of New York - CUNY
Responsibility as a Critical Stance: Has the Accountability Movement Diluted Responsibility? Rosalie M. Romano, Western Washington University; Molly Noelle Lawrence, Western Washington University

A Mixture of Papers on Heterogeneity. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Jeffrey R. Harrington, University of Maryland
Participants:
An Examination of the Power of Experiments in Education to Detect Intervention Effects Across Contexts. Jessaca K. Spybrook, Western Michigan University
The Ability for Posterior Predictive Checking to Identify Model Misspecification in Bayesian Growth Mixture Modeling. Sarah Depaoli, University of California - Merced
The Effects of Sample Size on the Estimation of Regression Mixture Models. Jessalyn Smith, CTB/McGraw-Hill LLC; M. Lee Van Horn, University of South Carolina; Litong Zhang, CTB/McGraw-Hill LLC

Approaches to Measuring Growth. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Timothy R. Vansickle, Questar Assessment, Inc
Participants:
A Comparative Study of Summative and Interim Assessments for Measuring Academic Growth in One State. Yun Xiang, Northwest Evaluation Association
Different Tests, Different Student Growth Distributions, Different Teacher

42.079-9. Assessment of Technology-Based Collaborative Skills: Transforming Assessment for the 21st Century. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Seamus F. Hegarty, International Association for the Evaluation of Educational Achievement
Participants:
Definitions and Development of Assessments of Collaborative Skills. Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne
Measurement of Collaborative Problem-Solving Skills. Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne
Assessment of Learning in Digital Social Networks. Mark R. Wilson, University of California - Berkeley; Kathleen Scalise, University of Oregon
Bringing Technology-Based Assessment to Scale to Advance Reform. Linda Darling-Hammond, Stanford University
Government and Corporation Collaboration in Large-Scale Assessment. Horn Mun Cheah, Singapore Ministry of Education

42.079-10. Collection of Behavioral Information. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Participants:
A Measure of Teachers’ Skills in Detecting Effective Classroom Interactions: The Video Assessment of Interactions and Learning. Faiza M. Jamil, University of Virginia; Bridget Kathleen Hamre, University of Virginia; Terri J. Sabol, Institute for Policy Research - Northwestern University; Robert Planta, University of Virginia
Effects of the Number of Response Categories and Verbal Anchoring on Rating Scales. Julia Shaftel, The University of Kansas; Brooke Nash, The University of Kansas
Ratings Versus Rankings: How Should We Measure Principal Preferences? Mimi Engel, Vanderbilt University; Marisa A. Cannata, Vanderbilt University

42.079-11. Computerized Adaptive Testing Issues. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Joy L. Matthews-Lopez, National Association of Boards of Pharmacy
Participants:
A-Stratified With B Blocking Methods Multistage Multidimensional Computerized Adaptive Testing to Control Item Exposure. Haiyan Lin, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign
Attribute-Level Discrimination Indices for Cognitive Diagnostic Computerized Adaptive Testing. Teck Yong Lawrence Neo, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign

42.079-12. Depth and Breadth: Approaches to Assessing Partial Vocabulary Knowledge and Supporting Word Learning. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: William E. Nagy, Seattle Pacific University
Participants:
Measuring the Depth of Semantic Knowledge in Academic and Domain-Specific Vocabulary. Rene R. Lawless, ETS; John P. Sabatini, ETS; Paul Deane, Educational Testing Service; Isaac I. Bejar, ETS; Chen Li, ETS
General Vocabulary, Academic Vocabulary, and Vocabulary Depth: Examining Predictors of Adolescent Reading Comprehension. Joshua Fahey Lawrence, University of California; Elizabeth Juliana Pare-Bloquey, Harvard University; Rene R. Lawless, ETS; Paul Deane, Educational Testing Service; Chen Li, ETS
Assessing Breadth of Academic Vocabulary: Testing “New” Words From Across the Fourth-Grade And Fifth-Grade Curriculum. Susan Leigh Flinspach, University of California - Santa Cruz; Judith A. Scott, University of California; Jack L. Vevea, University of California - Santa Cruz

Measuring Depth of Vocabulary Knowledge With Testlets: Simultaneously Assessing Six Aspects of Word Knowledge. Judith A. Scott, University of California; Jack L. Vevea, University of California - Santa Cruz; Susan Leigh Flinspach, University of California - Santa Cruz

Using Topic Maps to Survey Vocabulary Breadth in Specific Domains. Paul Deane, Educational Testing Service; Rene R. Lawless, ETS; Robert Krovetz, Lexical Research; Isaac I. Bejar, ETS; Chen Li, ETS; Tenaha P. O’Reilly, ETS; Srinivasa Pillarissetti, ETS


Competence in Workplace Learning. SIG-Workplace Learning; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Martin Mulder, Wageningen University

Participants:

Basic Academic Skills as Prerequisites for Successful Completion of Vocational Education and Training: The Example of Mathematics and Business Education. Rainer H. Lehmann, Humboldt University - Berlin

Which Competencies Are Really Required at the Workplace? A Competence-Oriented Analysis in the Field of Business and Commerce. Susanne D.E. Weber, University of Munich; Sandra Trost, Institut für Human Resource Education and Management (Institut für Wirtschaftspädagogik)

Economic Competencies in Swiss Upper Secondary Education. Stephan Schumann, University of Fribourg; Franz Eberle, University of Zurich

42.080. Roundtable Session 61; Roundtable Session

42.080-1. New Perspectives on Mixed Methods. Division D - Measurement and Research Methodology; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: Lisa D. Hobson, Prairie View A&M University

Participants:


Mixed Methods and the Pleasures of Forgettingfulness. Douglas H. Macbeth, The Ohio State University

Using a Quantitative Research Tool to Support a Postcolonial Inquiry: A Pragmatic Adaptation of Q Methodology. Lydia E Carol-Ann Burke, OISE/University of Toronto

42.080-2. Large-Scale Assessments for Students With Disabilities and English Language Learners: Test Design and Student Characteristics. SIG-Inclusion & Accommodation in Educational Assessment; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: Meagan Karvonen, Western Carolina University

Participants:

Alternate Assessment (1%) Design: Common Core State Standards, English Language Arts, Evidence-Centered Design, and Universal Design. Patricia JoAnn Almond, University of Oregon; Renee Cameto, SRI International; Geneva D. Haertel, SRI International; Katherine M. Nagle, SRI International; Angela Haydel DeBarger, SRI International; Kavita L. Seeratan, SRI International

Developing the Next Generation of Accessible Assessments: What We Can Learn From the AA-MAS (Alternate Assessment Based on Modified Academic Achievement Standards). Lynn Price, University of Minnesota; Jennifer R. Hodgon, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thurlow, University of Minnesota

Item Illustration Complexity and the Performance of English Language Learners in a Science Test. Chao Wang, University of Colorado - Boulder; Magda Yanira Chia, University of Colorado - Boulder; Rachel R. Kachchaf, TERC; Guillermo Solano-Flores, University of Colorado - Boulder

Student and Teacher Characteristics Related to Performance on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Tasks Developed Using Evidence Centered Design. Renee Cameto, SRI International

The Characteristics of Low-Performing Special Education and Non-Special Education Students on Large-Scale Assessments. Yi-Chen Wu, University of Minnesota; Kristin K. Liu, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Jason Richard Altman, University of Minnesota; Elizabeth Christian, National Center on Educational Outcomes

42.080-3. Research on Evaluation Tools and Trends. SIG-Research on Evaluation; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: William H. Rickards, University of Southern California

Participants:

Oral History Narratives as the Basis for Constructing a Federal Grants Program Theory. Elena Yu Polshis, Ball State University

Scaling Failure: A Review of Success Rates and the Scale-Up Effect in Education Research. Katie Barghaus, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania

Trends of Mixed-Methods Designs in Evaluation Studies From 2003 to 2011. Susan T. Hibbard, Florida Gulf Coast University; Anthony J. Onwuegbuzie, Sam Houston State University

42.081. Roundtable Session 62; Roundtable Session

42.081-1. New Approaches to Validity Judgments for Emergent Research Methods. SIG-Learning Sciences; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: Clark A. Chinn, Rutgers University

Participants:

A Design Study of a Wireless Interactive Diagnostic System Based on a Mathematics Learning Trajectory. Jere Confrey, North Carolina State University; Andrew Corley, North Carolina State University; Alan Maloney, North Carolina State University; Kenny Huy Nguyen, North Carolina State University

Building a Validity Argument for a Measure of Whole Number Problem Solving. Tinharr C. Sloan, Arizona State University; Brandon Helding, Arizona State University

Choice-Based Assessments. Daniel L. Schwartz, Stanford University

Playing With Theory to Build a Theory of Play. Sasha A. Barab, Indiana University; Melissa Sommefeld Gresalfi, Indiana University; Adam Ingram-Goble, Indiana University; Anna Arici, Indiana University

Establishing Principles for Design-Based Psychometric Theory. Anthony J. Kelly, George Mason University; John Y. Bauck, National Oceanic and Atmospheric Administration; Brenda Bannan, George Mason University; Patrick Shane Gallagher; Advanced Distributed Learning

42.081-2. Education in the Media: Making “Sense” of Explicit and Implicit Messages. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: Rebecca A. Goldstein, Montclair State University

Participants:

Bad Teachers Waiting for Superman: Educational Research and Media Exploitation of Public Education. Rebecca A. Goldstein, Montclair State University; Sheila L. Macrine, University of Massachusetts - Dartmouth; Shareen Shibli, North Bergen High School

The Narrowing of the Principles and Purposes of Mathematics Education: Three Decades of Media Reporting. Natasha Z. Chesky, Montclair State University


42.081-3. Youth Work: Examining Empowered Spaces. SIG-Out-of-School Time; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: Jennifer Dorsey, Harvard University

Participants:

“A Place That’s Our Own”: Exploring a Free Space for Urban Youth. Cristen Jenkins, Northeastern Illinois University

Designing an After-School Studio: Engaging Children in Real-World Problems. William John Egnatoff, Queen’s University - Kingston; Richard J. Reeve, Queen’s University

We Are “Family”: Care and Activist Literacy in an Out-of-School Debate
Community. Susan Anne Cridland-Hughes, Bard College
Reconceptualizing the Social Construction of Out-of-Class Learning Opportunities Among English as a Second Language Learners in the United States. Yin Lam Lee, The Ohio State University
42.081-4. Teacher Leadership, Social Stratification, and Collaborative Pedagogy. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm Chair: Robert Lewis Lake, Georgia Southern University Participants:
Freire, Bakhtin, and Collaborative Pedagogy: A Dialogue With Students and Mentors. Greg McClure, Appalachian State University; Trevor Thomas Stewart, Appalachian State University
A Consequence of Social Stratification. Anne Lilla Blanchard, Western Washington University
Teacher Leadership: Transformative Relationships in 21st-Century Schools. Eleanor Blair Hilty, Western Carolina University; Michele Anne Acker Hocevar, Washington State University

42.082. Roundtable Session 64; Roundtable Session
42.082-1. Restorative Approaches to School Violence Roundtable. SIG-Safe Schools and Communities; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm Chair: Naomi Elizabeth Nichols, York University Participants:
Reimagining School Safety From a Perspective of Care and Opportunity: Considerations for Policy, Research, and Evaluation. Bethy Leonardi, University of Colorado - Boulder; Lauren P. Saenz, Boston College
Restorative Approaches in Schools: Findings From an International, Cross-Sector and Interdisciplinary Seminar Series. Hilary Crenin, University of Cambridge; Edward Mark Sellman, University of Nottingham; Gillean McCluskey, University of Edinburgh
Restorative Justice and School Safety: Pedagogy, Praxis, and Discipline. Brenda Elizabeth Morrison, Simon Fraser University; Dorothy Vaandering, Memorial University

42.082-2. Influences on Teaching Science. SIG-Science Teaching and Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm Chair: Karen S. Sullenger, University of New Brunswick Participants:
Investigating Novice Teachers' Abilities for Noticing and Responding to Their Students' In-Class Inquiry. Loucas T. Louca, European University; Thea Skoula, University of Cyprus; Dora Tzialli, University of Cyprus
Student Science Teachers' Self-Efficacy Beliefs About Teaching a Socioscientific Issue. Ahmet Kilinc, Ahv Evren Universitesi; Tezcan Kartal, Ahv Evren Universitesi; Ozkan Gorgulu, Ahv Evren Universitesi; Dilber Bahceci, Ahv Evren Universitesi; Mutlu Pinar Demirci Guler, Ahv Evren Universitesi; Ozlem Afacan, Ahv Evren Universitesi; Yildirim Kasim, Ahv Evren Universitesi; Baris Eroglu, Aksaray University; Umit Demiral, Ahv Evren Universitesi; Nagihan Tank, Erciyes University
The Attitudes Toward Science scale revisited: Attitudes and beliefs about science as a multidimensional composition. M Cecil Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Nigorahon Ismallovna Hamidova, Northern Illinois University
Vertical Collaborative Inquiry: Assessing Elementary and Middle School Students' Models of Energy Transfer in Ecosystems. Erin A. Hashimoto-Martell, Boston College/Boston Public Schools; Michael Clinchot, Boston Public Schools; Fiona Bennie, Boston Public Schools; Haven Daniels, Boston Public Schools
Developing a Researchable Question: Open-Inquiry in a School Garden. Eric Berson, University of California - Berkeley

42.083. Roundtable Session 65; Roundtable Session
42.083-1. Self-Movement, Identity, and Sport Pedagogy. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm Chair: Tim Fletcher, Memorial University Participants:
The Experience of Self-Movement/Physical Activity: Looking Through and With a Different Lens. Pierre Boudreau, University of Ottawa; John Paul Coleman, University of Ottawa
The Gendered Spaces and Places of Physical Education. Göran Gerdin, The University of Auckland
When Winning Hurts. Jeane Adele Kentel, Brock University; David Ramsankar, Edmonton Public Schools
42.083-2. Applying Foucault to Qualitative Inquiry in Education: Looking at Resistance as Opportunity for New Knowledge. SIG-Qualitative Research; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm Chairs: Elizabeth A. St. Pierre, University of Georgia; Alecia Youngblood Jackson, Appalachian State University Participants:
"Cougardom" as Resistance: Using Michel Foucault's Discipline Theory to Understand Identity Construction of Aging Women. Allisa Abraham Hall, University of Georgia
Crafting Fictions and Subjects: Foucault's Care of the Self and Adolescent Fanfiction Writers. Amanda L. Hodges, Newberry College
Teachers' Newest Punishment: Using Foucault's Discipline Theory to Construct New Meaning of Merit Pay's Implications. Kevin Schneider, University of Georgia

Division and SIG Posters
42.084. Poster Session 9; Poster Session
42.084-1. Postsecondary Research 1, Division J - Postsecondary Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm Posters:
1. Advancement Via Individual Determination: Postsecondary Effects on First-Generation College Students. Jennifer Butcher, The University of Texas - Pan American; Ernesto Ramirez, The University of Texas - Pan American; Karen M. Watt, The University of Texas - Pan American
2. An Exploratory Study of California's College Student Out-Migration Pattern, Hironao Okahana, University of California - Los Angeles
3. An Investigation of Students' Use Experience of E-Textbooks: A Multicampus Study. Eun-Ok Baek, California State University - San Bernardino; James M. Monaghan, California State University - San Bernardino
4. College Choice Processes for Home-Schooled Students: Influences, Destinations, and Under/Overmatching. Jim Vander Putten, University of Arkansas at Little Rock; Ann Ho Becks, University of MaryLand; Amanda L. Nolen, University of Arkansas at Little Rock
5. Exploring the College Readiness of American Indians. Ryan Nicholas Goodwin, Michigan State University; Christie Michelle Poitra, Michigan State University
7. Recruiting, Redefining, and Recommitting: The Quest to Increase Socioeconomic Diversity at Amherst College. Rachel B. Rubin, Harvard University
8. Selling College: The Iconography of College Life in College Bowl Games' Public Service Announcements. Barbara F. Tobolowsky, The University of Texas - Arlington; John W. Lowery, University of South Carolina
9. Separation, Transition, and Incorporation: The Impact of Parental Attachment. Henrietta Williams Pichon, Northwestern State University of Louisiana
10. Students' Perspective: My Best Math Class. Pauline Anne Therese Malaya Mangalabnan, De La Salle University
11. The Role of College Access Programs in College Completion: Case Studies of Promising Practices. Malu Fung, Educational Policy Institute; Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute
12. Trends in Students' Perceptions of Effectiveness of Teaching and Learning Across Years: The Case With the Student Instructional Report. II. Guangming Ling, ETS; Rochelle S. Michel, ETS
13. What Affects Timely University Graduation of Hispanic Students? Xiaohui Wang, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American
14. What Stops Students’ Ambition for a STEM-Related Major. Jonghwan
Lee, Michigan State University; Justina L. Judy, Michigan State University
15. When Race Disappears: Merit in the College Admissions Policy Decision-Making Process in the State of Texas. Rachelle Winkle-Wagner, University of Nebraska; Venice Thandi Side, Oakland University; Dina C. Maramba, Binghamton University - SUNY

42.084-2. Teacher Knowledge and Beliefs in the Context of Schooling. Division K - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:
17. Characterizing the Identity of Three Knowledge-Building Teachers. Barbara Maria Yokatis, SUNY; Jianwei Zhang, University at Albany - SUNY
18. A Comparative Study of New Chinese Language Teachers’ Socialization Into the Profession. Wenxia Wang, Michigan State University
19. Developing Teachers’ Social Justice Beliefs About Race, Class, Culture, Literacy, and Language. Althier M. Lazar, Saint Joseph’s University
20. Do Experiences With Their Own Teachers Predict How Preservice Teachers Understand Teaching? Johannes Bauer, Technische Universität München; Barbara Drechsel, University of Bamberg
22. Educator Collaboration in Action Research: To Know Is Not Enough. Erin Barnes, California State University - Long Beach; Alana C. Butler, Cornell University
23. Effective Teacher Attributes Represented in the Narratives of American and Chinese Secondary Preservice Teachers. Minghui Guo, Arkansas State University; Qinhua Liu, Beijing Institute of Fashion Technology; Changchun Wang, Normal University; Yuheng Wang, China Higher Education Press
24. Essential Supports for Enabling Teachers to Develop Adaptive Lesson Plans That Meet Student Needs. Steven McGee, Northwestern University; Linda C. Brazdil, Northwestern University
25. Heterogeneous Design, Heterogeneous Dilemmas. Shannon S. Moon, Mills College
26. How to Measure Professional Knowledge of Chemistry Teachers: Comparing and Validating a Test of Pedagogical Content Knowledge and Content Knowledge. Oliver Tepner, University Duisburg - Essen; Sabrina Wittner, University of Duisburg-Essen
27. In-Service and Preservice Teacher Knowledge and Perceptions of Social Emotional Learning and Its Impact on Reading and Overall Academic Attainment. April Gayle Douglass, Texas A&M University
28. Men in Elementary Education: Life Satisfaction and Perceptions of Gender-Related Work Barriers. Glenn E. Good, University of Florida; Aaron Rychlen, The University of Texas - Austin; Christopher C. Mackowski, University of Missouri
29. Teachers’ Expectations as a Mediator of the Relation Between Children’s Socioeconomic Status and Achievement. Sara Speybroeck; Sofie Kuppen, Katholieke Universiteit Leuven; Jan A. Van Damme, Katholieke Universiteit Leuven
30. Wrestling With Whiteness: White Preservice Teachers’ Racial Identity and Social Responsibility for the “Common Good”. Miguel Guillermo Lopez, California State University - Monterey Bay; Krysta Bradley, California State University - Monterey Bay; Erin Barnes, California State University - Monterey Bay
31. The Secret Lives of Teachers, Turnover, and the Basic Principles of Teacher Care Programs. Valerie Hill-Jackson, Texas A&M University

42.084-3. Learning and Motivation in Education. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:
32. Accuracy of Judgments of Learning and Restudy Choices When Studying Worked Examples. Martine Baars, Erasmus University Rotterdam; Tamara Van Gog, Erasmus University; Anique De Bruin, Erasmus University; Fred Paas, Erasmus University
33. Cognitive and Motivational Mediators of Behavioral Engagement and Reading Comprehension. Katherine Marie Muenks, University of Maryland; John T. Guthrie, University of Maryland
34. Beliefs System and Knowledge: Analyses of Teachers’ Cognitions and Impact on Teaching. Margareta Maria Pop, North Carolina State University; John L. Nients, North Carolina State University
35. Teachers’ Perceptions About Climate Change: Using Critical Evaluation to Influence Plausibility Reappraisals and Knowledge Reconstruction. Douglas Lombardi, University of Nevada - Las Vegas; Gale M. Sinatra, University of Southern California
36. The Underlying Cognitive Processes of Collaborative Learning From Text and Pictures. Krista E. DeLeeuw, Knowledge Media Research Center; Katharina Scheiter, Knowledge Media Research Center; Friedrich Hesse, Knowledge Media Research Center
37. Achievement Goals as Predictors of Feedback Emotions in a Computer-Based Learning Environment. Laura Natsmish, McGill University; Susanne P. Lajoie, McGill University
38. Negative Emotions With Positive Outcomes: Epistemic Emotions in Everyday Cognitive Problem Solving. Elisabeth Meier, University of Munich; Julia Cada, University of Munich; Reinhard Pekrun, University of Munich
39. Academic Self-Concept and Performance Goals: Do Their Reciprocal Effects Depend on Student Achievement? Christoph Niegel, University of Trier; Franzis Preckel, University of Trier
40. Role Models and the Implicit Academic Self-Concept of African American and Latino College Students. Joyvin Benton, Rutgers University
41. “Should I Get Help?” The Motivation of College Students With Disabilities to Utilize the University Support Services. Rachel H. Meyer, Temple University; Nicholas R. Hood, Temple University; avi Kaplan, Temple University; John Bennett, Temple University

42.084-4. Innovation and Impact on Teaching, Learning, and Classrooms in Globalized Settings. SIG-International Studies; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:
42. Implementation of School-Based HIV/AIDS Education Programs: Head Teachers Perspectives in Western Kenya. Kennedy Ongaga, University of North Carolina - Wilmington; Mary M. Ombonga, University of North Carolina - Wilmington
43. Influence of the New Mathematics Textbooks on Student Achievement in China. Zhonghe Wu, National University; Shuhua An, California State University - Long Beach
44. Parental Representations in Japanese Picture Books: A Quantitative Content Analysis. Yoshimi Ohashi, California State University - Long Beach; Jyotshaa Patnaik, California State University - Long Beach
45. Private Supplementary Tutoring for Secondary School Students in Hong Kong: Scale, Nature, and Implications. Chad Robert Lykins, University of Hong Kong; Mark Bray, University of Hong Kong
46. The Impact of the Market Economy on English Teachers in China. Yan Guo, University of Calgary
47. The New Face of Private Schools in Zimbabwe: A Potential Challenge to School Discipline, Organizational Contexts, and Behavior Management? Angellal Munguva, University of Missouri

42.084-5. Motivation in Education Poster Session. SIG-Motivation in Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:
48. What Predicts Middle School Course Preferences: Expectancy for Success, Task Value, or Academic Achievement? Cathy Tran, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Greg Duncan, University of California - Irvine; Thurstom Domina, University of California - Irvine
43.002. AERA Journal Publications Committee: Open Meeting. AERA Governance; Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm
Chair: William Cope, University of Illinois at Urbana-Champaign

43.003. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: Closed Meeting. AERA Governance; Session
Pan Pacific, Restaurant Level, Oceanview 6; 12:25-1:55pm
Chair: Adrianna Kezar, University of Southern California

AERA Related Activities

43.010. AERA Past Presidents Luncheon: Invitation Only. AERA Related Activities; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 12:25-1:55pm
Chair: Arnetta F. Ball, Stanford University

Presidential Sessions

43.011. An Overview of Key LGBTQ Issues in Education Research. Presidential Session
VCC, First Level, West Room 118&119; 12:25-1:55pm
Chair: George L. Wimberly, American Educational Research Association
Participations:
LGBTQ Education Research in Historical Context. Karen L. Graves, Denison University
LGBTQ Teachers and Other Educators. Jackie M. Blount, The Ohio State University
K-12 Students in Schools. Mollie V. Blackburn, The Ohio State University
Bullying and K-12 Students. Dorothy L. Espelage, University of Illinois at Urbana-Champaign
Children in Families with LGBTQ Parents and Schools. Stephen T. Russell, The University of Arizona
Discussants: Cris Mayo, University of Illinois at Urbana-Champaign; Anna V. Wilson, Chapman University

43.012. To Know Is Not Enough: Putting Theory to Work in Qualitative Research. Presidential Session
Co-sponsored with Division D - Measurement and Research Methodology
VCC, First Level, West Ballroom A; 12:25-1:55pm
Chair: Lisa A. Mazzie, Gonzaga University
Participations: Alecia Youngblood Jackson, Appalachian State University; Patti A. Luther, The Ohio State University; Lisa A. Mazzie, Gonzaga University; Jerry L. Rosiek, University of Oregon; Harry Torrance, Manchester Metropolitan University; Cynthia A. Tyson, The Ohio State University - Columbus

AERA Sessions

43.013. Are You Seeking a Research Grant? The Current Landscape of Federal Funding Programs and Opportunities. AERA Sessions
VCC, First Level, West Room 118-120; 12:25-1:55pm
Chair: Frederick D. Erickson, University of California - Los Angeles, Retired
Participations: Janice M. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development; Deborah L. Speece, Commissioner, National Center for Special Education, Institute of Education Sciences, U.S. Department of Education

43.014. Meet Journal Editors: Journal Talks 3. AERA Sessions; Invited Roundtable
VCC, Second Level, West Room 201; 12:25-1:55pm
Participations:
1. Interdisciplinary Journal of Problem-Based Learning. Peggy A. Ertmer, Purdue University; Michael M. Grant, The University of Memphis; Christopher J. Mong, Purdue University
2. Journal of Curriculum Studies. Robert E. Boostrom, University of Southern Indiana
3. International Journal of Education Policy and Leadership. Daniel A. LAitisch, Simon Fraser University; Penelope M. Earley, George Mason University
4. Journal of the Learning Sciences. Cindy E. Imel-Silver, Rutgers University; Yasmin B. Kafai, University of Pennsylvania
5. Journal of Interactive Online Learning. Cynthia S. Sunal, The University of Alabama; Vivian H. Wright, The University of Alabama
7. Social Studies Research and Practice. Cynthia S. Sunal, The University of Alabama; Janet Strickland, University of West Georgia
8. Journal of Teacher Education. Stephanie L. Knight, The Pennsylvania State University
10. Assessment in Education: Principles, Policy & Practice. Jo-Ann Baird, Oxford University Centre for Educational Assessment
11. Higher Education. Amy S. Metcalfe, The University of British Columbia; Jussi Valimaa, University of Jyvaskyla, Finland
12. International Journal of Disability, Development, and Education. Robyn Margaret Gillies, The University of Queensland
13. International Journal on School Disaffection. Jane Clark Lindle, Clemson University; Linda Jayne Graham, Macquarie University
14. Learning and Instruction. Lucia Mason, University of Padowa; Ann Corney, Elsevier Inc.
15. The High School Journal. Jennifer Job, University of North Carolina - Chapel Hill; Madeleine Gramet, University of North Carolina - Chapel Hill; Kate Robb Allman, University of North Carolina - Chapel Hill
16. Physical Education and Sport Pedagogy. David Kirk, University of Bedfordshire
17. School Leadership & Management. Christopher James Chapman, University of Manchester
18. Changing English. Bill Green, Charles Sturt University
19. American Educational Research Journal (Teaching, Learning, and Human Development). Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign
20. Educational Technology Research & Development. J. Michael Spector, University of North Texas; Michael J. Hannafin, University of Georgia

Committee Sessions

43.015. Black Women Faculty: Stories of Trial and Triumph, Recommendations for Change. Social Justice Action Committee; Symposium
VCC, First Level, West Room 121&122; 12:25-1:55pm
Chair: Tamara Bertrand Jones, Florida State University
Participations:
Sisters of the Academy: Modeling Leadership, Collaboration, and Faculty Development for the Public Good. Dannielle Joy Davis, Alabama State University; Ijeoma A. Amah, The University of Texas - Arlington
"Women Like Us": Common Themes of Struggle and Progress Among Black Women in Academia. Rema Elia Reynolds, University of California - Riverside
When "One" Turns Into "Two or More": Women in STEM in Academia. Virginia Tickles, National Science Foundation
Black Female Emerging-Scholar Early-Career Professional Development: Issues of Socialization and Transition. Tamara Bertrand Jones, Florida State University; Anna L. Green, Atlanta Metropolitan College
Discussant: Gaetane Jean-Marie, University of Oklahoma

43.016. GSC Division K Fireside Chat: Talking the Talk and Walking the Walk... Taking Research to the Next Level: Using Research to Improve Education and Serve the Public Good. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 208&209; 12:25-1:55pm
Chair: Norma Valenzuela, Chapman University; Dorothy Elizabeth Hines, Michigan State University
Participations: Bryan A. Brown, Stanford University; Thomas M. Philip, University of California - Los Angeles; Janey Stillman, University of Southern California; Jeffrey M.R. Duncan-Andre, San Francisco State University

43.017. Graduate Student Council Take-A-Break. Graduate Student Council; Graduate Student Seminar
VCC, Second Level, West Room 211; 12:25-1:55pm
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
**International Organization Sessions**

**43.018. Knowledge Mobilization: Linking Policy, Research, and Practice: An ICSEI (International Congress of School Effectiveness and Improvement) Perspective.** International Congress for School Effectiveness and School Improvement; Invited Session
VCC, First Level, West Room 114&115; 12:25-1:55pm
Chair: Lorna M. Earl, Aporia Consulting Ltd.
Participants: Daniel R. Muijs, University of Southampton; Lorna M. Earl, Aporia Consulting Ltd.; Kim Schildkamp, Universiteit Twente; Alma Harris, Institute of Education - London; Tony Mackay, Centre for Strategic Education Melbourne

**43.019. A Veritable Cornucopia of Student Achievement in a Post-NCLB (No Child Left Behind) Era.** Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 12:25-1:55pm
Chair: Alex J. Bowers, The University of Texas - San Antonio
Participants: Does Greater Autonomy Improve School Performance? Evidence From a Regression Discontinuity Analysis in Chicago. Matthew Philip Steinberg, University of Chicago
School-Wide Professional Community and Mathematics Achievement: Cross-National Evidence From Trends in International Mathematics and Science Study (TIMSS) 2003 and 2007. Xia Cravens, Vanderbilt University; Nianbo Dong, Vanderbilt University
Class Size and Classroom Effects on Reading Achievement: Evidence From PIRLS 2006. Madhur Chandra, Michigan State University; Spyros Konstantopoulos, Michigan State University
School Climate, Student Behavioral and Academic Outcomes: A Structural Equation Modeling Analysis of the Trends in International Mathematics and Science Study (TIMSS) Top Five. Tiedan Huang, Lehigh University; George White, Lehigh University; Floyd D. Beachum, Lehigh University; Carlos Raphael McCray, Fordham University
Discussant: Alex J. Bowers, The University of Texas - San Antonio

**Division Sessions**

**43.020. Community Engagement in an Accountability Era: North American Cases.** Division A - Administration Organization & Leadership; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 12:25-1:55pm
Chair: Gerardo R. Lopez, Loyola University New Orleans
Participants: Effective Leadership and Community Engagement in Two Urban Southern Arizona Schools. Rose M. Ylimaki, The University of Arizona; Jeffrey V. Bennett, The University of Arizona
Contexts and Consequences of Partnership Development in a Diverse Urban Elementary School: Organizational Narratives of Community Engagement. Samantha Paredes Scribner, Indiana University - Indianapolis; Thu Suong Thi Nguyen, Indiana University - IUPUI; Gary M. Crow, Indiana University
Community Engagement as Capacity Building Inside and Out: A 13-Year Journey. Margaret Terry Orr, Bank Street College of Education; Monica Byrne-Jimenez, Hofstra University
Discussant: Sue Winton, York University

**43.021. Leadership, Policy, and Politics.** Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 12:25-1:55pm
Chair: Katherine Cummings Mansfield, Virginia Commonwealth University
Participants: A Closer Examination of the Dilemmas, Complexities, and Political Tensions Surrounding Interdistrict Choice. Kara S. Finningan, University of Rochester; Burke Scarborough, University of Rochester
Contentious Politics of Public Charter Accountability. Hanne B. Mawhinney, University of Maryland - College Park
Counter/Public Contentions: Policy Deliberation, Educational Leadership, and the Black Educational Imagination. Michael J. Dumas, New York University
The Micropolitical Process of Social Justice Leadership: When Educators’ Perspectives and Actions Conflict. Denise E. Armstrong, Brock University; Stephanie Diane Taters, OISE/University of Toronto; Nathalie Carrier, OISE/University of Toronto
The Racial Politics of Renaming an Elementary School Rosa Parks. Dr. Darius Deron Prier, Duquesne University
Analyzing the Distribution of Qualified School Construction Bonds Under the American Recovery and Reinvestment Act. Thomas Edward Davis, University of Maryland
Discussant: Katherine Cumings Mansfield, Virginia Commonwealth University

**43.022. Supports, Challenges, and Opportunities: Examining Teachers’ and Administrators’ Experiences in High-Poverty Urban Schools.** Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 8&15; 12:25-1:55pm
Chair: Susan M. Johnson, Harvard University
Participants: How Context Matters in High-Need Schools: The Effects of Teachers’ Working Conditions on Their Professional Satisfaction and Their Students’ Achievement. Matthew A. Kraft, Harvard University
To Share or Control: Administrative Leadership in High-Poverty Schools and its Relationship to Teachers’ Efficacy and Retention. Susan M. Johnson, Harvard University
Often Effective, Always Vital: Experiences of Teacher Teams in High-Poverty, Urban Schools. Megan Charner-Lauder, Harvard University
We’re All in This Together: Teachers’ Commitment to Their Students in High-Poverty, Urban Schools. Monica Ng, Harvard University
Discussants: Sharon Feiman-Nemser, Brandeis University; Brad Jupp, U.S. Department of Education

**43.023. University-School Partnerships: Building on What We Know in the Service of Students and Families.** Division A - Administration Organization & Leadership; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 12:25-1:55pm
Chair: Vivian L. Gadsden, University of Pennsylvania
Participants: Just Like a Good Neighbor: Capacity Building and Civic Responsibility of University-School Partnerships. James Earl Davis, Temple University; Victoria Chou, University of Illinois at Chicago
Conceptualizing “Deep University-School Partnerships”: Six Critical Factors of Implementation (and) for Research. Nancy W. Streim, Teachers College, Columbia University; Emily Zemke, Teachers College, Columbia University
Urban University-Partnered Schools: Sites of Innovation or Sites of Exception? Vivian L. Gadsden, University of Pennsylvania; Mary Yee, University of Pennsylvania; Susan Bickersstaff, Teachers College, Columbia University

**43.024. Grassroots Educational Organizing in an Era of Global Capital.** Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm
Chair: Kristen L. Buras, Georgia State University
Participants: Wayne Au, University of Washington - Bothell
Kristen L. Buras, Georgia State University
Janelle T. Scott, University of California - Berkeley
David O. Stovall, University of Illinois at Chicago
Kurt D. Squire, University of Wisconsin - Madison
Discussants: Michael W. Apple, University of Wisconsin - Madison; Joseph J. Ferrare, University of Wisconsin - Madison

**43.025. Landscapes of Curriculum: Intersections of Place, Sexuality, and Interdisciplinarity in Curriculum Studies.** Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:25-1:55pm
Chair: Reta Ugena Whitlock, Kennesaw State University
Participants: DixieQueer: Loving, Telling, and Reconstructing the South. Reta Ugena Whitlock, Kennesaw State University
The Journey to “Becoming” an Afrocentric Lesbian Southern Belle. Qiana M. Cutts, Argosy University Atlanta
Love Is a Battlefield: How Gay, Lesbian, and Bisexual Teachers in the
South Compare to Those in New England. Janna Jackson Kellinger, University of Massachusetts - Boston

“I Was Born on the Wrong Planet”: Flights of Fancy, Gone With the Wind, and Other Gay Narratives of the South. Patrick Slattery, Texas A&M University


Discussants: Ming Fang He, Georgia Southern University; William H. Schubert, University of Illinois at Chicago

43.026. Can Formal-Informal Collaborations Improve Science Literacy in Urban Middle Schools? The Development, History, and Impact of the Urban Advantage Middle School Science Initiative. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm
Chair: James B. Short, American Museum of Natural History
Participants:
History and Development of the Urban Advantage Program. James B. Short, American Museum of Natural History; Suzanne Elgindy, American Museum of Natural History; Hudson Roditi, American Museum of Natural History; Jay Holmes, American Museum of Natural History
The Urban Advantage Teacher Professional Development Model. James B. Short, American Museum of Natural History; Suzanne Elgindy, American Museum of Natural History; Hudson Roditi, American Museum of Natural History; Jay Holmes, American Museum of Natural History
The Impact of the Urban Advantage Initiative on Student Achievement. Meryle Weinstein, New York University; Emily Ruble, New York University; Amy E. Schwartz, New York University
Lessons Learned From the Urban Advantage Leadership Institute. Meryle Weinstein, New York University; Robin Sperling, New York University; James B. Short, American Museum of Natural History
Discussant: Suzanne M. Wilson, Michigan State University

43.027. Emerging Issues and Challenges in Contemporary Science Education. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:25-1:55pm
Chair: Adam Johnston, Weber State University
Participants:
Developing an Integrated Assessment and Observation System Aligned to the Framework for K-12 Science Education. Christopher J. Harris, SRI International; William R. Penzel, University of Colorado; Angela Haydel DeBarger, SRI International; Savitha Moorthy, SRI International; Eric B. Snow, SRI International; Patrik Lundh, SRI International; Carrie-Anne Sherwood, University of Michigan; Joseph S. Krajick, University of Michigan
Impact of Specialized Science High Schools on Talented Girls and First-Generation College Students. Rena F. Subotnik, American Psychological Association; Robert H. Tai, University of Virginia; John Taylor Almarode, James Madison University; Edward Crowe, The Woodrow Wilson National Fellowship Foundation
Developing Explanations and Developing Understanding in a Student-Generated Representations Activity. Orit Parrafs, Tel Aviv University
The Impact of Teachers’ Reflective Assessment on Science Achievement in Elementary School. Cathleen A. Kennedy, Education Research Consultant

43.028. New Measurement Paradigms: Psychometric Methods for Technology-Based Assessments. Division C - Learning and Instruction; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 12:25-1:55pm
Chair: Eric N. Wiebe, North Carolina State University
Participants:
1. From Rasch Models to Rule Space and Postet-Based Adaptive Testing. Douglas H. Clements, University at Buffalo - SUNY; Curtis Tatsuoka, Case Western Reserve University; Kikum Tatsuoka, Teachers College, Columbia University
3. Applying Educational Data Mining in E-Learning Environments. Diane Jass Kotelhut, University of Maryland - College Park; Michael Timms, Australian Council for Educational Research
4. Knowledge Discovery From Selene Data. Ben Hitt, Wheeling Jesuit University; Debbie Denise Reese, Wheeling Jesuit University - Center for Educational Technologies
Discussant: Andre A. Rupp, University of Maryland

43.029. Reading Processes. Division C - Learning and Instruction
Cosponsored with SIG-Research in Reading and Literacy; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 12:25-1:55pm
Chair: Daniel Dinsmore, University of North Florida
Participants:
Assessing the Dynamic Nature of Comprehension Processes. Joe Magliano, Northern Illinois University; Janet K. Holt, Northern Illinois University; Amanda Marie Durik, Northern Illinois University
Curriculum Influences the Accuracy of Comprehension Monitoring Among Seventh Graders. Keith W. Thiede, Boise State University; Joshua Redford, Boise State University; Jennifer Wiley, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago
Interest, Inferences, and Learning From Texts. Virginia E. Clinton, University of Wisconsin - Madison; Paul van den Broek, Leiden University
Reading Mathematics: Elementary Students’ Cognitive Strategy Use. Taylor B. Clements, University of Central Florida; Michele Gregoire Gill, University of Central Florida
The Effect of Delayed-JOL (Judgments of Learning) and Sentence-Generation Instructions on Children’s Metacomprehension Accuracy: Discrimination and Calibration. Mariette Henriça Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merrienboer, Maastricht University

43.030. Reading/Writing Strategies: Supporting Intertextuality in 21st-Century Literacy. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm
Chair: Randy E. Bennett, ETS
Participants:
Connections Between Specific Reading and Writing Tasks in an Integrated System of Assessment. John P. Sabatini, ETS; Paul Deane, Educational Testing Service; Peter Van Rijn, Educational Testing Service; Tenaha P. O’Reily, ETS
A Cognitive Strategies Approach to Connecting Reading and Writing Instruction for English Language Learners in Grades 6-12. Carol B. Olson, University of California - Irvine; Tina Matsuichi, University of California - Irvine
Scaffolding Teachers and Students: Lessons on Improving Student Writing Outcomes. Libby Baker, Teaching Matters Inc.; Naomi Cooperman, Teaching Matters Inc.
Exploiting Automated Scoring and Feedback to Support Effective Reading/ Writing. Paul Deane, Educational Testing Service
Discussant: Jill V. Jeffery, University of New Mexico

43.031. Rasch Measurement Models and the Advanced Placement Program Examinations. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Third Level, Pinnacle I; 12:25-1:55pm
Chair: George Engelhard, Emory University
Participants:
Ratings Quality Studies Using Rasch Measurement Theory. George Engelhard, Emory University; Stefanie Anne Wind, Emory University
Comparative Analyses of Generalizability Theory and the Many-Facet Rasch Model. Amy B. Hendrickson, The College Board; George Engelhard, Emory University
Hierarchical Rasch Models for Rater-Mediated Assessments. George Engelhard, Emory University; Yuk F. Cheong, Emory University
Using the Many-Facet Rasch Model to Inform Standard-Setting Procedures: Setting performance standards for Advanced Placement examinations. Pamela K. Kaliski, The College Board; George Engelhard, Emory University; Deanna Lynn Morgan, The College Board; Rosemary A. Reshefar, The College Board; Barbara S. Plake, University of Nebraska - Lincoln
Discussions: Suzanne Lane, University of Pittsburgh; Mark D. Reckase, Michigan State University

43.032. Social and Academic Adjustment in Early Childhood. Division E - Counseling and Human Development; Paper Session
VCC, First Level, West Room 116&117; 12:25-1:55pm
Chair: Laura Hanish, Arizona State University
Participants:
Identifying Thresholds on the ECERS-R (Early Childhood Environment Rating Scale- Revised) in Relation to Children’s Social and Academic Outcomes. Vi-Nhu An Le, RAND Corporation; Claude Messan Setodji, RAND Corporation; Diana Schaack, University of California at Berkeley
Long-Term Outcomes of Intervention Promoting Positive Development in High-Risk Children: Early Risers Skills for Success. Joel M. Hektner, North Dakota State University; Gerald J. August, University of Minnesota
The Outdoor Play Inventory: A Time-Sampling Observation Protocol for Assessing Children’s Play in Outdoor Playgrounds. Clement Chau, Tufts University; Iris Chin Ponte, Tufts University; Lisa P. Kuh, University of New Hampshire
The Links Among Temperament, Play Styles, and Classroom Adjustment in Boys and Girls in Kindergarten and Grade 1. Lucy J. Le Mare, Simon Fraser University; Hilla Hammerman, Simon Fraser University

43.033. Convergence and Disjunction in School Desegregation. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 12:25-1:55pm
Chair: Nicole Louie, University of California - Berkeley
Participants:
Examining the Effects of Racial Desegregation Techniques on Low-Income Students. Bethany J. Nichols, Cornell University
Losing in Las Vegas: The Politics of Demography, Diversity, and District-Led School Reform in the West. Sonya Douglass Horsford, University of Nevada - Las Vegas
Beyond Interest Convergence. Maria C. Ledesma, University of Utah
Discussion: Daniel Perslein, University of California - Berkeley

43.034. Evaluating a Statewide Community-Based Initiative to Enhance School Readiness: A Kindergarten Profile. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle III; 12:25-1:55pm
Chair: Ronald W. Marx, The University of Arizona
Participants:
A Profile of Preschool Emergent Literacy Based Upon Children’s Performances and Family Literacy Practices. David B. Yaden, The University of Arizona; Adriana Diane Cimetta, The University of Arizona
Beginning Kindergartners’ Language Proficiency in English and Spanish. Kathy Nakagawa, Arizona State University

Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm
Chair: John Q. Easton, Institute of Education Sciences
Participants:
Lessons Learned From Chicago. Paul D. Goren, Consortium on Chicago School Research At The University of Chicago
Lessons Learned From New York City. James J. Kilmer, New York University
Lessons Learned From Baltimore. Faith Connolly, Johns Hopkins University
Lessons Learned From Los Angeles. Meredith Phillips, University of California - Los Angeles

43.036. College Identity Development in Students. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 207; 12:25-1:55pm
Chair: Felisha Herrera, University of California - Los Angeles
Participants:
Academic Identity Development Among Students From Two Early College High Schools. Laura Carolyn Murray, University of Pennsylvania; Gina M. Arnoff, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania
Determining Factors of Academic Self-Concept Among Student Veterans. Jose L. Santos, University of California - Los Angeles; Dani Molina, University of California - Los Angeles
Transition to Further and Higher Education for Young People With Disabilities in Ireland: The Need for a Flexible and Individualized Approach. Cristina Devecchi, University of Northampton; Sheena Bell, University of Northampton; Conor McGuckin, Trinity College; Michael Shevlin, Trinity College
“It’s Pushed Me to Help Others”: The Relationship of Racial Identities and Students’ Career Choices. Deborah F. Carter, University of Michigan; Julio L. Cardona, University of Michigan; Gloria Lee Fonseca-Bolarin, University of Michigan - Ann Arbor; Carmen Michele McCallum, University of Michigan; Julie Renee Posselt, University of Michigan
Discussion: Vasti Torres, Indiana University

43.037. Division J Invited Session: Big-Time College Sports: Mitigating the Academic-Athletic Divide. Division J - Postsecondary Education Copresented with SIG-Research Focus on Education and Sport; Invited Session
VCC, Second Level, West Room 215&216; 12:25-1:55pm
Chair: Eddie Comeaux, University of Kentucky
Participant: Charles Clofelter, Duke University
Discussion: James Antion, University of Washington

43.038. Postsecondary Math and Science Learning and Development. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 212&213; 12:25-1:55pm
Chair: Comfort O. Okpala, North Carolina A&T State University
Participants:
College Students’ Views of the Use of Mathematics in a Nonmathematical Context. Carina Marie Rebello, University of Missouri; N. Sanjay Rebello, Kansas State University
The Interplay Between Contingencies of Self-worth and Test Anxiety. Mandy Kirchgessner, Temple University; Anthony C. Perez, Duke University; Ting Dai, Temple University; Jennifer G. Cromley, Temple University
The Role of Black Colleges in the Development of Mathematicians. Erica
Walker, Teachers College, Columbia University; Viveka O. Borum, Wayne State University; Adriel Adon Hilton, Upper Iowa University
Understanding students' beliefs about the nature of knowing in chemistry and biology: A mixed-method analysis. Emily Tancredi-Brice Agbenyega, Temple University; Ting Dai, Temple University; Melissa Karakus, Temple University; Erin McNamara Horvat, Temple University; Jennifer G. Cromley, Temple University; Anthony C. Perez, Duke University; Joseph Agvare Kumi, Temple University
Discussant: Terrell Lamont Strayhorn, The Ohio State University

43.039. Understanding and Facilitating Students' College Readiness.
Division J - Postsecondary Education; Paper Session
VCC, Third Level, West Room 306; 12:25-1:55pm
Chair: Joanne Lee, Mathematica Policy Research, Inc
Participants:
Accelerating Community College Students' Progression Through Developmental Education: Does It Work? Shanna Smith Jaggars, Teachers College, Columbia University; Michelle Hodara, Teachers College, Columbia University
Development of a College Readiness Screening Measure for Student Athlete Recruits. Allison Lombardi, University of Oregon; Andrew Downs, University of Portland; Robin Conley Downs, Educational Policy Improvement Center
Fault Lines in Postsecondary Educational Opportunity: A Mixed-Methods Examination of At-Risk Students. Gregory C. Wolling, NORC at the University of Chicago; Jesse Rude, NORC at the University of Chicago; Panagiota Rekousis, The McCarty School
Unlocking the Gate to College: An Analysis of Rigorous Research on Improving Developmental Education. Elizabeth Zachry Rutschow, MDRC; Emily Schneider, MDRC
Discussant: Susan Auernbach, California State University - Northridge

Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 222; 12:25-1:55pm
Chair: Satasha L. Green, The University of Alaska - Anchorage
Participants:
From Safe Spaces to Empowering Spaces: One LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer)-Supportive Teacher’s Pedagogy of Empowerment. Sarah Schneider Kavanagh, University of Washington
Learning From the “Other” Side of Us: A Cooperative Inquiry by Minorities in Teacher Education. Laura Bower-Phipps, Southern Connecticut State University; Thomas D. Homa, Southern Connecticut State University; Maria Cristina Cruz, Southern Connecticut State University; Arlette Mello Johnson, Southern Connecticut State University; Cristina Albaladejo, Southern Connecticut State University
Preparing Teachers to Identify and Address Bias and Discrimination Online. Literature Review and Framework. Rick J. Vothofer, The Ohio State University
Reimagining Youth and Education Through Indigenous Hip-Hop Pedagogues and the Beat Nation. Julie Gorlewski, SUNY - College at New Paltz; Bradley J. Porfilio, Lewis University
Teacher Perceptions of English Language Learners in Rural Mainstream Classrooms. Suzanna Jo Luttrell, Walden University; Li-Ching Hung, Overseas Chinese University

Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 217&218; 12:25-1:55pm
Participants:
Exploring Teacher Identity: A Pilot Study of Immigrant Chinese Teachers of Mandarin in a Canadian University. Yujia Jiang; Simon Fraser University
Preservice Teachers’ Attitudes About Diversity as a Result of a Semester Study Abroad Program. Sandra Mammanno Linder, Clemson University
Identity Development in Career-Changing Beginning Teachers: A Qualitative Study of Professional Scientists Becoming School Teachers. James J. Walters, Queensland University of Technology; Carmel M. Diezmann, Queensland University of Technology

43.042. Innovations in Supervision: Explorations of the Relationship Between Teacher Candidate, Cooperating Teacher, and University Supervisor.
Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, East Room 11; 12:25-1:55pm
Chair: Fatima Pirbhai-Illch, University of Regina
Participants:
A Review of the Cooperating Teacher Literature: 1948-2011. Anthony Clarke. The University of British Columbia; Valerie Triggs, The University of British Columbia; Wendy S. Nielsen, University of Wollongong
Collaboration During Mentor-Guided Lesson Study: Mentors and Interns Sharing Mathematical Knowledge for Teaching. Jennifer Nimtz, Michigan State University; Kristen Bieda, Michigan State University
The Efficacy of Training Cooperating Teachers: Investigating an Assumption. Christopher R. Gareis, College of William and Mary; Leslie Grant, Old Dominion University
“TIP”-ing Through Mathematics Teacher Education: A Triadic Approach to Teacher Preparation. Pier A. Junor Clarke, Georgia State University; Erika C. Bullock, Georgia State University
Discussant: Hsa-Min Chang, Teachers College, Columbia University

43.043. Teacher Accountability, Teacher Evaluation, and Learning Outcomes: A Perspective From the American Federation of Teachers.
Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, East Room 16; 12:25-1:55pm
Chair: Etta R. Hollins, University of Missouri - Kansas City
Speaker: Francine Lawrence, American Federation of Teachers

43.044. Teacher Advocacy and Social Justice With English Language Learners.
Division K - Teaching and Teacher Education; Paper Session
Fairmont Waterfront, Concourse Level, Malaspina; 12:25-1:55pm
Chair: Amanda Wager, The University of British Columbia
Participants:
Bridging the Divide: Stepping Out With Teachers to Enact Culturally Responsive Pedagogies. Corliss Brown, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Scott Morrison, University of North Carolina
Constructing Conversations Across Social Justice and Christianity. Sarah Bridges-Rhoads, Georgia State University
Preparing Teacher Candidates to Educate English Language Learners: “A Free Ticket”? Shannon Mary Daniel, University of Maryland
Teaching to Close the Opportunity Gap: Four Educators’ Actions to Promote Equity. Jenifer Anne Crawford, University of Southern California; Paula M. Carbone, University of Southern California
The Imperative of Care: ESL (English as a Second Language) Teacher Negotiations Toward Advocacy and Equity. Michael C. Dominguez, University of Colorado - Boulder; Michael F. Suarez, Colorado University - Boulder
¡Listo! Proven Practices for Teacher Educators, Preservice Teachers, and Their English Learners. Carole L. Walker, Texas A&M University - Commerce; Martha M. Foote, Texas A&M University; Laura Chris Green, Texas A&M University - Commerce; Cathy K. Zeek, Lasell College; Cindy Shuman, Kansas State University

43.045. Teacher Perspectives on English Language Learners and Diverse Learners: Translations of Theory Into Classroom Practices.
Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 12:25-1:55pm
Chair: Sidonia Jessie Alenuna-Nimoh, Gustavus Adolphus College
Participants:
A Look Through the Eyes of Preservice Educators and In-Service Teachers on English Language Learner Students. Marisa Anne del Campo, University of Connecticut; Mary E. Yakimowski, University of Connecticut
ESL (English as a Second Language) Professional Development and
Teachers’ Trajectories of Change. Eva Ponte, University of Hawai‘i - Manoa

Preparing Teachers for Diverse Classrooms: What Two Veteran Teacher Educators Have Learned. Constance L. Walker, University of Minnesota; Tina Edstrom, University of Minnesota

Stories of Diversity and Citizenship: Constructing Self and Other in Teacher Education for English Learners. Terri L. Rodriguez, Duquesne University; Nihat Polat, Duquesne University

Teachers’ Perceptions of Effective School-Wide Programs and Strategies for English Language Learners. Kip T. Tellez, University of California - Santa Cruz; George Manthey, University of California - Santa Cruz


Toward More Equitable Education: Teachers’ Perspectives on “Successful” Detracked Classrooms. Craig Bruno, University of Washington

43.046. Designing and Evaluating Instructional Practice and Outcomes. Division L - Educational Policy and Politics; Paper Session VCC, Second Level, East Room 14; 12:25-1:55pm Chair: Kristy S. Cooper, Michigan State University Participants:

A Framework for Assessing the Quality of Instructional Policy Designs. Michael S. Knapp, University of Washington

Outcomes of Placing Low-Performing Eighth-Graders in Algebra Content Courses. Don Joseph Taylor, University of California - Davis; Michal Kurlaender, University of California - Davis; Heather Rose, University of California - Davis

The Relationship of Observed Teacher Characteristics with the Content and Form of Instruction. Morgan S. Polikoff, University of Southern California

The Mediating Role of Teaching Practices in Kindergarten and First-Grade Classrooms. So Jung Park, University of Wisconsin

Discussant: Geoffrey C. Phelps, Educational Testing Service

43.047. Division L. Junior Faculty Mentoring Seminar. Division L - Educational Policy and Politics; Mentoring Session VCC, Second Level, West Room 202&203; 12:25-1:55pm Chairs: Motoko Akiha, University of Missouri - Columbia; Susan J. Paik, Claremont Graduate University; Stacey A. Rutledge, Florida State University

Participants:

Working Toward Tenure. Robert E. Floden, Michigan State University

Publishing in Prestigious Policy Journals. Rick Mostrop, University of California - Berkeley

Securing External Funding for Policy Research. James S. Dietz, National Science Foundation

SIG Sessions

43.048. Queer Performative Autoethnography as Antiorpressive Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance Sheraton Wall Centre, Third Level, North Junior Ballroom A; 12:25-1:55pm Chair: Celeste N. Snowber, Simon Fraser University Participant:

Queer Performative Autoethnography as Antiorpressive Education. Kerri Mesner, The University of British Columbia

43.049. What Is a Poem Good For? The Possibilities of Poetic Inquiry Within Educational Research. SIG-Arts-Based Educational Research; Demonstration/Performance VCC, Third Level, West Room 302; 12:25-1:55pm Chair: Pamela Richardson, The Conversatorium Participants:

Education and/as Art: A Found Poetry Suite. Monica M. Prendergast, University of Victoria

Eco-Poetic Inquiry: The Poetry of Place. Veronica Gaylie, The University of British Columbia

Being Eaten and Eating: Red Meets Her Wolf. Cornelia Hoogland, University of Western Ontario

Homophobic Graffiti on the Portable Wall. John J. Guiney Yallop, Acadia University

Living in a Different Key: Poetic Inquiry as Educational Research. Rebecca J. Luce-Kapler, Queen’s University

Letters of Love and Loss: Writing Mileva Einstein. Pamela Richardson, The Conversatorium

43.050. Perspectives on Biliteracy Research. SIG-Bilingual Education Research; Paper Session VCC, Second Level, West Room 221; 12:25-1:55pm Chair: Christian J. Faltis, University of California - Davis Participants:

Bilingual First-Graders’ Reading Development in Two Languages. Angela Maria Lopez-Velasquez, Southern Connecticut State University; Georgia E. Garcia, University of Illinois at Urbana-Champaign

Assessing Fidelity of Implementation of an Instructional Model: Targeting Student Trajectories Toward Biliteracy. Wendy Sparrow, University of Colorado - Boulder; Sandra Adriana Bulviloyski, University of Colorado Boulder; Edward Wiley, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder

Better Comprehension Through Translation. Robert T. Jimenez, Vanderbilt University; Samuel David, Vanderbilt University; Christopher Keyes, Vanderbilt University; Mikel Walker Cole, Vanderbilt University

An Examination of Young Bilinguals’ Early Literacy Skills: Understanding Cross-Language Transfer. Erika Feinauer, Brigham Young University; Kendra Hall-Kenyon, Brigham Young University; Kimberly Callister Davison, Brigham Young University

Shared Reading Interventions With Hispanic Families of Pre-Kindergarten Students: Oral Language and Home Literacy Behaviors. Tracey Hasbun, Stephen F. Austin State University; Hope Elisabeth Wilson, Stephen F. Austin State University

Discussant: Laura A. Valdiviezo, University of Massachusetts

43.051. Contemporary Analyses of Context and Integration in Educational Technology. SIG-Computer and Internet Applications in Education; Paper Session Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm Chair: Charles DeVaughn Miller, University of Minnesota Participants:

A Longitudinal Analysis of Instructors’ Use of a Learning Management System. Andrew Edward Krumm, University of Michigan; Stephanie D. Teasley, University of Michigan

A Multilevel Analysis of Digital Literacy: The Effects of Goal Orientation, Family Background and School Leadership. Ove Edvard Hatlevik, The Norwegian Centre for ICT in Education; Inger Throstadnes, University of Oslo; Geir Ottestad, Norwegian Centre for ICT in Education

Impact of a Technology After-School Program on Middle School Students and Their Families From Underserved Communities. Ravi Narayan, The University of Texas - Austin; Joan E. Hughes, The University of Texas - Austin


Use of Technology in a Large School District: Perspectives From Students, Teachers, and Principals. Stacy B. Ehrlich, Consortium on Chicago School Research At The University of Chicago; Susan E. Sporte, University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago

43.052. Rethinking and Redoing Race in Early Childhood Education: Policies, Perspectives, and Pedagogy. SIG-Critical Perspectives on Early Childhood Education; Symposium VCC, Third Level, West Room 303; 12:25-1:55pm Chair: Timber Dove Washington, Teachers College, Columbia University Participants:

Teaching and Learning About Racial and Ethnic Diversity in Early Childhood Classrooms. Caryn C. Park, Tufts University

Toward a Multidisciplinary Perspective on the Role of Early Childhood Education in the Formation of Broader Racial/Ethnic Relations and Ideologies. Marijose Romero, LaGuardia Community College - CUNY

Preservice Teachers’ Love/Hate Relationship With a Racial/Cultural Self and Society. Lucinda G. Heimer, Wheelock College

Young Children’s Racial Development: The Process of Learning Who Was and Was Not a Slave. Jennifer Keys Adair, The University of Texas - Austin

Discussant: Celia S. Genishi, Teachers College, Columbia University
Chair: Ronald David Glass, University of California - Santa Cruz
Participants:
- Education Research and Policy Making: Whose “Felt Difficulties”? Kenneth R. Howe, University of Colorado
- The Polities of Urgency: A Chicana Feminist Perspective on Knowledge Production, Educational Advocacy, and Transformational Change. Angela Valenzuela, The University of Texas - Austin; Patricia D. Lopez, The University of Texas - Austin
- Truth, Justice, and the Formation of Publics: University Leadership of Democratic Deliberations about Social Problems. Ronald David Glass, University of California - Santa Cruz; Samara S. Foster, University of California - Santa Cruz
Discussants: Jeannie Oakes, Ford Foundation; Kal Alston, Syracuse University

43.054. Intersections of Disability Studies Theory and Policy in Education. SIG-Disability Studies in Education; Paper Session VCC, First Level, West Room 111&112; 12:25-1:55pm
Chair: Deborah J. Gallagher, University of Northern Iowa
Participants:
- A Conversation Worth Having: A Response to Anastasiou and Kauffman. Deborah J. Gallagher, University of Northern Iowa; David J. Connor, Hunter College - CUNY; Beth A. Ferri, Syracuse University
- Educating the Disabled or Disabling Education? The Convergence of Culture and Postcoloniality. Kagendo Matua, The University of Alabama; Beth Blue Swadener, Arizona State University
- Inside “What Works”: Ideology, Power, and Politics in Evidence-Based Practices in Special Education. Sarah R. Semon, University of Northern Iowa; Deborah J. Gallagher, University of Northern Iowa
- Think, Hear, See, Believe… College: Getting the Word Out Together. Maria C. Paiewonsky, University of Massachusetts

43.055. Media and Technology in Early Childhood. SIG-Early Education and Child Development; Paper Session VCC, Second Level, West Room 223; 12:25-1:55pm
Chair: Julie Dwyer, Boston University
Participants:
- Family Literacy in the Context of Educational Media. Kadria Anne Simons, OISE/University of Toronto; Janette P. Pelletier, University of Toronto; Sue Anderson, University of Toronto
- From Viewing to Doing: Supporting Young Children’s Learning Through Joint Engagements With Media. Savitha Moorthy, SRI International; Hannah Lesk, SRI International; Carlin Llorente, SRI International; Ximena Dominguez, SRI International
- Parents’ and Children’s Questions While Sharing Digital and Print Books. Ji Eun Kim, The University of British Columbia
- Supporting Early Childhood Student Teachers’ Reflective Practice: The Influence of Technology. Abigail M. Jekows, Hunter College - CUNY
- Creative Digital Technologies as a Catalyst for Literacy and Numeracy Development in the Early Years of Formal Schooling. Susan Ellen McDonald, Australian Catholic University; Jennifer Howell
Discussant: Denise Lynne Winsor, The University of Memphis

43.056. Health in Schools and Preservice Programs. SIG-Education, Health, and Human Services Linkages; Paper Session Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm
Chair: Robert Hulme, University of Chester
Participants:
- Breast Cancer Knowledge and Awareness Among High School and College Students in the Midwestern United States. Benford Majuvedze, University of Missouri; Angellar Manguvo, University of Missouri; Jaxin He, University of Missouri; Stephen D. Whitney, University of Missouri; Salmon Hyder, University of Missouri
- Mental Health Literacy of Preservice Educators. Jessica Whitley, University of Ottawa; Suzanne Gooberman, University of Ottawa
- Multiple Influences on Changing the Health Culture of a School. Pamela H. Kulina, Arizona State University; Donetta J. Cothran, Indiana University; Tiffany Ann Koolpeel, Montclair State University
- Stressful Life Events and Secondary School Student Connections to School Support. Katherine Marian Thompson, OISE/University of Toronto
- The Impact of a Federal Grant Initiative on Collaboration between Schools and Mental Health Systems. Lara Jakobsen, University of Illinois at Chicago; Krista Kutsch, University of South Florida; Al Duchnowski, University of South Florida

43.057. Alternative Methods for Data Analysis. SIG-Educational Statistics; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm
Chair: Haiyan Bai, University of Central Florida
Participants:
- Classification in the Presence of Heterogeneous Groups: A Monte Carlo Comparison of Several Statistical Methods. William Holmes Finch, Ball State University; Jocelyn E. Holden, Ball State University; Ken Kelley, University of Notre Dame; Mike Stirling, Ball State University
- Confidence Interval Estimations for Standardized Linear Contrasts of Means: The One-Way Fixed-Effects Between-Subjects Univariate Case. Li-Ting Chen, Indiana University; Chao-Ying J. Peng, Indiana University
- Investigating the Impact of Nonnormality, Effect Size, and Sample Size on Two-Group Comparison Procedures: An Empirical Study. Yoonjeong Kang, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland
- Comparison of Inverse Probability of Treatment Weighting and Optimal Full Matching Methods to Estimate the Average Treatment Effect: A Monte Carlo Simulation Study. Sungur Gurel, University of Florida; Walter L. Leite, University of Florida
- Conducting Hypothesis Tests With Parallel Analysis and Likelihood Ratio Tests: A Comparison of Error Rates. Samuel B. Green, Arizona State University; Roy Levy, Arizona State University; Marilyn S. Thompson, Arizona State University; Wen-Juo Lo, University of Arkansas; Yixing Liu, Arizona State University
Discussant: Michael R. Harwell, University of Minnesota

43.058. Teacher Preparations and Home-School Partnerships. SIG-Family, School, Community Partnerships; Paper Session VCC, Second Level, East Room 17; 12:25-1:55pm
Chair: Trini Lewis, California State University - Long Beach
Participants:
- Constructing New Futures: Examining the Effects of an After-School Enrichment Program on English Learners and Families. Reyna G. Garcia-Ramos, Pepperdine University
- Mechanisms for Teacher Outreach to Parents in Charter and Traditional Public Schools. Bess A. Rose, Johns Hopkins University; Marc L. Stein, Johns Hopkins University
- Parent and Family Involvement in Teacher Education After No Child Left Behind. Mary M. Harris, University of North Texas; Arminta Lee Jacobson, University of North Texas; Laura Nanhans, University of North Texas
- “It’s the Emotional Connection, It’s the Global Connection”: The Social Contexts That Influence School-Community Partnering. Catherine Hands, Brock University
Discussant: Margaret M. Ferrara, University of Nevada - Reno

Chair: Robert T. Linqvasti, WestEd
Participants:
- Monitoring the Progress of English Learners: The Importance of Focusing on Current and Reclassified English Learners. William M. Saunders, University of California - Los Angeles
- Languages, Labels, and Opportunity: Latino English Learners and Reclassification in a Large, Urban School District. Ilana Marice Umansky, Stanford University
- Time to English Proficiency and Relationship Between English Proficiency and Academic Achievement: Analysis of Long-Term Linguistic and Academic Outcomes for English Learners. Karen D. Thompson,
43.060. Instructional Technology SIG: Blogging, Pseudonyms, and Academic Emotions. SIG-Instructional Technology; Paper Session Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm
Chair: Joel P. Lewis, University of South Alabama
Participants: A Naturalistic Investigation of Faculty Members’ Twitter Participation. George Veletsianos, The University of Texas - Austin
Microblogs: The Next Generation of Debate. Shelley Hayes, University of South Florida; Tina N. Hohlfeld, University of South Florida
Comparative Content Analysis of Online Learning: Pseudonyms Versus Real Names. Benedict Lai, University of Connecticut; Stephen Slota, University of Connecticut; Michael F. Young, University of Connecticut
Evoking Emotional Dimensions in Human Computer Interaction: Development of the Questionnaire User Experience. Julia Müller, University of Erfurt; Steffi Heidig, University of Erfurt; Helmut M. Niegemann, University of Erfurt (Germany)
Discussant: Sebnem Cilesiz, The Ohio State University

43.061. Invitational Learning in Multiple Contexts. SIG-Invitational Learning; Paper Session Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm
Chair: Kathleen F. Berg, University of Hawaii
Participants: An Evaluation Approach That Is Invitational. Susan E. York, University of Hawaii - Manoa; Susan M. Saka, University of Hawaii; Morris K. Lai, University of Hawaii
Community Partner Tutoring and Video Self-Modeling as Response to Intervention for Reading: Connections to Invitational Education. Caryl Hitchcock, University of Hawaii - Manoa; Katrina Rao, University of Hawaii - Manoa; Peter W. Dowrick, University of Hawaii - Manoa; Chuan Chang, University of Hawaii
Sustainability Savvy: The Role of Invitational Theory Toward Maintaining Grant-Funded Service Programs. Kay Henser Phelps, Fort Lewis College
The Impact of an Invitational Environment on Preschoolers with Special Needs. April Gardner-Taylor, Argosy University - Hawaii; Bobbie-Jo Morgan-Tadeo, Argosy University - Hawaii
Using Invitational Learning and Discourse-Based Strategies to Address Writing Competence for Students with Disabilities. Rhonda S. Black, University of Hawaii; Cecily Ornelles, University of Hawaii - Manoa
Discussant: Jennifer L. Edwards, Fielding Graduate University

Chair: Ramon Antonio Martinez, The University of Texas - Austin
Participants: ¿Puras Groserías? Rethinking the Role of Profanity and Graphic Humor in Latina/o Students’ Bilingual Word Play. Ramon Antonio Martinez, The University of Texas - Austin; P Zitalli Morales, University of Illinois at Chicago
Code-Switching on Command: The Dominant and Nondominant Language Practices of Students and Teachers in Secondary English Classrooms. Ursula S. Aldana, University of California - Los Angeles
“That’s Just How We Talk”. The Affordances and Constraints of Profanity Used by Black and Latina/o Youth in an English Language Arts High School Classroom. Danny Cortez Martinez, University of California - Los Angeles
Discussant: Aria Razfar, University of Illinois at Chicago

Participants: Achievement Trend and Growth in Higher Education: An Investigation of Gender, Ethnic Differences, and School Effects. Zhen Wang, ETS; Rochelle S. Michel, ETS; Weiling Addy Deng, ETS
Genetic Algorithms for Propensity Score Matching: Evaluation of Project Lead the Way in College Persistence. Soko S. Starobin, Iowa State University; Frankie Santos Laanan, Iowa State University; Tom Schenk, Iowa Department of Education; David Rethwisch, University of Iowa; Melissa J. Chapman, Professional Data Analysts, Inc.
Investigating ESL (English as a Second Language) Students’ Performance on a Higher Education Learning Outcomes Assessment. Joni M. Lakin, Auburn University; Diane Cardenas Elliott, Educational Testing Service; Ou Lydia Liu, ETS
Discussant: Ronna L. Turner, University of Arkansas

43.064. Middle-Level Education Research SIG National Project on Middle-Level Common Planning Time. SIG-Middle-Level Education Research; Symposium Marriott Pinnacle, Third Level, Schaughnessy I; 12:25-1:55pm
Chair: Nancy Flowers, University of Illinois
Participants: The Middle-Level Education Research SIG’s National Common Planning Time Project: Background and Findings. Steven B. Mertens, Illinois State University; Vincent A. Anfara, The University of Tennessee; Nancy Flowers, University of Illinois; Micki M. Caskey, Portland State University
Teacher Perceptions of the Use of Common Planning Time in Middle Grade Schools. Chris Cook, Northern Kentucky University; Lenore Kunne, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University
A Portrait of Two Middle Schools: An Examination of Common Planning Time. Pamela S. Angelle, The University of Tennessee
The Implementation and Use of Middle-Level Common Planning Time. Steven B. Mertens, Illinois State University; Ellis Hund, Illinois State University; Keith Tiflold, Illinois State University
Discussants: Vincent A. Anfara, The University of Tennessee; Micki M. Caskey, Portland State University

43.065. Sometimes My Teaching Just Flows: Emerging Research on Teachers’ Emotions and Motivation. SIG-Motivation in Education; Symposium VCC, Third Level, West Room 304; 12:25-1:55pm
Chairs: Anne C. Frenzel, University of Augsburg; Debra K. Meyer, Elmhurst College
Participants: The Teaching Emotions Scales: A New Self-Report Instrument for Assessing Teacher Enjoyment, Anger, and Anxiety. Anne C. Frenzel, University of Augsburg; Thomas Goetz, University of Konstanz; Reinhard Pekrun, University of Munich; Lia Marie Daniels, University of Alberta
The Context Specificity of Teachers’ Emotional Experiences. Betty Becker-Kurz, University of Munich; Anne C. Frenzel, University of Augsburg
Do Emotionally Exhausted Teachers Really Feel So Bad? The Role of Emotional Exhaustion in Self-Reported State and Trait Emotions of Teachers. Melanie M. Keller, University of Konstanz; Thomas Goetz, University of Konstanz; Jason L. Ringo, McGill University; Eva Becker, University of Konstanz
Student Teachers’ Reflection During Teaching Practicum: A Diary Study. Mijnjong Song, University of Oxford; Lars-Erik Malmberg, University of Oxford
From Preservice to Practicing Teacher: Considering the Stability of Personal and Classroom Goals. Lia Marie Daniels, University of Alberta
Discussant: Rob Klassen, University of Alberta

43.066. Multicultural/Multiethnic Education: Perspectives on Teacher Education. SIG-Multicultural/Multiethnic Education; Theory, Research, and Practice; Paper Session VCC, Third Level, West Room 305; 12:25-1:55pm
Chair: John D. Harrison, Lincoln Memorial University
Participants: “Wrong Moves” and “Epiphanies”: Examining Group and Individual Narratives Expressed in Multicultural Teacher Education. Ellie Fitts Fulmer, University of Pennsylvania
Is There a “Hierarchy of Oppression” in Multicultural Teacher Education? Paul Cameron Gorski, George Mason University
Fostering Preservice Teachers’ Multicultural Competency: Deconstructing the Notion of Culturelessness. Omiunota N. Ukpokodu, University of Missouri - Kansas City

Resisting Resistance: Understanding, Exploring, and Dismantling Resistance in Teacher Educator Preparation. Kenneth James Fasching-Varner, Louisiana State University; Shirley N. Mihethwa-Sommers, Nazareth College; Christine Clark, University of Nevada - Las Vegas; Mark Brinhall-Fargas, University of Maryland - College Park

Discussant: John D. Palmer, Colgate University

43.067. Online Teaching and Learning: Research Methodologies. SIG-Online Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:25-1:55pm
Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee
Participants:
- Quantitative Research Methods in Online Business Education 2000-2010: A Review and Comparison by Discipline. J. B. Arbaugh, University of Wisconsin - Oshkosh; Michael Godfrey, University of Wisconsin - Oshkosh; Alvin Hwang, Pace University; Birgit Leisen Pollack, University of Wisconsin - Oshkosh; Bruce Niendorf, University of Wisconsin - Oshkosh
- Developing Quality Indicators for Evaluating Online Graduate Degree Programs in Agricultural Sciences and Engineering. Holly A. Downs, University of North Carolina - Greensboro
- The Development of a Metacognition Questionnaire for Online and Blended Communities of Inquiry. Zehra Akyol; D. Randy Garrison, University of Calgary; Norman Davis Vaughan, Mount Royal University
- Validation of a Modified Instrument: Using Social Network Analysis to Measure Social Presence. Jea H. Choi, Purdue University; Johannes Strobel, Purdue University
- Preliminary Validity and Reliability of the Sense of Community in Online Courses Scale. Justin J. Randolph, Mercer University; Linda Crawford, Walden University

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm
Chair: Lisa M. Chauveron, The Leadership Program
Participants:
- Supporting Student Success in Middle Schools: Examining the Relationship Between Elementary Afterschool Program Participation and Subsequent Middle School Attainments. Denise Huang, University of California - Los Angeles
- Effects of Extracurricular Activities and Quality on Primary School-Age Student’s Achievement in Mathematics in Switzerland. Marianne Schuepbach, University of Bern
- Promoting Youth Engagement Through After-School Arts Activities: A Case Study. Anne-Marie Hosie, New York City Department of Education
- Teaching Conflict Resolution in Out-of-School Time: Adapting an Evidence-Based Conflict Resolution Program for Use During Afterschool Hours. Lisa M. Chauveron, The Leadership Program; Amanda C. Thompkins, The Leadership Program

Discussant: David J. Shernoff, Northern Illinois University

43.069. Knowledge and Cognition. SIG-Philosophical Studies in Education; Paper Session
VCC, Second Level, West Room 204; 12:25-1:55pm
Chair: Rosa Hong Chen, Simon Fraser University
Participants:
- Inferentialism and Subject Knowledge. Jan Derry, Institute of Education - London
- Ontology and Agency: A Badiouian Critique on Political Mathematics
- Pedagogies. Nataly Z. Chesky, Montclair State University
- Neuroethics in Mind: Education in the Wake of Neurotechnology. Helene Lalancette, Simon Fraser University
- The Psychologization of the Human and Curriculum Subject: The Philosophical Roots of an Emotional Epistemology. Kathryn Eccleston, University of Birmingham

Discussant: Deron R. Boyles, Georgia State University

43.070. Politics of Diversity and the Future of Desegregation. SIG-Politics of Education; Paper Session
VCC, Second Level, East Room 13; 12:25-1:55pm
Chair: Dan L. King, Massachusetts School of Professional Psychology
Participants:
- The Changing Politics of Diversity: Lessons from a Federal Technical Assistance Grant. Erica Frankenberg, The Pennsylvania State University; Elizabeth H. DeBray, University of Georgia; Kathryn A. McDermott, University of Massachusetts - Amherst
- The Limits of Desegregation Accountability: Questions of Measurement. Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside
- Using San Antonio v. Rodriguez to Explore Racial Silences Within School Finance Policy. Erin Atwood, SEDL

Discussant: Venus E. Evans-Winters, Illinois State University

43.071. Does Feedback in Problem-Based Learning Enhance Student Learning? SIG-Problem-Based Education; Symposium
Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm
Chair: Luann Wilkerson, University of California - Los Angeles
Participants:
- Tutoring Online for Problem-Based Learning: Effects of Different Tutoring Strategies and Learners’ Expertise. Joerg Zambach, University of Salzburg; Jasmin Otitsch, University of Salzburg
- The Influence of Tutor Communication on Motivation: Controlling Versus Noncontrolling Language. Lissette Wijna, Erasmus University; Sofie Loyens, Erasmus University; Eva Derous, Ghent University; Henk G. Schmidt, Erasmus University
- Improving Tutor Feedback in Problem-Based Learning With a Web-Based Training Module. Tatum Langford Korin, University of California - Los Angeles; David Geffen, University of California - Los Angeles
- A Tutor Feedback Intervention in Problem-Based Learning and Its Effects on Student Learning. Alexandra Corina Niculescu, Maastricht University; Mien Segers, Maastricht University; Erik De Regt, Maastricht University; Win H. Gijselaers, Maastricht University
- The Effect of Peer Feedback on Student Functioning in Problem-Based Learning Tutorials. Henk Van Berkel, Maastricht University; Henk G. Schmidt, Erasmus University

43.072. Multiple Perspectives on Professional Development School Research. SIG-Professional Development School Research; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm
Chair: Audrey M. Kleinsasser, University of Wyoming
Participants:
- Cross-Career Learning Communities: A Case Study of a Critical Friends Group Model With Promising School-Level NCATE (National Council for Accreditation of Teacher Education) Professional Development School Standards Outcomes. Harley Gordon Granville, Georgia State University; William L. Carlette, Georgia State University; Robert Hendrick, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University
- Institutional to Individual Inquiry: A Historical Study of a Research-Based Professional Development School Partnership. Jeanne L. Tunks, University of North Texas
- Supervision in the Professional Development School: A Case Analysis of Two School-Based Hybrid Educators. Rebecca West Burns, The Pennsylvania State University; Bernard J. Badiali, The Pennsylvania State University
- The Pennsylvania PDS (Professional Development Schools) Principals Study; A Cross-Institution Research Effort. Alison L. Rutter, East Stroudsburg University; James F. Nolan, The Pennsylvania State University; Bernard J. Badiali, The Pennsylvania State University; Brian Peters, Penn State PDS; Beverly Melenyzer, California University of Pennsylvania

Discussant: Ronald Beebe, University of Houston - Downtown

43.073. Educating School Personnel About Lesbian, Gay, Bisexual, and Transgender Issues: Effectiveness of Professional Development Programs. SIG-Queer Studies; Symposium
VCC, Second Level, East Room 1&20; 12:25-1:15pm
Chair: Emily Ann Greytak, GLSEN-Gay, Lesbian & Straight Education Network
Participants:
Increasing Educators’ Capacity to Create Safer Schools: Findings From a District-Wide Training Program. Emily Ann Greytak, GLSEN-Gay, Lesbian & Straight Education Network
Welcoming Schools Guide: Elementary School Educator Training and Evaluation. Laura Szalucha, Arizona State University; Suzanne Pasch, Wheelock College
Reduction of Stigma in Schools Program: Evaluations and Reflections on the First Three Years. Elizabeth Payne, Syracuse University; Melissa J. Smith, Syracuse University
Addressing Anti-LGBT (Lesbian, Gay, Bisexual, Transgender) Bias in Schools: Changing Educators’ Knowledge, Beliefs, and Behaviors Through Professional Development. Stacey S. Horn, University of Illinois at Chicago; Shannon Sullivan, Illinois Safe Schools The Alliance
Discussants: Joseph G. Kosciw, Gay, Lesbian and Straight Education Network

43.074. Crossing the Divide: Integrating Doing What Works Resources into Professional Learning—Results From Four Implementation Projects. SIG-Research Use; Symposium Marriott Pinnacle, Third Level, Shaughnessy II; 12:25-1:15pm
Chair: Marlene J. Darwin, American Institutes for Research
Participants:
Knowledge to Action: The CONNECT (Center to Mobilize Early Childhood Knowledge) Web-Based Module on Dialogic Reading. Pamela J. Winton, University of North Carolina - Chapel Hill
Helping It Happen: Getting Effective Vocabulary Instruction for English Language Learners Into Practice. Barbara D. Acosta, The George Washington University
Supporting School Improvement in an Oregon Education Service District Using Doing What Works Resources. Jacqueline Beth Raphael, Northwest Regional Educational Laboratory
“Doing What Works” for Transition Kindergarten Dual Language Learners: A Focus on Effective Classroom Practices for Dialogic Reading. Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University
Discussants: Joseph F. Johnson, San Diego State University

43.075. Reexamining the Links Between Curriculum and Instruction for Latina/o Mathematics Learners. SIG-Research in Mathematics Education; Symposium Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:15pm
Chair: Craig J. Willey, Indiana University - Indianapolis
Participants:
Moving From Knowing to Doing: Teachers Developing Mathematics Discourse Communities With Latinas/os. Craig J. Willey, Indiana University - Indianapolis
Strengthening the Links Between Curriculum and Instruction for Latina/o Mathematics Learners. Kathleen Pitrone, University of Illinois at Chicago; Lena Licon Khisty, University of Illinois at Chicago; Craig J. Willey, Indiana University - Indianapolis
Enhancing Mathematics Curricula and Instruction to Facilitate Latino English Language Learners’ Success: A Case Study of Juan. Kathryn B. Chval, University of Missouri; Rachel J. Pinnov, University of Missouri; Amanda Thomas, University of Missouri
The Rise and Run of a Procedural Approach in Discussions about Slope. William Carl Zahner, Boston University
Discussant: Beth M. Warren, Cheche Konnen Center, TERC

43.076. Critical Approaches to Civic Education: International Perspectives. SIG-Research in Social Studies Education; Symposium VCC, Second Level, West Room 220; 12:25-1:15pm
Chair: Hilary Cremin, University of Cambridge
Participants:
Youth Participatory Action Research in the Classroom: Striving for Critical Civic Learning in U.S. Social Studies Classrooms. Beth C. Rubin, Rutgers University; Mayida Zaal, Montclair State University
Professional Development Deliberations Using Empirical Evidence and Ethical Reasoning to Improve Civic Education Teachers’ Practice. Diana E. Hess, Spencer Foundation; Paula McAvoy, Spencer Foundation
Facing Social Justice Conflicts: Case Studies of Critical Dialogic Education in Teacher Development and High School Classrooms. Kathy Bickmore, OISE/University of Toronto
Actions Speak Louder Than Words? The Development of Active and Critical Approaches to Civic Education in a U.K. Context. Paul Neil Warwick, University of Leicester
Second Rate Citizens: Social Studies and Structural Inequalities in an American High School. Claire Elizabeth Crawford, Cardiff University
Diverse Students’ Perceived Sense of Individual Agency to Effect Social Change. Kaylan C. Schwarz, University of Toronto

43.077. When Knowing Is Not Enough: Critical Examination of Self-Study of Practice Methodology. SIG-Self-Study of Teacher Education Practices; Symposium VCC, Second Level, West Room 205; 12:25-1:15pm
Chair: Mary Lynn Hamilton, The University of Kansas
Participants:
“Is There a There There?” Applying Self-Study Criteria to My Research. Vicki K. LaBoskey, Mills College
Scrutinizing Trustworthiness in our Practice as Self Study of Teacher Education Practices Researchers. Mary Lynn Hamilton, The University of Kansas; Stéphane E. Pinnegar, Brigham Young University
The Tightness of Tensions as a Conceptual Frame and Analytic Tool for the Self-Study of Practice. Amanda K. Berry, Leiden University
An Invitation to “Look Again”: An International Literature Review of Self-Study of Teacher Education Practices. Eline Vanasse, University of Leuven; Geert Kelchtermans, University of Leuven
Discussants: Peggy L. Placier, University of Missouri; Carol R. Rodgers, University at Albany - SUNY

43.078. Mathematics Instruction for Students With Disabilities. SIG-Special Education Research; Paper Session VCC, First Level, West Room 113; 12:25-1:15pm
Chair: Barbara J. Dray, University of Colorado - Denver
Participants:
Make Explicit the Reasoning Behind Math Problem Solving: Explore the Effect of an Intelligent Tutor. Yan Ping Xin, Purdue University; Casey Hord, Purdue University; Joo Young Park, Purdue University; Jia Liu, Purdue University; Ahmet Bogdayci, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University
Nurturing Multiplicative Reasoning in Students With Learning Disabilities: A Preliminary Discourse Analysis of Reform-Based Math Instruction. Yan Ping Xin, Purdue University; Jia Liu, Purdue University; Sarah Jones, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University
Effects of Solve It! Instruction on Math Problem-Solving Processes of Middle School Students With a Learning Disability. Marjorie Montague, University of Miami; Jennifer Lee Krawec, Missouri State University; Benkia Kressler, University of Miami
The Effects of Comprehension Intervention on Mathematics Problem-Solving for Students With Mathematics Disability. Amber Squire Moran, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara; H. Lee Swanson, University of California - Riverside; Cathy Lussier, University of California

43.079. Reconceptualizing Teacher Evaluation Policies and Practices. SIG-Supervision and Instructional Leadership; Paper Session VCC, Second Level, West Room 214; 12:25-1:15pm
Chair: John J. Hall, University of California - Berkeley
Participants:
Adoption and Applicability of Peer Coaching as a Form of Teacher Professional Development: Comparing the Beliefs of American and Turkish Educators. Sally J. Zepeda, University of Georgia; Abdurrahman Ilgan, Celal Bayar University; Oksana Parylo, University of Georgia
On the Pathway From Preservice to Instructional Leader: Developing Skills and Knowledge for Leadership. Kate Spence-Ado, Fairleigh Dickinson
43.080. Assessing Teachers and Technologies for Reforming Classrooms and Schools. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm
Chair: Bronwen Cowie, University of Waikato
Participants:
- Validation of the Inventory of Teacher Technology Skills. Feng Liu, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Ann E. Barron, University of South Florida; J. Christine Harmes, University of South Florida
- An Evaluation of Statewide Online Professional Development for Integration of Laptops and Mobile Devices in the Middle School Curriculum: Year 2 Report. Neal Strudler, University of Nevada - Las Vegas; P.G. Schrader, University of Nevada - Las Vegas; Loretta Asay, Clark County School District
- The Promises of Automated Essay Scoring: Teacher Perceptions of Scoring Consistency and Feedback. Bridget Mahoney, University of South Florida
Discussant: Lynne Schrum, George Mason University

Division and SIG Roundtables

43.081. Research on Teaching With Simulated Virtual Tools and Spaces; Roundtable Session

43.081-1. Research on Teaching With Simulated Virtual Tools and Spaces. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 12:25-1:55pm
Chair: Joyce A. Pittman, Drexel University
Participants:
- Effects of Virtual Manipulatives on Student Achievement and Mathematics Learning. Patricia S. Moyer-Packenham, Utah State University; Arla Westenskow, Utah State University
- Teacher Perceptions of the Practicality and Effectiveness of Immersive Ecological Simulations as Classroom Curricula. Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard University
- Designing Smart Worlds: Automated Scoring of Learners' Transportation Decisions in a Virtual Urban Commuting Simulation. Benjamin Eric Erlandson, California State University - Monterey Bay; Andre R. Denham, Arizona State University; Kent Slack, Arizona State University; Lilija Lin, Arizona State University; Brian C. Nelson, Arizona State University

43.082. Roundtable Session 66; Roundtable Session

43.082-1. Topics in African American Education During the Postwar Era. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Emily Strauss, SUNY - College at Fredonia
Participants:
- Summer High School and Community Identity. Aaron Rife, The University of Kansas

43.082-2. “Schools of Tomorrow.” Schools of Today Revisited: Histories of Five Contemporary Progressive Schools. Division F - History and Historiography; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Alan R. Sadovnik, Rutgers University
Participants:
- The Weekday Independent School in New York City. Amita Gupta, City College of New York - CUNY
- The Wikwam Public School in New York City. Kirsten Cole, CUNY
- A Look Into KIPP (Knowledge Is Power Program) Culture Through the Prism of Progressive Schools. Andrew Robert Ratner, City College of New York - CUNY
- The Discovery Charter School in Newark. Susan F. Semel, City College of New York - CUNY
- The Learning Community Charter School in Jersey City. Elizabeth Morrison-Brown, William Paterson University

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Loren Gayle Intolubhe-Chmill, University of Virginia
Participants:
- Linguistic Minority Students’ Opportunities to Learn High School Mathematics. Eduardo Mosqueda, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz
- Power and Identity: A Sociopolitical Framework for Immigrant Students and Math Education. Daniel Luis Ramirez, University of Oregon
- Toward Alleviating the Reproduction of Social Inequities: A School-University Math and Science P-16 Collaborative. Steven Reinhard, University of Arizona; Betty Jane Alford, Stephen F. Austin State University; Amanda M. Rudolph, Stephen F. Austin State University; Heather K. Olson Beal, Stephen F. Austin State University; Brenda Hill, Stephen F. Austin State University
- Youths’ Perception and Use of Mathematical Socialization Messages and Stories. Traci L. English-Clarke, University of Pennsylvania

43.082-4. Studying Young Girls in Diverse Learning Contexts. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Johanna Lahja Lasonen, University of South Florida
Participants:
- Converting Challenges Into Motivation: An Examination of the Nature of Latina Student Resiliency. Aliyah Rayna Carolan-Silva, Goshen College; J. Robert Reyes, Goshen College
- Practicing Gender: A Feminist Ethnography of an All-Girls After-School Club. Alison Happel, Georgia State University
- Urban Girls’ Struggles for Symbolic Recognition: Space, Affect, and Girl Imaginings. Stephanie Skourtes, The University of British Columbia

43.082-5. Teaching About Race—Struggling With Teaching About Race: Teachers’ Reflections. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Irene V. Garza, The University of Texas - Austin
Participants:
- Measuring Teacher Cultural Competence: Survey Development in an Indigenous Context. Malia Villegas, Queensland University of Technology; Allan A.J. Lake, Queensland University of Technology; Pamela Theroux, Queensland University of Technology
- “I Don’t Want to Sound Racist, But…”: Race, Ethnicity and Identity Construction Among Music Teacher Candidates. Adria R. Hoffman, University of Mary Washington; Lindsey Midori Keay, University of Southern Mississippi; A. Rebecca Halliday, University of Southern Mississippi
- Relationships Between Middle School Teachers’ and Students’ Ethnicities: A Multiyear Statewide Analysis. Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University
- We Spent Our Money, Put in Our Efforts, and Got the Teaching Certificates—Now What? Internationally Educated Teachers’ Employment-Seeking Experiences in Canada. Kangxian Zhao, University of Toronto
- Knowing the Right Things to Do, Doing the Right Things to Know. Irene Maya Ota, University of Utah

43.082-6. Tensions Between What We Know and What We Do: Research Praxis in Higher Education. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Cheryl E. Matias, University of Colorado - Denver
Participants:
34.082-7. The Effects of Social Context on Education. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Kevin S. Carroll, University of Puerto Rico - Mayaguez
Participants:
Intersectionality of Raced, Classed, and Disabled Spaces: A Case Study of One Western School District. Kathryn S. Young, Metropolitan State College of Denver
Researching Aspirations for Education and the Future in a High-Poverty Region. Lew Zipin, Victoria University; Sam Selvar, University of Queensland; Marie T. Brennan, Victoria University; Rosie Roberts, University of South Australia; Grant Banfield, University of South Australia
The Taking of the Darker Cities: The Detroit Public Schools Takeover and the Neoliberal State. Bianca Ayanna Suarez, University of California - Berkeley
Tu Sabes que Somos de Calle: The Role of Thirdspace in the Construction of a Street Child Identity. Jamie Patrice Joanou, Arizona State University

34.082-8. The Transnational Nature of Schooling: Redefining Global in Schooling Contexts. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Clara C. Park, California State University - Northridge
Participants:
Examining the Relationship Between Biculturalism and Language Confusions: Case Series of Children of Southeast Asian Immigrant Spouses. Sa-Hui Fan, National Taichung University of Education; Hao-Pai Ni, Da Chien General Hospital
Transnational Migration and Schooling: Toward a Taxonomy Using Cases From North America and South Africa. Edmund T. Hamann, University of Nebraska - Lincoln; Saloshsha Vandaeyar, University of Pretoria
Institutional Transnationalism: Exploring the Japanese High School Sojourner Student’s Everyday World. Mariko Mizuno, The Ohio State University
From Community to School: Creating “Third Spaces” of Literacy Learning for Aboriginal Students. Lynne Wilse, University of Alberta

34.082-9. Transformational Spaces: Marginalized School Communities’ Projects of Resistance. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
Asymmetrical Equity: Reconciling Cultural Relevance With School Finance to Serve Students of Color. Kip Austin Hinton, The University of Texas - Brownsville
Convergent Meanings of Race and Space: The Spatial Duality of Higher Education for Asian American Students. Michelle Sumara, Chapman University
Mapping for Social Change: Exploring the Use of Geographic Information Systems for Community-Based Organizing With Latina Immigrant Mothers. Veronica Nelly Velez, University of California - Los Angeles

34.082-10. Transforming Urban Spaces for Democratic Education. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Afra Ahmed Hersi, Loyola University Maryland
Participants:
Authentic Communities in Democratic Schools: How Participant Beliefs, Organizational Structures, and School Culture Interact. Jennifer M. Worden, Harvard University
Creating Communities of Practice for Racial Justice and School Equity: School Change as Social Movement. Sofia A. Villenas, Cornell University; Alana C. Butler, Cornell University; Alison Remillard, Cornell University
Freedom Market: Taking Back a Corner Market. Joanne C. Larson, University of Rochester; Nancy Ares, University of Rochester; George Moses, Freedom Schools

34.082-11. Using Literacies: Multiple Literacies to Explore Students’ Identities and Experiences. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Guadalupe Dominguez Chavez, The University of Texas - Austin
Participants:
Dual Language Enrichment Bilingual Education: Understanding Each Other and the World Through Dramatic Enactments of Multicultural Children’s Literature. Nancy L. Roser, The University of Texas; Miriam Martinez, The University of Texas - Austin; Deborah K. Palmer, The University of Texas - Austin; Katie Peterson, The University of Texas - Austin; Holly Carrell-Moore, The University of Texas; Sharon O’Neal, Texas State University-San Marcos; Christian Ellen Zuniga, The University of Texas - Austin; Suzanne Garcia Mateus, The University of Texas; Leah Duran, The University of Texas - Austin; Kathryn I. Henderson, The University of Texas - Austin
Four Individual Narratives on Forgiveness, One Collective Narrative on Violence. Sharon M. Chubbuck, Marquette University; Michalinos Zembylas, The Open University of Cyprus
Planting a Field, Growing an Orchard, Using Literature Response Blogs With Students in the United Arab Emirates and the United States. Patricia A. SoWa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City
What Digital Storytelling Can Teach Us About “Author’s Chair” in Diverse Classroom Communities. Marva Jeanine Solomom, Angelo State University

34.082-12. Learning in Schools: From Racial Literacy to Cultural Capital to Women’s Leadership. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Denese L. Jones, Longwood University
Participants:
Learning to “Do School”: Cultural Wealth, Capital, and Curriculum. Maria Montalvo-Balbed, Kennesaw State University; Bernadette Bridget Musetti, Loyola Marymount University
Learning to Talk and Write About Race: Developing Racial Literacy in a College English Classroom. Yolanda Sealey-Ruiz, Teachers College, Columbia University
Lived Experiences of African American Women in the Academy: Reconceptualizing Effective Mentoring Relationships. Cosette M. Grant, University of Cincinnati; Juanita M. Simmons, University of Missouri - Columbia

34.082-13. Practices in Measurement and Documentation Related to Achievement and Gifted Education. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Frances R. Spielhagen, Mount Saint Mary College
Participants:
Effects of Cluster Grouping on Gifted and Nonidentified Elementary School Students’ Academic Achievement Growth. Jennifer Ritchotte, University of North Carolina - Charlotte; Michael S. Matthews, University of North Carolina - Charlotte; Matthew McBee, Frank Porter Graham Child Development Institute; Yi Pan, University of North Carolina - Chapel Hill
Facilitating Effective Information Retrieval on the Topic of Giftedness Using the Pearl Harvesting Methodological Framework. Robert Sandieson, University of Western Ontario
Time Allocation of Academically Talented Students: An International
Comparison. Matthew C. Makel, Duke University; Jon Wai, Duke University; Martha Putallaz, Duke University

What Works in Gifted Education: Development of Reliable and Valid Student Outcome Measures in Gifted Programs. Carolyn M. Callahan, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia

43.082-14. Pedagogical Approaches for Improving Instruction in History Classrooms. SIG-Teaching History; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: Whitney G. Blankenship, The University of Texas - Austin

Participants:
Lesson Study and History Instruction: Rewards and Challenges. Anne-Lise F. Halvorsen, Michigan State University; Alisa Kesler-Lund, Michigan State University

Developing Historical Thinking Through Research Projects: A New Zealand Case Study. William Mark Sheehan, Victoria University of Wellington

Remembering the Confederacy: Collective Memory in the Old Dominion. Gabriel Aaron Reich, Virginia Commonwealth University; Melanie L. Buggington, The Ohio State University; William Robert Muth, Virginia Commonwealth University

The Effects of Culturally Relevant Pedagogy on High School Students’ Narratives of National History. Terrie Epstein, Hunter College - CUNY

43.082-15. Research on Second Language Pedagogy. SIG-Second Language Research; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: Raquel C. Sanchez, Berkeley Policy Associates

Participants:
A Decade of Research on Content Based Instruction in K-12 Contexts: Present Status and Future Directions. Diane J. Tedick, University of Minnesota; Laurent Cummarsata, University of Alberta

Analysis of the Implementation of an ESL Coteaching Model in a Suburban Elementary School. Maria G. Dove, Molloy College; Andrea M. Hoinigfeld, Molloy College

Effects of Curriculum and Teacher Professional Development on the Language Proficiency of Elementary English Language Learners in the Central Region. Sheila A. Ares, McREL; Susan Shebby, McREL; Louis F. Cicchinelli, McREL

Multilingual Classroom Resources for English Language Learners. Anne Jund, University of Hawaii - Manoa

43.083. Roundtable Session 67; Roundtable Session

43.083-1. When Experience Is Complex: Competing Stories on the School Landscape. SIG-Narrative Research; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

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

Participants:
Could a Ban Change Teachers? Wen-Tung Chung, Arizona State University; Sarah K. Brem, Arizona State University

Examining Preservice Teachers’ Narratives of Learning to Teach Diverse Students. Elaine Chan, University of Nebraska - Lincoln; Stephen A. Swidler, University of Nebraska - Lincoln

Passion in an Early Career Teacher Identity: Interruptions That Sustain on the Professional Knowledge Landscape. Lynnette M. Driedger-Ens, University of Saskatchewan; M. Shaun Murphy, University of Saskatchewan

Pushing the Frontiers of Critical and Postpositivist Approaches to Promoting Educational Equity Through Intimate Performance Narratives. Suzanne Miric, University of Minnesota


VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: Michelle A. Purdy, Michigan State University

Participants:
Critical Literacy and Equity in Higher Education in Australia. Sarah Hattam, University of South Australia; Robert James Hattam, University of South Australia

Exploring the Black, White, and Gray Areas of Faculty Perceptions of Inclusiveness. Kelly D. Bradley, University of Kentucky; Sonja Feist-Price, University of Kentucky; Nancie E. Micracy, University of Kentucky; Jessica D. Cunningham, Western Carolina University

The Nature of Contemporary Black Student Activism at Historically Black Colleges and Universities: A Present-Day Portrait of the Atlanta University Center. Jamon Holt, University of Georgia

Creating and Being the “We”: A Relational Counter-Hegemonic Pedagogy in a Graduate School of Education. Sumer Seiki, Illinois Wesleyan University; Marguerite A. Wilson, University of California - Davis; Daniela Torres-Torretti, University of California - Davis; Mayra G. Sanchez, University of California - Davis; Luis E. Ramirez, University of California - Davis; Frances K. Holmes, University of California - Davis; Karen A. Watson-Geggo, University of California - Davis; Cirilo Cortez, University of California - Davis

43.083-3. Mixture and Growth Mixture Models. SIG-Structural Equation Modeling; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: Prathiba Natesan, University of North Texas

Participants:
Evaluation of the Ability Estimates Under the Factor Mixture Model and Mixture IRT (Item Response Theory) Model. Xiaodong Hou; Gregory R. Hancock, University of Maryland

Using Joint Criteria for Class Enumeration in Growth Mixture Modeling. Min Liu, University of Hawaii - Manoa; Gregory R. Hancock, University of Maryland

Examining the Effects of Design Factors on Fit Indices Used With Finite Mixture Models. Grant B. Morgan, University of South Carolina

43.083-4. Assisting Adolescents as They Journey Toward Adulthood. SIG-Adolescence and Youth Development; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: Regina E. Rahimi, Armstrong Atlantic State University

Participants:
From “No” Where to “Know” Where: Hong Kong Youth’s Conceptions of and Experience in Transition to Adulthood. Shuying Li, Hunan International Economics University; Xiaoying Su, Hong Kong Baptist University; Qian Yan, The Hong Kong Institute of Education

Memberships, Voting, Social Trust, and Online Participation in Emerging Adulthood. Lauren Ann Menard, Aoyelles Parish School Board; Robert O. Slater, University of Louisiana at Lafayette

Constructing the Future in the Liminal Spaces Between Adolescence and Adulthood: Responsibilities, Careers, and Social Contexts. Amanda Benjamin, University of New Brunswick; Jose F. Domene, University of New Brunswick; Kim Landine, University of New Brunswick

Middle Grades Students in College: The Potential of University-School Partnerships to Facilitate College Readiness. Mary Beth Schaefer, Saint John’s University; Lourdes M. Rivera, Queens College - CUNY

43.083-5. Education Policy in Theory and Practice: Consequences for Equitable Schooling. Division G - Social Context of Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: Valerie C. Lundy-Wagner, New York University

Participants:


Rethinking the Pragmatism of Language Education Policy in the “National Interest”: Lessons From Three Studies. Donald Jeffrey Bale, Michigan State University

The Deserving Underserved: AVID (Advancement Via Individual Determination), Colorblindness, and the Achievement Ideology. Lucy Marie Rivera, University of New Mexico


VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: Kirsten R. Butcher, University of Utah

Participants:
Design Study of Interactive Formative Assessment Software for Teaching
Gas Laws Using PhET (Physics Education Technology) Simulation. Natalya Koecher, Iowa State University; Ann D. Thompson, Iowa State University; Ana-Paula Correia, Iowa State University; Gary D. Phye, Iowa State University; Aileen Mahood Sullivan, Ames High School

Digitally Curious: A Qualitative Case Study of Students’ Demonstrations of Curiosity in a Technology-Rich Learning Environment. Julie McLeod, University of North Texas; Mary Jo Dondlinger, Richland College of the Dallas County Community College District; Sheri Vasinda, Allen Independent School District

Exploring an Intersection of Formative Assessment, Multimedia, and Mobile Technologies. Reshan Richards, Teachers College, Columbia University

Quantitative Research Results From the National Science Foundation Tri-Regional Information Technology (Tri-IT) Project for High School Girls. LaDonna K. Morris, Florida State College - Jacksonville; Larry G. Daniel, University of North Florida

Online Note Taking and Metacognitive Awareness: Effects of Online Note-Taking Forms and Metacognitive Awareness on Online Reading and Note-Taking Behavior. Hyun Suk Kim Chung, Shing University; Kathy L. Schuh, University of Iowa

43.084. Roundtable Session 68: Roundtable Session

43.084-1. Student Perceptions and Motivations in Pursuing Career and Technical Education. SIG-Career and Technical Education; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Participants:
A Collaborative Extension Garden-Based Nutrition Program: Measuring Attitudes, Behaviors, and Self-Efficacy of Third-Grade Participants and Their Families. Matthew J. Kararo, Purdue University; Kathryn S. Orvis, Purdue University; Neil A. Knobloch, Purdue University

Student Characteristics and Self-Concept of Secondary Career and Technical Education Students. Lynne Cox, University of North Texas; Pamela Kay Scott-Bracey, University of North Texas

What With Your Grades? Student Experience of and Motivations for Vocational Training. Tony Macdadyen, The University of Reading; Carol Fuller, The University of Reading

43.084-2. Current Issues in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: David W. Johnson, University of Minnesota

Participants:
“What Do You Reckon?” Examining High-Level Content-Related Interactions Among Australian Upper Primary Students in Science. Amanda Woods-McConney, Murdoch University; Marold S. Woinitz, RWTH Aachen University

Cooperative Learning and Korean EFL (English as a Foreign Language) Learners’ Self-Efficacy. Jeewhan Yun, Korea Institute for Curriculum and Evaluation; Yong-Hyo Park, Chung-Ang University; Hyang-jin Sohn, The University of Kansas

Changes of Cooperative Learning Groups in the Classroom at a Teachers’ College in Taiwan. Sueh-Sueh Shiao, National Taichung University, Taiwan; Hsu-Ping Huang, National Taichung University, Taiwan

43.084-3. Place, Posterity, and Possibility: Writing the Past, Imagining the Future. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: William M. Reynolds, Georgia Southern University

Participants:

We Saved the Best for You: Letters of Hope, Wisdom, and Imagination to 21st-Century Educators. Robert Lewis Lake, Georgia Southern University; Tricia M. Kress, University of Massachusetts - Boston

A Garden From Ashes: The Post-9/11, Manhattan City-Shrine, the Triangle Fire Memorial March, and the Educative Value of Mourning. Stacy Otto, Illinois State University

Give Me That Old-Time Religion: Southern Pastimes in Black and White. Sean Fretwell, Georgia Southern University; Ben Horner, Georgia Southern University

Cinematic Visions and Lost Causes: The Civil War and the South. William M. Reynolds, Georgia Southern University


Chair: Ruchi Triumala Bhans, SRI International

Participants:
Embedded Assessment Activities as Reciprocal Practice: How Research and Evaluation Can Give Back to Participants. Phyllis Campbell Ault, Education Northwest

Informal Learning and the Problem of Disengagement in Science. Karen S. Sullivan, University of New Brunswick; R. Stephen Turner, University of New Brunswick

43.085. Roundtable Session 69: Roundtable Session

43.085-1. Exploring the Role of Digital Media Play in Understanding Identity. SIG-Media, Culture, and Curriculum; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: Jennifer Dorsey, Harvard University

Participants:
Cyperpunked: Teachers Re/Authoring Identities Through Digital Media. Douglas J. Loveless, James Madison University; Bryant Griffith, Texas A&M University - Corpus Christi


“We Wanted to Be Julie Andrews/He Was Supposed to Be Steve McQueen”: Using Iconic Media Form(s) to Situate Gender as Learned. Jennifer Peterson, York University; Steven Paul Camicia, Utah State University

43.085-2. Researcher Positionality. SIG-Qualitative Research; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: Virginia M. Jagla, National Louis University

Participants:
A Double Dutch Methodology: (Re)conceptualizing Qualitative Researcher Positionality. Keisha L. Green, Rutgers University

Uncovering and Discovering Multiple Realities: An Exploration of Emerging Scholars’ Positionalities Toward Research, Researcher, and Research Participants. Sonja Renee Cherry-Paul, Columbia University; Lisa Naono Edstrom, Teachers College, Columbia University; Rachel D. Kliegman, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University; Tara Lencel, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University

Multiple-Researcher Theoretical Voice Analysis. Julia Kathryn Daine, University of Oklahoma; William C. Frick, University of Oklahoma

Reconsidering “Speed Bumps” in Current Qualitative Research. Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Andrea Nikischer, University at Buffalo - SUNY

43.086. Roundtable Session 70: Roundtable Session

43.086-1. Women at the Margins. SIG-Research on Women and Education; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: Teri L. Sosa, Saint Joseph’s University

Participants:
“Who Gets to Flourish?” Low-Income Women and the Broken Promise of Higher Education. Leslie Rebecca Bloom, Roosevelt University


Including School Support Staff in Technology Professional Development. Teri L. Sosa, Saint Joseph’s University

43.086-2. Effects of School Violence Roundtable. SIG-Safe Schools and
**Divisions and SIG Posters**

43.087. Roundtable Session 71; Roundtable Session

43.087-1. Various Perspectives About Science Teaching and Learning. SIG-Science Teaching and Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: Liza Finkel, Portland State University

Participants:

Beyond Knowing About Science: University Science Learners’ Conceptions About the Nature of Science. Trudy Leigh Bergere, Laurentian University; Roeser, Portland State University

Understanding the “Virtual” Science Fair: A Critical Analysis of the Online Competition Experience. G. Michael Bowen, Mount Saint Vincent University; John Lawrence Benecze, OISE/University of Toronto; Susan Jagger, OISE/University of Toronto

School/Community Gardens: The Need to Cultivate Communities of Practice for Teachers. Christopher Burke, University of Michigan - Dearborn

Exploring Preservice Science Teachers’ Technological Pedagogical Content Knowledge and Classroom Practices Involving the Topic of Electricity. Aygün Kılıc, Firat University; Zehra Kaya, Firat University; Selçuk Aydemir, Firat University; Mine Zorlu, Firat University; Osman Nafaż Kaya, Firat University

Participatory Approaches to Science Teacher Education Courses: Fostering Professionalism Through Sharing Responsibility. Christina Siny, University of Luxembourg; Sonya N. Martin, Seoul National University

43.087-2. Evaluating Social and Emotional Learning Programs 1: Feasibility, Fidelity, and Outcomes. SIG-Social and Emotional Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: Joshua L. Brown, Fordham University

Participants:

Comparing the Feasibility and Efficacy of Two Different-Length Mindfulness-Based Stress-Reduction Programs for Teachers. Jessica L. Harrison, Portland State University; Cynthia Taylor, Portland State University; Tanya Denne, Portland State University; Robert William Roeser, Portland State University

The Effects of the Responsive Classroom Approach on Teacher-Student Interactions: The Importance of Implementation Fidelity. Tashia Aby, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia; Ross Allen Andrew Larsen, University of Virginia

43.088-2. Embedded Practicum Experiences in Educational Leadership. SIG-Leading and Learning in Educational Leadership; Post Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

15. Candidates’ Perspectives of Embedded Approach to Practicum Experiences in Educational Leadership. Mary M. Chandler, Kennesaw State University; Tak C. Chan, Kennesaw State University; Binbin Jiang, Kennesaw State University

43.088-3. Division I Poster Session. Division I - Education in the Professions; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:


18. Assessing the Moral Judgment of Medical Students at the Start of a Four-Year Professional Curriculum. Kirk L. Smith, The University of Texas - Medical Branch at Galveston; Sandra Riegel, Morehead State University; Ann W. Frye, The University of Texas - Medical Branch at Galveston; Jason Glenn, The University of Texas - Medical Branch at Galveston

19. Academic Socialization in Online Doctoral Programs. Liam Rourke, University of Alberta; Heather A. Kanuka, University of Alberta

20. Entrepreneurial Internship Experiences: Changes in Perceptions and Interest in Small Businesses and Entrepreneurship. Loran Carleton Parker, Purdue University; Mary E. Varghese, Purdue University
Omolola Adegokun, Purdue University; Wilella Burgess, Purdue University; Monica Shively, Purdue University; Ann Bensenbacher, Purdue University


22. From Knowing What Is Better to Doing What Is Best! Patient-Centered Interprofessional Education: Evaluation of a Campus-Wide Implementation. Deidre Houston Magee, University of Colorado - Denver

23. Are Feedback Sandwiches Junk Food or Healthy Fare? Jay Parkes, University of New Mexico; Sara A. Abercrombie, Bowling Green State University; Teresita McCarty, University of New Mexico


25. Assessing Clinical Skills of Veterinary Medical Students: A Validation Study. Mo Zhang, Washington State University; Long Luo, Southern Methodist University

26. Design Formats of Continuous Learning Pathways in Dutch Vocational Education and Training Related to Student Performance and Satisfaction. Harm Biemans, Wageningen University; Martin Mulder, Wageningen University

43.088-4. Diverse Topics in Psychometrics and Educational Measurement. Division D - Measurement and Research Methodology; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posts:

27. A Comparison of Mantel-Haenszel and DFT (Differential Functioning of Items and Tests) on the Detection of Multidimensional Differential Item Functioning. Huey-Ing Tsou, National University of Tainan; Pei-Ming Chiang, National University of Tainan


29. Connecting English Language Learning and Academic Performance: A Prediction Study. Xiaoqiu (Jadie) Kong, Pearson; Sonya Powers, Pearson; Laura Starr, Pearson; Natasha J. Williams, Pearson

30. Diagnostic Item Analysis: A Comparison of Methods in Detecting Schools’ Strengths and Weaknesses. John N. Denleyker, University of Iowa; Hyo Jeong Shin, University of California - Berkeley; Shuang Tao, Data Recognition Corporation

31. Investigation of Fixed-Item Parameter Calibration for Mixed Format Tests. Tianli Li, ACT, Inc.; Jong-Pil Kim, ACT, Inc.

32. Longitudinal Relationships Among Student Behaviors and Achievement: A Differential Examination by Informant Type. Timothy R. Konold, University of Virginia

33. OpenBUGS for the Two- and Three-Parameter Logistic Models in Item Response Theory. Leslie A. Hendrix, University of South Carolina; Brian T. Halginc, University of South Carolina

34. Reframing Retention: New Evidence From Within the Elementary School Classroom on Postretention Performance. Michael A. Gottfried, Loyola Marymount University


36. Simplifying Automated Test Assembly and the Tuning of Draft Forms Through the Abstraction of Critical Item Properties. Gerald Grijp, Pearson

37. The Comparison of Interrater Reliability Estimating Techniques in Assessment of Higher Order Cognitive Skills. Ozge Bilmez; Adnan Menderes University; Nuri Dogan, Hacetettepe University


43.088-5. Cognition and Assessment SIG Poster Session. SIG-Cognition and Assessment; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posts:

40. Applying Differential Item Functioning to Validate the Construct Structure and Diagnostic Classification for Diagnostic Assessment. Yi-Hsin Chen, University of South Florida

41. Creating a Resource-Based Cognitive Model for Predicting Mathematical Item Difficulty. Kristin Morrison, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology

42. How Do You Figure Out What’s Wrong With a Test Item? Linda Morell, University of California - Berkeley

43. Modified-Multiple Choice as a Possible Alternative to Short Answer Assessments to Increase Long-Term Retention. Alyssa Reinhart, The University of Texas - Austin; Daniel A. Clark, The University of Texas - Austin; Jason Crandall, The University of Texas - Austin; Daniel H. Robinson, The University of Texas

44. Using Cognitive and Psychometric Theory to Inform Test Specifications. Matthew Joseph Barke, American Institute of Certified Public Accountants; Richard N. Devore, American Institute of Certified Public Accountants; Josh Stopek, American Institute of Certified Public Accountants

45. Item-Attribute Misspecifications and the Reparameterized Unified Model for Cognitive Diagnosis. Robert John Sandbach, University of Florida; M. David Miller, University of Florida

46. Evaluating Alternative Models for an Explanatory Scale of Algebra Word Problem Solving. Xiangdong Yang, East China Normal University; Yuhang Xu, East China Normal University; Yongxin Ma, East China Normal University

43.088-6. Advanced Technologies for Learning Poster Session. SIG-Advanced Technologies for Learning; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posts:

47. Comparing the Learning Effect Differences Between Digital and Paper Textbooks for Elementary Social Studies. Myunghee Ju Kang, Ewha Womans University; Yunhee Song, Hanbat National University; Minjeong Kim, Ewha Womans University; Youngran Yoo, Ewha Womans University


49. How Students Use Handheld Video Cameras on Field Trips. Jonathan Boxerman, Northwestern University

50. Mathematics Learning Through Computer Educational Game Design. Tami Im, Florida State University; Fengke Ke, Florida State University

51. The Category Creator: An Interactive Online Gallery for Bridging Student-Generated Artifacts and Whole-Classroom Reflection. Michelle Hoda Wilkerson-Jerde, Tufts University

52. The ESTRELLAS (Electronic-Supported Text Research for English Language Learner Academic Success) Project: Preliminary Findings for a Supported E-Text Intervention for Middle School English Language Learners. Fatima Elvira Terrazas-Arellanes, University of Oregon; Mindy Frisbee, University of Oregon; Lynne Anderson-Inman, University of Oregon; Elizabeth Auto, Education Northwest

53. The Use of a 3-D Force Feedback Joystick in Abstract Physics System Learning. Shih-Chieh Douglas Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Vea, Teachers College, Columbia University

Sunday, 12:30 pm

Committee Sessions

44.010. Site Visit and Graduate Student Networking Opportunity at the University of British Columbia Museum of Anthropology: Sponsored by the Graduate Student Council. Graduate Student Council; Off-Site Visit The University of British Columbia Anthropological Museum, 6393 N.W. Marine Drive Vancouver, B.C. V6T 1Z2; 12:30-3:30pm

Visit Leaders: Rhodyn A. Carlson, Michigan State University; Christine Renee Klieran Rodriguez, The University of British Columbia; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Sunday, 2:15 pm

Governance Meetings and Events

45.001. AERA Affirmative Action Council: Open Meeting. AERA Governance; Governance Session VCC, Second Level, West Room 212&213; 2:15-3:45pm Chair: April Z. Taylor, California State University - Northridge

45.002. Handbook of Research on Teaching Editors Meeting. AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview S; 2:15-3:45pm

45.003. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting. AERA Governance; Governance Session Pan Pacific, Lobby Level, Crystal Pavilion B; 2:15-3:45pm Chairs: Matthew Scott Johnson, Teachers College, Columbia University; Sandip Sinharay, ETS

Presidential Sessions

45.010. Acting on What We Know: Exemplary Models of Educational Research and Practice in Indigenous Schools and Communities. Presidential Session Co-sponsored with SIG-Indigenous Peoples of the Americas, SIG-Indigenous Peoples of the Pacific, Division A - Administration Organization & Leadership, Division B - Curriculum Studies and Division H - Research, Evaluation, Assessment and in Schools, Division L - Educational Policy and Politics VCC, First Level, West Room 118-120; 2:15-3:45pm Chair: Susan C. Fairclough, The Pennsylvania State University Participants: Margaret J. Maaka, University of Hawaii - Manoa; Tiffany S Lee, University of New Mexico; Beth Leonard, The University of Alaska - Fairbanks


AERA Sessions

45.013. AERA Task Force on Evaluating Educational Research, Scholarship, and Teaching in Postsecondary Education: An Open Discussion Forum. AERA Sessions; Invited Session VCC, First Level, West Room 121&122; 2:15-3:45pm Chair: William G. Tierney, University of Southern California Participants: James S. Fairweather, Michigan State University; Christine A. Stanley, Texas A&M University - College Station; Marilyn Cochran-Smith, Boston College; David F. Labaree, Stanford University; Estela M. Bensimon, University of Southern California


45.016. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited Roundtable VCC, Second Level, West Room 201; 2:15-3:45pm Participants:
1. Contemporary Issues in Technology and Teacher Education. Natalie B. Milman, The George Washington University; Thomas C. Hammond, Lehigh University; Scott W. DeWitt, University of Cincinnati; Kathleen Owings Swan, University of Kentucky
2. Vitae Scholasticae. Linda C. Morice, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville
3. Equity & Excellence in Education. Maurianne Adams, University of Massachusetts - Amherst
5. Journal of the Professoriate. Barbara J. Johnson, Northern Illinois University; Henrietta Williams Pichon, Northwestern State University of Louisiana
6. Community College Review. Carol E. Kasworm, North Carolina State University
7. ICBCHE Journal. Barbara J. Johnson, Northern Illinois University
8. Journal of International Social Studies. Kathleen T. Alter, DePaul University; Beverly Milner Bisland, Queens College - CUNY
9. The Teacher Educator. Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University
11. Issues in Teacher Education. Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University
12. History of Education. David Crook, Brunel University
15. International Journal for Mentoring and Coaching in Education
Division Sessions

45.020. Advancing Equity: Transformations, Culture, and Leadership. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 10; 2:15-3:45pm
Chair: Anthony H. Normore, California State University - Dominguez Hills
Participants:
- Culturally Competent Educational Leaders: Expanding Their Horizons With the “Study Australian Schools Experience”. Ellen H. Reames, Auburn University; James S. Kaminsky, Auburn University; Sherida Downer, Auburn University
- Enhancing Cross-Cultural and Global Perspectives Among Educational Leaders. Cameron S. White, University of Houston; Laveria Hutchinson, University of Houston; Liping Wei, University of Houston
- Getting to Equity in a Network of Superintendents: Issues, Approaches, and Challenges in a Wide Range of District Contexts. Rachel D. Kleigman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University
- Using Transformative Experiences to Prepare Doctoral-level Instructional Leaders. Margery B. Ginsberg, University of Washington - Seattle; Camille A. Farrington, University of Chicago; Michael S. Knapp, University of Washington
Discussion: Anthony H. Normore, California State University - Dominguez Hills

45.021. Leading the System-Wide Use of Research to Inform Policy, Program, and Practice. Division A - Administration Organization & Leadership; Symposium VCC, Second Level, East Room 8&15; 2:15-3:45pm
Chair: Raymond Théberge, Ontario Ministry of Education
Participants:
- The Case of a System Committed to Being Research-Informed: Ontario’s Research and Evaluation Strategy. Doris McWhorter, Ministry of Education; Carol Campbell, University of Toronto - OISE; Raymond Théberge, Ontario Ministry of Education; David Falford, Ontario Ministry of Education
- The Use of Evidence and Research to Differentiate and Personalize Support for Districts and Schools. David Hagen Cameron; Barnabas Chukwujeahere Emengou, Ontario Ministry of Education; Judi Kokis, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education; Rachel Ryerson, Ontario Ministry of Education
- Distributed Leadership Through Communities of Practice: Collaborative Inquiry-Based Professional Learning. David Hagen Cameron; Barnabas Chukwujeahere Emengou, Ontario Ministry of Education; Judi Kokis, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education; Rachel Ryerson, Ontario Ministry of Education
- Ontario Leadership Strategy and District Effectiveness Framework. Barry Pervin, Ontario Ministry of Education; Mary Connor, Ontario Ministry of Education; Kenneth A. Leithwood, OISE/University of Toronto; Laurie Pedwell, Ontario Ministry of Education; Jingping Sun, OISE/University of Toronto
Discussion: Michael Fullan, OISE/University of Toronto

International Organization Sessions

Chair: Dwayne Donald, University of Alberta
Participants:
- Approaches in Second Language Teaching and Learning: A Synthesis of Traditional and Contemporary Practice at Shingwauk Kinooamegam. Brian McInnes, University of Minnesota - Duluth
- Lessons Learned: Effectiveness of Synchronous Full-Distance Delivery for Aboriginal Teacher Candidates. Megan Kathleen Gordon, Brock University; John H. Hudson, Lakehead University; Julian D. Kitchen, Brock University
- Weaving Words: Enhancing the Learning of Aboriginal Students. Lorna B. Williams, University of Victoria
- Aokissiwato’p: Place and Story as Organic Curriculum. Dwayne Donald, University of Alberta

Committee Sessions

45.017. GSC Division I: Fireside Chat: The Evolving Role of the Teacher’s Union: How Changing Union Strength Affects Education. Graduate Student Council; Fireside Chat Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm
Chairs: Timothy Lyle Nordin, Rutgers University; Todd Hutner, The University of Texas - Austin
Participants: Susan M. Johnson, Harvard University; Howard F. Nelson, American Federation of Teachers; Julia E. Koppich; J Koppich & Associates

45.018. Negotiating Identities in the Transitions of Early Career Teachers: International Perspectives. International Relations Committee; Symposium VCC, First Level, West Room 109&110; 2:15-3:45pm
Chair: D. Jean Clandinin, University of Alberta
Participants:
- In the Midst of Becoming Teachers: Storying Second- and Third-Year Teacher Identities. Lee Mason Schaefer, University of Alberta; Julie Sharon Long, University of Alberta; D. Jean Clandinin, University of Alberta; Sheri Wink, The University of Arizona; Eliza Anne Pinnegar, University of Alberta; Sue McKenzie; Robblee, University of Alberta; Pamela A. Steeves, University of Alberta; C. Aiden Downey, Emory University
- Narrative Identity Work Among Becoming and Beginning Teachers: Finnish Example. Eila Estola, University of Oulu; Minna Uitto, University of Oulu; Leena Syrjälä, University of Oulu
- Always in Transition? Australian Early Childhood Teachers’ Experiences of Negotiating “Identity”. Tamara Cumming, Charles Sturt University; Jennifer Sunsmum, Charles Sturt University; Sandie Wong, Charles Sturt University
- Becoming a Teacher in Challenging Circumstances: Giving Up or Sustaining Commitment? Maria A. Flores, Minho University
Discussants: Geert Kelchtermans, University of Leuven; Jerry L. Rosiek, University of Oregon

45.022. To Know and Do! Using School Improvement Research for Practice. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 9; 2:15-3:45pm
Chair: Cynthia J. Reed, Auburn University
Participants:
- Learning From Students: Putting Student Voice Research Into Practice. Lazeleda Perez, California State University - San Marcos
- Relationship of High Schools That Work (HSTW) Indices of Key Practices With Changes in HSTW Assessment Scores. Stacy R. Karp, University of Minnesota; Frederick A. Cline, ETS; John W. Young, ETS
- Research to Practice: Experience From the Ohio School Improvement Diagnostic Review. Jill D. Lammert, Westat; Karen E. Sanders, RMC Research Corporation; Linda L. McDonald; Barbara J. Boone, Ohio Department of Education
45.023. The Purposes of History: Curriculum Studies and the 21st Century. Division B - Curriculum Studies; Invited Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm
Chair: Carl A. Grant, University of Wisconsin - Madison
Participants: Warren E. Crichtlow, York University; Ines Dussel, FLACSO Argentina; Bernadette M. Baker, University of Wisconsin

45.024. Boredom in Academic Settings. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education;
Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm
Chairs: Reinhard Pekrun, University of Munich; Thomas Goetz, University of Konstanz
Participants:
Boredom and Students’ Academic Achievement: An Analysis of Reciprocal Causation. Reinhard Pekrun, University of Munich; Nathan C. Hall, McGill University; Raymond P. Perry, University of Minnesota
Under- and Over-challenging Tasks as Antecedents to Students’ Boredom. Taylor Wayne Acee, Texas State University - San Marcos
Cognitive Reappraisal to Alleviate Boredom During Learning. Amber Chaucer Strain, The University of Memphis; Sidney K. D'Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis
Types of Students’ Boredom: An Experience-Sampling Approach. Thomas Goetz, University of Konstanz; Anne C. Frenzel, University of Augsburg; Ulrike Elisabeth Nett, University of Konstanz; Anastasiya A. Lipnevich, Queens College - CUNY

Discussant: Lisa Linnenbrink-Garcia, Duke University

45.025. Cognitive Process and Science Learning. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm
Chair: David N. Boote, University of Central Florida
Participants:
The Development of Science Proficiency Through Argument-Focused Lab Instruction in High School Biology. Victor Dale Sampson, Florida State University; Melanie Hexter, Florida State University Schools; Patrick James Enderle, Florida State University
Text-Based Conceptual Change on an Ontologically Misclassified Biological Evolution Conception. Gregory Trevors, McGill University; Krista R. Muis, McGill University
An Examination of Metacognitive and Experimentation Behaviors During Technology-Enhanced Virtual Experiments. Angela Bianco, University of Minnesota; Keisha Varma, University of Minnesota; Shiyu Liu, University of Minnesota; Sarah Lee, University of Minnesota
The Role of Hybridization in Bridging Out-of-School and Scientific Discourses. Kok-Sing Tang, National Institute of Education - Nanyang Technological University; Natasha Anne Rappa, National Institute of Education - Nanyang Technological University
The Role of Instructional Scaffolding and Executive Function in the Development of the Concept of Density. Jeremy Wang, University of Minnesota; Sashank Varma, University of Minnesota; Keisha Varma, University of Minnesota

45.026. Education Technology, Teacher Knowledge, and Classroom Impact: Frameworks and Approaches to Research. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm
Chair: Meghan McClintic Manfra, North Carolina State University
Participants:
Teacher Knowledge and Education Technology: Two Frameworks to Guide Inquiry. Robert N. Ronau, University of Louisville; Christopher R. Rakes, Institute of Education Sciences; Margaret L. Niess, Oregon State University
How Do We Measure Technological Pedagogical Content Knowledge? Let Me Count the Ways. Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University; Tae Seob Shin, University of Central Missouri
The Effects of Teacher Content Authoring on TPACK (Technological Pedagogical Content Knowledge) and on Student Achievement in Algebra: Research on Instruction With the TI-Nspire Handheld. Irina Lyublinskaya, College of Staten Island - CUNY; Eleni Tournaki, College of Staten Island - CUNY

TPACK (Technological, Pedagogical, and Content Knowledge) Vernaculars in Social Studies Research. John K. Lee, North Carolina State University; Meghan McGlinn Manfra, North Carolina State University
Principles of Effective Pedagogy Within the Context of Connected Classroom Technology: Implications for Teacher Knowledge. Stephen J. Pape, University of Florida; Karen E. Irving, The Ohio State University; Clare Valerie Bell, University of Missouri - Kansas City; Melissa L. Shirley, University of Louisville; Douglas T. Owens, The Ohio State University; Sharilyn K. Owens, Appalachian State University; Jonathan David Bostic, Bowling Green State University; Soon C. Lee, The Ohio State University

Making the Grade: Reporting Education Technology and Teacher Knowledge Research. Robert N. Ronau, University of Louisville; Christopher R. Rakes, Institute of Education Sciences
Discussant: Ryan S. Baker, Worcester Polytechnic Institute

45.027. Evaluating the Psychometric Quality of Self-Efficacy Measures With Diverse Item-Analysis Methods. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm
Chairs: Mei-Lin Chang, Emory University; George Engelhard, Emory University
Participants:
Measuring the Sources of Teaching Self-Efficacy: A Review of Emerging Scholarship. David Brent Morris, Saint Mary’s College of Maryland
Using the Many-Facet Rasch Model to Evaluate the Psychometric Quality of Teacher Sense of Efficacy Scale. Mei-Lin Chang, Emory University; George Engelhard, Emory University
Exploring Profiles of Responses for the Sources of Science Self-Efficacy Scale. Jason A. Chen, Harvard University; Ellen L. Usher, University of Kentucky; Jennifer Randall, University of Massachusetts

Discussant: Dale H. Schunk, University of North Carolina - Greensboro

45.028. Ready to Learn Initiative: Using a Transmedia Approach to Enhance Early Literacy and Numeracy Skills. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 2:15-3:45pm
Chair: Karen Cator, U.S. Department of Education
Participants:
Current and Emerging Uses of Digital Media Artifacts in Preschools and Summer Learning Programs. Shelley Pasnik, Education Development Center, Inc.
Formative Evaluation of PBS Ready to Learn Transmedia Gaming Suites. Elizabeth M. McCarthy, WestEd
Young Children, Apps, and iPads: Touch Screen Technology and Early Childhood Education. Michael Cohen, Michael Cohen Group LLC

Discussant: Christopher J. Dede, Harvard University

45.029. Technology-Supported Learning in K-12 Science. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm
Chair: Mable Kinzie, University of Virginia
Participants:
EcoMUVE: Shifts in Affective Beliefs and Values About Science Through Learning Experiences in Immersive Virtual Environments. Amy M. Kamarainen, Harvard University; Shari J. Metcalf, Harvard University
Common Knowledge: Scaffolding Collective Inquiry for Knowledge Communities. Cresentia Fong, OISE/University of Toronto; Rebecca M. Cober, University of Toronto; Cheryl Ann Madeira, OISE/University of Toronto...
45.030. Complicating Qualitative Data: Philosophy, Politics, and Power.  
Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Paper Session  
Chair: Rozana Carducci, University of Missouri  
Participants:  
What do data want? Mirka E. Koro-Ljungberg, University of Florida  
What Can the General Learn From the Specific? Finding Significance in Qualitative Research for Policy. Ruth Boyask, Plymouth University  
The Politics of Talk about Schools: Power Relations in Qualitative Research with Children. Sari K. Biklen, Syracuse University; Nicole Nguyen, Syracuse University  
Discussant: Susan Finley, Washington State University - Vancouver

Chair: Thomas P. Proctor, The College Board  
Participants:  
An Exploratory Study of Bias in Estimation of Examinee Proficiency From Self-Tailored Tests. David T. Morse, Mississippi State University; Jasna Vuk, University of Arkansas for Medical Sciences  
Construct Validity and Measurement Invariance of Computerized Adaptive Testing:. Shudong Wang, Northwest Evaluation Association; Marty McCall, Smarter Balanced Assessment Consortium; Hong Jiao, University of Maryland; Gregg Harris, Northwest Evaluation Association  
New Conditional Item Selection Procedures for an Adaptive Test Based on the Testlet Response Theory Model. Tsung-Han Ho, ETS; Zhan Shu, ETS  
The Stratification Method for the CD-CAT (Cognitive Diagnosis Computerized Adaptive Testing) Item Selection. Chunjian Zheng, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign  
Variable-Length Computerized Adaptive Testing for Cognitive Diagnosis. Chia-Ling Hsu, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education  
Discussant: Mark D. Reckase, Michigan State University

45.032. Defending Childhood: Toward a Broader View of Early Education.  
Division E - Counseling and Human Development; Symposium  
Chair: Beverly Falk, City College of New York - CUNY  
Participants:  
The Science of Early Childhood Development. Todd Grindal, Harvard University; Jack Shonkoff, Harvard University  
Foreclosed Childhoods: Poverty, Inequality, and Public Policy. Valerie Polakow, Eastern Michigan University  
Working with Latino Preschoolers: The Literacy and Language Goals of Teachers and Mothers. Delis Cuellar, University of Oregon; Eugen E. Garcia, Arizona State University  
The Art of the Matter: Playful Learning in an Arts-Enriched Preschool. Jessa Reed, Temple University; Kathy Hirsh-Pasek, Temple University; Roberta Michnick Golinkoff, University of Delaware  
Tensions Past, Present, and Future: Using Literature to Promote Social Awareness and Literacy in Children. Robert L. Selman, Harvard University; Janet Kwok, Harvard University

45.033. Spatial Categories of Analysis and Educational Inequality in the Postwar Era. Division F - History and Historiography; Symposium  
Chair: Harvey A. Kantor, University of Utah  
Participants:  
Schools for the Suburbs: Defining Spaces for Education in a Metropolitan District. Ansley T. Erickson, Teachers College, Columbia University  
No Choice but Choice: Eliminating School District Boundaries in the Desegregation Era. Hilary Moss, Amherst College; Rachel optional Stern, Amherst College  

45.034. Charting Reform, Achieving Equity in a Diverse Nation. Division G - Social Context of Education; Symposium  
Chair: Gail Sunderman, The George Washington University  
Participants:  
Equal Educational Opportunity: Can We Get There From Here? Robert G. Cronger, University of Maryland - College Park; Kathleen Mulvany Hoyer, University of Maryland - College Park  
Wither the Suburban Ideal? Understanding Contemporary Suburban School Contexts. Erica Frankenberg, The Pennsylvania State University  
Where Do I Go? Parents’ Perspectives on Privatizing Trends in Education. Patricia Burch, University of Southern California; Rudolfo Acosta, University of Southern California  
Local College Access Strategies: Issues of Equity for Place-Based Initiatives. Nathan J. Daun-Barnett, University at Buffalo - SUNY  
Discussant: Kenneth K. Wong, Brown University

45.035. Ethnographic Perspectives on Race and (Un)Accountability. Division G - Social Context of Education; Symposium  
Chair: Kyra Ngyen, University of Massachusetts - Amherst  
Participants:  
Requirement for Entry: (Un)Accountability and Marginalization in a Community-Based Movement for School Reform. Kyra Ngyen, University of Massachusetts - Amherst  
Race, Reintegration and (Un)Accountability: The School-to-Prison Pipeline and Restorative Justice. Raghulde Uttheim, Marymount Manhattan College  
Kristina’s Ghetto Family: Marginalization and (Un)Accountability in a Language-Arts Classroom. Denise Ives, University of Massachusetts - Amherst  
Transparency as a Policy Technology: The Obscuring of Persistent Racial Inequities in New York City Schools. Brian Kania, University at Buffalo - SUNY; Jill P. Koyama, University at Buffalo - SUNY  
Between Critique and Compliance: Antiracist Testing Discourse at a Social Justice School. Savannah Shange-Binson, University of Pennsylvania; Katrina Traylor, June Jordan School for Equity  
Discussant: Pauline Lipman, University of Illinois at Chicago

45.036. New Media as a Resource for Transforming Civic Learning Contexts. Division G - Social Context of Education; Symposium  
Chair: Ellen Middaugh, Mills College  
Participants:  
Service and Activism in the Digital Age: Supporting Youth Engagement in Public Life. Ellen Middaugh, Mills College; Joseph E. Kahne, Mills College  
New Media, New Practices, and New Communities in Youth Organizing. Jerusha Osberg Conner, Villanova University  
Building Community Online: Opportunities, Challenges, and the Role of Humankind. Katie Davis, Harvard University  
Inform, Perform, Transform: Amplifying Urban Youth Civic Agency Through Mobile Media and Game Play. Antero Garcia, University of California - Los Angeles  
Discussant: Joel Westheimer, University of Ottawa

45.037. The Unintended Impact of Education Policy Implementation. Division G - Social Context of Education; Paper Session  
Chair: Michelle A. Purdy, Michigan State University  
Participants:
Can Agency Be Imposed? Examining Teacher (Re)Positioning During the Ongoing Curriculum Change in Cyprus. Stavroula Kontourdaki, University of Cyprus; Stavroula Philippou, University of Cyprus; Eleni Theodorou, European University

Conditional Effects of Language Acquisition Policies on Academic Achievement of Hispanic English Language Learners. Francesca Lopez, Marquette University; Elizabeth McEneaney, University of Massachusetts - Amherst; Martina Nieswandh, University of Massachusetts - Amherst; Lara Geronimo, Marquette University

Distinguishing Where Their Children Belong: Parents’ Perceptions of the Boundaries Separating “Gifted” and “Nongifted” Educational Programs. Allison Kaye Roda, Teachers College, Columbia University

Illusion of Inclusion: Race, Politics, and Standards. Julian Vasquez Heilig, The University of Texas - Austin; Keffreylyn D. Brown, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin

Discussant: Jim Scheurich, Texas A&M University

45.038. Evaluating Alabama’s Math, Science, and Technology Initiative: Results of a Three-Year, Statewide Randomized Experiment. Division H - Research, Evaluation and Assessment in Schools; Symposium Marriott Pinnacle, Third Level, Pinnacle III; 2:15-3:45pm
Chair: Ludwig D. Van Broekhuizen, Advanced
Participants:
- Background and Policy Context for the Alabama Math, Science, and Technology Initiative. Steve Ricks, Alabama Department of Education; Jean S. Scott, Alabama Department of Education
- Components and Implementation Results of the Alabama Math, Science, and Technology Initiative. Jenna Lynn Zacamy, Empirical Education Inc.; Laura Feagans Gould, SERVE Center at the University of North Carolina - Greensboro
- Quantitative Methods and Results From the First Year of Alabama’s Math, Science, and Technology Initiative Study. Andrew P. Jaciw, Empirical Education Inc.; Boya Ma, Empirical Education Inc.
- Quantitative Methods and Results From the Second Year of Alabama’s Math, Science, and Technology Initiative Study. Steve Bell, Abt Associates Inc.; Andrew P. Jaciw, Empirical Education Inc.
Discussant: Sean F. Reardon, Stanford University

45.039. Measuring the Noncognitive Traits of Students in the Professions. Division I - Education in the Professions; Paper Session Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm
Chair: Louis J. Gross, American Board of Internal Medicine
Participants:
- Cross-Classified Model of Repeat Examiner’s Ratings of Humancent for a Medical Licensure Examination Assessing Clinical Performance. Xiaoshu Zhu, University of Maryland - College Park; William L. Roberts, National Board of Osteopathic Medical Examiners; Xiuyuan Zhang, National Board of Osteopathic Medical Examiners
- Development and Validation of an Observation Scale for Assessing Humanistic Patient Care: A Preliminary Study. Ming Lee, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles; Chau-Chi Fang, University of California - Los Angeles
- Many-Facet Rasch Analysis of Standardized Patient Ratings of Students’ Humanistic Competence on a Medical Licensure Examination. Xiuyuan Zhang, National Board of Osteopathic Medical Examiners; William L. Roberts, National Board of Osteopathic Medical Examiners
- Development and Initial Validation of a Survey to Assess Self-Efficacy in Undergraduate Medical Education. Anthony R. Artino, Uniformed Services University of the Health Sciences; Ting Dong, The Uniformed Services University of the Health Sciences; William Gilliland, The Uniformed Services University of the Health Sciences; Donna Wacker, The Uniformed Services University of the Health Sciences; Kent DeZee, The Uniformed Services University of the Health Sciences; David Crues, The Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences
Discussant: Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

45.040. College Student Experiences With Diversity. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 207; 2:15-3:45pm
Chair: Covette M. Grant, University of Cincinnati
Participants:
- Black, Brown, White, and Greek: Cross-Racial Interactions at an Emerging Hispanic-Serving Institution. Brighid M. Dwyer, Villanova University
- Out in the Classroom: The Transgender Student Experience. Jonathan Thomas Tu-Pryor, University of Missouri
- The Impact of College Residence and Diversity Experiences on the Development of Critical Thinking in First-year College Students. Chad Loes, Mount Mercy University
- The Impact of Global, Social Issue, and Diversity Courses on Students’ Critical Thinking. Ji Zhou, University of Southern California; Darnell G. Cole, University of Southern California; Michelle Castellanos, University of Southern California; Sable Manson, University of Southern California
Discussant: Mark E. Engberg, Loyola University Chicago

45.041. Division J Invited Session: The Global Implications of Immigration: Educational Attainment and Jobs. Division J - Postsecondary Education; Invited Session VCC, Second Level, West Room 208&209; 2:15-3:45pm
Chair: Stella M. Flores, Vanderbilt University
Participants: Angel Harris, Princeton University; Alma Maldonado-Maldonado, National Polytechnic Institute, Mexico; Amy S. Metcalfe, The University of British Columbia

45.042. Experiences of Language Minority Students in Postsecondary Education. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 224; 2:15-3:45pm
Chair: Judith Arlene Ybarraio, Northeastern Illinois University
Participants:
- A Qualitative Study of First-Year College Transition Experiences Among First-Generation, Ethnic Minority Immigrant Students. Eunyoung Kim, Seton Hall University; Tharine Kammoesir, Seton Hall University
- An Investigation of Factors Influencing English Language Learners’ Selection of Post-High School Pathways. Manika M. Varghese, University of London; Jenee Myers Twitchell, University of Washington; Kristina Gacta, University of Washington
- Help! I Need Somebody: Impacts of a Peer-Mentoring Program on Minority-Language Students’ Academic Success. Sylvie Anna Lamoureux, University of Ottawa; Megan Cotnam, University of Ottawa
- The Effects of Developmental Education and ESL (English as a Second Language) on Language-Minority Community College Students. Michelle Hodara, Teachers College, Columbia University
Discussant: Patricia C. Gundara, University of California - Los Angeles

Chair: Etta R. Hollins, University of Missouri - Kansas City
Participants: Nancy Zimpher, State University of New York; Kenneth Howey, State University of New York - University at Albany

45.044. Developing and Studying Educative Science and Mathematics Curriculum Materials. Division L - Educational Policy and Politics; Symposium VCC, Second Level, East Room 14; 2:15-3:45pm
Chair: Matty Lau, University of Pittsburgh
Participants:
- Designing Educative Curriculum Materials: Characterizing a Process Building on Complementary Sources of Influence. Elizabeth A. Davis, University of Michigan; Annmarie S. Pelincsar, University of Michigan; Anna Arias, University of Michigan; Loren Marie Marulis, University of Michigan; James Haggerty, University of Michigan
- Designing Educative Teacher Guides for Informal Learning. Samuel O. King, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Melissa D. Boston, Duquesne University
- Educative or Not: How Teachers’ Framing of Activities Impacts Their Learning From Curricular Materials. Matty Lau, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Birdy Susan
Reynolds, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Rebecca Ruppel, University of Pittsburgh; Charles David Cox, The Pennsylvania State University; Sophia Bender, University of Pittsburgh

Discussant: Matthew W. Brown, Inquirium

45.045. New Perspectives on the Roles of Institutional Actors in Education Reform. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 17; 2:15-3:45pm

Chair: Richard D. Lakes, Georgia State University

Participants:
- Ideological Call to Arms: Disentangling Ideology, Meanings, and Practices in the Reproduction of Education Policy. Debbie Kim, Northwestern University; Jeannette Colyvas, Northwestern University
- New Directions in Law and Education Reform Research. Danfeng Soto-Vigil Koon, University of California - Berkeley
- New Labour and the Governance of Educational Reform in England. Helen Gunter, The University of Manchester
- The Politics of Institutional Change: Historical Institutionalism and the Case of School Discipline. Judith R. Kafka, Baruch College - CUNY

Discussant: Andrea K. Rorrer, University of Utah

SIG Sessions

45.046. Learning to Live Well: Developing, Deconstructing, and Sustaining an Aesthetic Way of Life With/in Arts-Based Curricula. SIG-Arts-Based Educational Research; Symposium

VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: Richard E. Siegsmund, Northern Illinois University

Participants:
- Living Love: Confessions of a Fearful Teacher. Carl Leggo, The University of British Columbia
- Developing an Arts of Living/Deconstructing Care. Karinna J. Riddett-Moore, Notre Dame Academy
- Reparative Pedagogy. Pauline Sameshima, Washington State University
- Teaching What We Value: Care As an Outcome of Aesthetic Education. Richard E. Siegsmund, Northern Illinois University

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

45.047. Educational Evaluation and Reform in Africa and the Caribbean. SIG-Caribbean and African Studies in Education; Paper Session

VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: Satasha L. Green, The University of Alaska - Anchorage

Participants:
- Education Research and Evaluation Inside the Eastern Caribbean: A Clearer Picture of K-12 Academic Attainment/Achievement. Anica G. Bowe, University of Minnesota; Frances P. Lawrenz, University of Minnesota
- Impact of the Provision of School Lunch on Attendance in Jamaican Primary Schools. Zellynne Jennings, University of the West Indies
- Teacher Performance Evaluation in Jamaica: Perceptions and Reactions. Andrew Bruce Campbell, University of Toronto
- The Role of Volunteerism in Social Integration: A Case Study of African International Students in the United States. Angelaria Manguo, University of Missouri; Stephen D. Whitney, University of Missouri
- "I Like the Story Very Much": Impact of Access to Books and Teacher Read-Alouds on Primary School English Language Discourse Development in Ghana. Anna K. Akrofi, Texas Tech University

45.048. Issues of Diversity in Urban Catholic Schools. SIG-Catholic Education; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm

Chair: Shane P. Martin, Loyola Marymount University

Participants:
- Changing Landscape: Demography and Urban Catholic Schools. Anthony C. Holter, University of Notre Dame
- Catholic School Administrators' Attitudes Toward Diversity. Brandy J. Ellison, University of Notre Dame
- Crafting Asset-Based Approaches to Linguistically Diverse Students and Families in Catholic Schools. Martin Scanlan, Marquette University; Irma Munoz, Marquette University
- A View From Here: A Principal's Perspective on Diversity in an Urban Catholic School. Elizabeth Swift, Holy Names Academy

Discussant: Matthew W. Brown, Inquirium

45.049. Getting to Bedrock: Diverse Perspectives on Emergence, Nonlinearity, and Relationality in Education. SIG-Complexity; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm

Chair: William E. Doll, Louisiana State University and UBC and U.Victoria

Participants:
- Community Organizing-Based School Reform as Emergence. Dennis Lynn Shirley, Boston College
- Culture, Chaos, and Complexity: Catalysts for Change in Indigenous Education. Ray Barnhardt, The University of Alaska - Fairbanks
- Educational Change as a Complexity-Riddled Enterprise. Brian Robert Beabout, The University of New Orleans
- French-Speaking Educational Sciences and the Contribution of Edgar Morin’s “Paradigm of Complexity”. Michel Alhadoff-Jones, Teachers College, Columbia University
- Do-It-Yourself Education as Pedagogical/Curricular Catalyst. Debra M. Freedman, UW/UofG/PSU

Discussant: Blane Despres, The University of British Columbia - Okanagan

45.050. Confluence in Education and Professional Development: Expert Knowledge, Autoethnography, and Narrative to Develop Transformative Practice. SIG-Confluent Education; Paper Session

VCC, Fourth Level, South Galiano; 2:15-3:45pm

Chair: Genn Cowan, California State University - Sacramento

Participants:
- Expert Knowledge Is Not Enough to Improve Education: A Holistic View of Professional Development. Saskia Attema-Noorderkw, VU University Amsterdam; Rosanne Cathelijne Zwart, Vrije Universiteit Amsterdam; Fred A.J. Korthagen, Vrije Universiteit Amsterdam
- On the Use of Music as a Pedagogical Tool. Marianne D’Emidio-Caston, Antioch University Santa Barbara; Gretchen Tofflemire, Aliso School, Carpinteria; Julia Felix, Isla Vista School
- To “Know Thyself” Is Not Enough: Envisioning a Teaching Life through Autobiographical Narrative. Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, Concordia University; Simeon Martin Stumme, Concordia University - Chicago
- MyStory as Professional Development Tool: Does It Provide Educators With Lasting Changes One Year Later? Kylea Asher, Indiana University; JulieMarie Frye, Indiana State University
- Indigenous Education as Cultural Confluence: El Colegio de Santa Cruz de Taltalteleco. Bernardo P. Gallegos, National University
- The Confluence of Native Hawaiian Spirituality and Western Research. Carl Kalani Beyer, Pacific Oaks College

45.051. Public Pedagogies: Torture, Paranoia, and Popular Culture. SIG-Critical Issues in Curriculum and Cultural Studies; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm

Chair: Julie Garlen Maudlin, Georgia Southern University

Participants:
- Slavoj Zizek, Popular Culture, and Social and Psychoanalytic Theory. James Trier, University of North Carolina - Chapel Hill
- Pedagogies of Torture, Pedagogies as Torture: A Curricular Palimpsest. Mia Walter, Teachers College, Columbia University; Cathlin Bryn Goulding, Teachers College, Columbia University; Daniel Friedrich, Teachers College, Columbia University
- Paranoid Pedagogy: The Metaphysics of Coding in the Religious Tracts of Jack T. Chick, Jennifer April Sandlin, Arizona State University; Jason J. Wallin, University of Alberta
- Responses to the Abyss: Problematizing Conceptualizations of Public Pedagogy. Jake Burdick, Arizona State University; Jennifer April Sandlin, Arizona State University; Michael Patrick O’Malley, Texas State University - San Marcos; Glenn Clifton Savage, The University of Melbourne

Discussant: William M. Reynolds, Georgia Southern University

45.052. Troubling Our Assumptions About Family Literacy: What Do We Know and How Do We Know It? SIG-Critical Perspectives on Early Childhood Education; Symposium
VCC, Third Level, West Room 306; 2:15-3:45pm
Chair: Catherine F. Compton-Lilly, University of Wisconsin - Madison
Participants:
Introduction to the Session. Catherine F. Compton-Lilly, University of Wisconsin - Madison
So Many Ways to Share a Book: Researching Diverse Home Book Sharing Practices Among Diverse Families. Kate Pahl, The University of Sheffield
Major Works in Family Literacy: Where We Have Been and Where We Are Going in Early Literacy. Jennifer Rossell, Brock University; Kate Pahl, The University of Sheffield
Home Literacy, Diversity, and Epistemological Assumptions. Catherine F. Compton-Lilly, University of Wisconsin - Madison; Rebecca L. Rogers, University of Missouri; Tisha Y. Lewis, Georgia State University
Discussant: Deborah Rowe, Vanderbuilt University

45.053. Beyond the Zone of Proximal Development: Vygotsky and English Language Arts and Drama Pedagogy. SIG-Cultural Historical Research; Symposium
Chair: Viv Ellis, University of Oxford
Participants:
Citing Vygotsky: Beyond the Zone of Proximal Development. Viv Ellis, University of Oxford; Bowen Tang, University of Oxford
Vygotsky’s Contribution to English Language Arts Pedagogy in the Postwar United Kingdom. John Hardcastle, University of London
Stimulating Professional Creativity in English Language Arts Teaching: Semiotic Freedom, Historical Consciousness, and Conceptual Growth. Viv Ellis, University of Oxford
Discussant: Peter Smagorinsky, University of Georgia

45.054. Exploring Processes, Philosophies, Impediments, and Connections in Design and Technology. SIG-Design and Technology; Paper Session
Chair: Alan R. Foley, Syracuse University
Participants:
Aligning the Means With the Ends: How Philosophies Impact the Design of Curriculum and Technology in Higher Education Practice. Erika Elizabeth Smith, University of Alberta; Jennifer Kelland, University of Alberta; Heather A. Kanuka, University of Alberta; Liam Rourke, University of Alberta
Design Fixation and Cooperative Learning Strategies in Elementary Engineering Education. Nikki Kim, Purdue University; Mariana Tafur, Purdue University; Woori Kim, Purdue University; Ronald L. Carr, Purdue University; Yi Luo, Purdue University; Yan Sun, Purdue University; Tugha Yuksel, Purdue University; Nicole R. Weber, Lesley University; Melissa Dyehouse, Purdue University; Johannes Strobel, Purdue University
Social Connections in e-Learning: Facilitating Peer Engagement in Online Training. Debby Kalt, The University of Texas - Austin
Using Eye-Tracking Technology to Explore the Effect of Computer Animations and Redundant Onscreen Text on Viewers’ Processing of Multimedia Learning Content. Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-Sen University; Chien-Hung Huang, National Chiayi University; Pei-Chou, National Sun Yat-sen University
Discussant: Patricia L. Hardre, University of Oklahoma

45.055. Careers, Identities, and Disciplinarity in Doctoral Education. SIG-Doctoral Education across the Disciplines; Paper Session
Chair: Mark R. Connolly, University of Wisconsin - Madison
Participants:
Cultivating Academics? Doctoral Students’ Vocational Choices. Laura M. Portnoi, California State University - Long Beach; Ana Lima, California State University - Long Beach; Diliana Peregrina-Kreet, OISE/University of Toronto
Gender and Interdisciplinary Science: The Participation of Female Scientists in Interdisciplinary Fields. Karri A. Holley, The University of Alabama
Mind the Gap: The Mismatch Between Career Decision-Making Needs and Opportunities for Science Ph.D. Students. Sandra Laursen, University of Colorado Boulder; Heather L. Thiry, University of Colorado - Boulder; Heidi G. Loshbaugh, University of Colorado - Boulder
Professional Identity Development Through a Nontraditional Program for STEM Graduate Students: A Grounded Theory Study. Theresa R.F. McKinney, University of Nebraska - Lincoln; Vicki L. Plano Clark, University of Nebraska - Lincoln; Amanda Leigh Garrett, University of Nebraska; Diandra L. Leslie-Pelecky, University of Nebraska - Lincoln
Reshaped Graduate Education: Workforce Outcomes of Interdisciplinary Training. Alina Martinez, Abt Associates Inc.; Amanda Parsad, Abt Associates; Kristen Neishi, University of Michigan; Jennifer Giancola Carney, Jack Kent Cooke Foundation; Carol Frank Stoeck, National Science Foundation

45.056. Adults and Families in Early Childhood. SIG-Early Education and Child Development; Paper Session
Chair: John A. Sutterby, University of Texas - Brownsville
Participants:
“It’s Not Just About the Kids”: Adult Learning Environments in Early Childhood. Sharon Ryan, Rutgers University; Marcy Whitebook, University of California - Berkeley; Fran Kipnis, Center for the Study of Child Care Employment; Mirella Almaraz, Center for the Study of Child Care Employment; Lea J.E. Austin, Center for the Study of Child Care Employment; Laura Sakai, Center for the Study of Child Care Employment
Developing and Piloting a Bilingual Parent Report Tool for Preschool Children of Latino Heritage. Belinda J. Hardin, University of North Carolina - Greensboro; Catherine Scott-Little, University of North Carolina - Greensboro; Mariana Mereuoi, Bowling Green State University
Pedagogies and Partnership in Early Intervention: An Ethnographic Study. Nick Hopwood, University of Technology - Sydney
Using Early Childhood Education to Build Social Capital among Immigrant Families. Colleen Vesely, George Mason University
Discussant: Victor Kuo, Foundation Strategy Group

45.057. Knowledge Transfer Through Professionally Embedded Collaborative Learning Communities. SIG-Educational Change; Symposium
Chair: Lee R. Bartel, University of Toronto
Participants:
CLC (Collaborative Learning Community)-Initiated Action Research as Means to Teacher Development. Lyn P. Vause, Ontario English Catholic Teachers Association; Linda Cameron, University of Toronto - OISE; Lee R. Bartel, University of Toronto
Needs-Based Knowledge Acquisition and CLC (Collaborative Learning Community) Application in Full-Day Kindergarten. Lyn P. Vause, Ontario English Catholic Teachers Association; Linda Cameron, University of Toronto - OISE
Changing Perspectives and Pedagogy Through Collaborative Learning Communities. Lee R. Bartel, University of Toronto; Lee Willingham, Wilfrid Laurier University; Linda Cameron, University of Toronto - OISE
The Content of Change: An Analysis of Collaborative Learning Communities’ Decisions. Augusto Monk, University of Toronto; Lee R. Bartel, University of Toronto; Lee Willingham, Wilfrid Laurier University
Discussant: Ann Lieberman, Stanford University

45.058. Mediation, Ordinal, and Nonlinear Modeling. SIG-Educational Statistics; Paper Session
Chair: Jeffrey R. Harring, University of Maryland
Participants:
An Empirical Examination of Tests for Mediation Under Nonnormality. Amy K. Arwood, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison
Evaluation of the Use of Propensity Scores in Mediation Analysis. Yasemin Kaya, University of Florida; Walter L. Leite, University of Florida
Assessing Model Fit for Ordinal Response Regression Models. Ann A.
O’Connell, The Ohio State University; Sandra Reed, The Ohio State University; Sui Huang, The Ohio State University; DeLeon Lavron Gray, The Ohio State University


Nonlinear Structural Equation Modeling With Nonnormal Data and Small Sample Sizes. Xinya Liang, Florida State University; Tanyan Yang, Florida State University

Discussant: Wei Pan, University of Cincinnati

45.059. Spatial and Geographic Analysis in Environmental Education Research. SIG-Environmental Education; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm

Chair: Kevin M. Leander, Vanderbilt University

Participants:

1. Examining Urban Planning Through GIS (Geographic Information Systems)-Based Computational Modeling. Michael Barnett, Boston College; Dennis Debay, Boston College; Sheron L. Mark, Boston College; Amy Anderson, Placeways, LLC.


4. Art-Based Methodologies for Environmental Education in the Dinner Plate Project. Andrew Bieler, York & Ryerson Universities

5. Living in Machines: The Sociospatial Dynamics of a Sustainability Education Program. Joseph A. Henderson, University of Rochester

6. Public Participation in Environmental Monitoring: Sociospatial Analysis of Environmental Education in a Southeastern Watershed. Carol B. Brandt, Temple University; Jessica Stephenson, Virginia Polytechnic Institute and State University

7. Affecting the Rest of the World: Environmentality and Geography in an Ecotourism Experience. Joseph A. Henderson, University of Rochester; Brian Bailey, Nazareth College, April L. Luehmann, University of Rochester

8. The Alignment of Traditions in Vietnamese Education and Socioeconomic Policy Making for Sustainability. Stefan Bengtsson, Upsala University

9. Using Sociospatial Theory to Analyze Sustainable Development in the Developing World. David W. Hursch, University of Rochester

10. A Politics of Scale in Research: The “Youth Making Place” Project and Sustainability Education Policy. Marcia McKenzie, University of Saskatchewan

Discussant: Jan K. Nesper, The Ohio State University

45.060. Joining Forces: The Potential of Union-Community Organization Collaborations. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium

VCC, Second Level, East Room 12; 2:15-3:45pm

Chair: Sara McAllister, Annenberg Institute for School Reform

Participants:

Building a Framework for Partnerships Between Unions and Organized Parents and Communities. Eric Zachary, Annenberg Institute for School Reform; Sara McAllister, Annenberg Institute for School Reform

A National Teacher Union’s View of Community Engagement and Collaboration. Michael Mulgrew, United Federation of Teachers - AFT

Shared Goals, Shared Work: A Local Case Study of Collaboration. Steven Fletcher, Minnesota Neighborhoods Organizing for Change; Mary Catherine Bickler, St. Paul Federation of Teachers/AFT; Michelle Renee, Annenberg Institute for School Reform

Discussant: Richard Gray, Annenberg Institute for School Reform

45.061. Inclusion, Tracking, and Social Justice in Global Contexts. SIG-International Studies; Paper Session

VCC, First Level, West Room 114&115; 2:15-3:45pm

Chair: Tak C. Chan, Kennesaw State University

Participants:

Accessing Inclusive Education: Family Stories From India. Srikala Naraian, Teachers College, Columbia University; Poonam Natarajan, The National Trust, Ministry of Social Justice and Empowerment, Govt. of India

How Different Types of Tracking Shape Students’ Academic Self-Concept in Developed Countries. Anna K. Chmielewski, Stanford University; Hanna Dumont, Tuebingen University; Ulrich Trautwein, Universität Tubingen

Teachers’ Perspectives of Inclusive Education: An International Comparative Approach. Hannu Savolainen, University of Eastern Finland; Petra Engelbrecht, Canterbury Christ Church University; Olli-Pekka Malinen, University of Eastern Finland; Jiacheng Xu, Beijing Union University; Morna Nel, North West University

The Cultural Inclusiveness of Ethnic Minority Populations within Hong Kong’s Postsecondary Educational System: A Critical Policy Analysis. Misty Dawn Sawatzky, University of Southern California


Discussant: Binbin Jiang, Kennesaw State University

45.062. Preparing School Leaders to Engage in School Reform by Understanding Issues of Equity and Social Justice. SIG-Leadership for School Improvement; Symposium

VCC, Second Level, East Room 13; 2:15-3:45pm

Participants:

Using Vocational Education to Dismiss Students’ Knowledge. Erin Miller, Kent State University

Using Equity Audits to Promote and Sustain Change. Kimberly Kohut, Kent State University

Preparing School Leaders for Legislative Advocacy and Community Action. Andrew Rome, Kent State University

Consolidation at the Margins. Leah J. Daugherty, Kent State University

Down on the Farm: Issues of Equity in a Rural School District. Timothy Dudich, Kent State University

Preparing Aspiring School Leaders to Understand Issues of Social Justice and Equity in Schools. Christa A. Boske, Kent State University

45.063. Using Social Justice Scholarship to Enact the Professional Development of “Rida” Educators in Urban School Professional Learning Communities. SIG-Leadership for Social Justice; Demonstration/Performance

VCC, Second Level, East Room 19&20; 2:15-3:45pm

Chair: Christopher Thomas, University of San Francisco

Participants: Frank Hernandez, Hamline University; Decoteau J. Irby, University of Wisconsin - Milwaukee; Carlos Raphael McCray, Fordham University; Anjale DevVon Welton, University of Illinois at Urbana-Champaign

Using Social Justice Scholarship to Enact the Professional Development of “Rida” Educators in Urban School Professional Learning Communities. Kristin Shawn Huggins, Washington State University

Discussant: Kristin Shawn Huggins, Washington State University

45.064. Learning Environments in Postsecondary Settings. SIG-Learning Environments; Paper Session

VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: David B. Zandvliet, Simon Fraser University

Participants:

Differences in Learning Environment Perceptions and Enjoyment Among College Students in South Florida. Denton Patrick Tulloch, Miami Dade College; Barry J. Fraser, Curtin University

Investigating the Learning Environment of a Place-Based Teacher Education Program in Its Implementation Year. Carlos Gustavo A. Ormond, Simon Fraser University; David B. Zandvliet, Simon Fraser University

Investigating the Relationship Between Professional Development and Student-Centered Learning Environment in Qatari Math and Science Elementary Classrooms. Stephanie L. Knight, The Pennsylvania State University; Dawn R. Parker, Texas A&M University; Whitney Alicia Zimmerman, The Pennsylvania State University; Atmane Ikhlief, Qatar University

Observed Teacher Involvement Versus Rejection: Within-Year Changes and Links With Academic Motivation. Ridwan Maulana, University of Groningen; Marie-Christine J. Opdenakker, University of Groningen; Roel J. Bosker, University of Groningen

Discussant: Bruce Johnson, The University of Arizona
45.065. Effective Use of Technology in Principal Preparation Programs: Perspectives of Educational Leadership Candidates and Faculty. SIG-Learning and Teaching in Educational Leadership; Symposium VCC, Second Level, East Room 11; 2:15-3:45pm

Chairs: Jennifer Ingrid Friend, University of Missouri - Kansas City; Matthew C. Militello, North Carolina State University

Participants:
Reframing the Praxis of School Leadership Preparation Through Digital Storytelling. Miguel Angel Guajardo, Texas State University - San Marcos; John A. Oliver, Texas State University-San Marcos; Gregory Rodriguez, Texas State University-San Marcos; Monica Valadez, Texas State University - San Marcos

Coconstructing Collective Understanding in School: Principal and Student Use of Discursive Digital Reflection. Christopher A. Janson, University of North Florida; Sejal Parikh, NC State University

Breaking News: Utilizing Video Simulations to Improve Educational Leaders’ Public Speaking Skills. Jennifer Ingrid Friend, University of Missouri - Kansas City; April Adams, Liberty High School; George Curry, Smithville School District

Online Forums That Are Focused, Effective, and Assessable. John B. Nash, Iowa State University

Discussants: Jayson W. Richardson, University of Kentucky; Justin M. Bathon, University of Kentucky; Scott McLeod, Iowa State University

45.066. Teacher Agency for Professional and Personal Growth. SIG-Lives of Teachers; Paper Session

VCC, Third Level, West Room 304; 2:15-3:45pm

Chair: Barbara B. Levin, University of North Carolina - Greensboro

Participants:
Exploring Identities of Mid-Career Math and Science Teachers Through Creative and Visual Interviews. Theodore Chaio, The University of Texas; Amy L. Moreland, The University of Texas - Austin

Teachers’ Motivations for Initiating Innovations. Wendy S. Emo, Minnesota State University - Mankato

“You Have a Calling and Teaching’s My Call”: Exploring Teachers’ Vocation, Identity, and Resilience Strategies. Dione Indera Cross, Indiana University; Ji Yeon Hong, University of Oklahoma

Teacher Self-Study: Stories of “Being” and “Becoming”. Regina Marie Weir, Indiana University

Urban Learning Teacher Candidates: Are They Huberman’s “Star Teachers?” And Does It Matter? Ann L. Wood, California State University - Los Angeles

45.067. Using Digital Media for Learning: From Dora to Facebook to Games and Beyond. SIG-Media, Culture, and Curriculum; Paper Session

Sheraton Wall Centre, Third Level, North Parksville; 2:15-3:45pm

Chair: Deborah A. Fields, University of Pennsylvania

Participants:
Scientific Literacy in Social Networking Applications. Christine M. Greenhow, Michigan State University; Melissa Menzer, University of Maryland; Claire Kathleen Robbins, University of Maryland; Thor Gibbons, University of Maryland

Programming as Process: The Potential of the Writing Workshop to Integrate Computer Science Into Middle School Classrooms. William Quinn Burke, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania

Es El Momento: The Potential of Spanish Language TV in Educating Families About How to Get to College. Amy J. Farn, University of North Texas; Mayra Olivares-Uruea, University of North Texas & UT Southwestern Medical Center

Should I Follow You, Dora? Understanding the Relative Success of Interactive Educational Television Show Prompts. Therese E. Dugan, University of Washington; Siri Mehus, University of Washington; Reed Stevens, University of Washington

Changes in Student Attitudes Toward Six Dimensions of Digital Engagement in a Program of Game Design Learning. Rebecca Reynolds, Rutgers University

Productive Play: An Examination of Workplace Skills Embedded in Massively Multiplayer Online Role-Playing Games. Elizabeth M. King, University of Wisconsin - Whitewater

Discussant: Richard R. Halverson, University of Wisconsin

45.068. Improving Outcomes and Engagement for Middle Grade Students: Evidence From Schools and Classrooms. SIG-Middle-Level Education Research; Symposium Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm

Chair: Adriana Villavicencio, New York University

Participants:
Intervening Successfully to Keep Middle Grades Students on Track to Graduation: Early Findings of the Diplomas Now Turnaround Model. Douglas J. Maciver, Johns Hopkins University; Martha Abele Abele Mac Iver, Johns Hopkins University; Veronica Peleshchuk Fradlin, John Hopkins University

Transforming Historically Low-Performing Schools: Successful Turnaround Strategies for New York City Middle Grade Schools. Adriana Villavicencio, New York University; Justina Grayman, New York University

“Third Space” Pedagogy: Creating Classroom Cultures for Collective Achievement. Kathryn G. Here, Montclair State University; Fernando Naiditch, Montclair State University

Identity Performance and Middle Grade Learners: Keeping the “Who Am I?” in Middle School Curriculum. Hadar Dubowsky Ma ayan, Albuquerque Public Schools

Discussant: Deborah Kazak, The National Forum to Accelerate Middle-Grades Reform

45.069. Interest, Affect, and Motivation. SIG-Motivation in Education; Paper Session

Fairmont Waterfront, Concourse Level, Malaspina; 2:15-3:45pm

Chair: Hefer Bemmunity, Queens College - CUNY

Participants:
Situational Interest in Mathematics: A Microanalytical Comparison of Problem-Based Learning Versus Direct Instruction. Jerome I. Rotgans, National Institute of Education - Nanyang Technological University; Henk G. Schmidt, Erasmus University

Examining Different Roles of Situational and Individual Interest in an Integrated Model. Yi Jiang, bMRI/Korea University; Arun Hwang, bMRI/Korea University; Mimi Bong, Korea University; Sung-II Kim, Korea University

Changes in Motivation and Affect During an Excessively Challenging Mathematics Problem: Persistence and Competence Beliefs. Maria Tuls, University of Augsburg; Sara M. Fulmer, University of Notre Dame

Motivation, Affect, and Persistence During a Reading Task: Different Outcomes Based on the Challenge-Skill Balance. Sara M. Fulmer, University of Notre Dame; Maria Tuls, University of Augsburg

Dynamics of Engagement and Disaffection in a Social Studies Classroom Context. Ana M. Taboada, George Mason University; Michelle M. Buehl, George Mason University; Lauren Serpati, George Mason University & Global Skills X-Change; Faye Huie, George Mason University; Rebecca Caufman, George Mason University


Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-3:45pm

Chair: Ronald David Glass, University of California - Santa Cruz

Participants:
Digital Stories as Freirean Codifications: Design Principles and Ethical and Political Considerations. Ronald David Glass, University of California - Santa Cruz

Subjects of Codifications: An Inquiry Into Digital Story Tellers’ Experience. Linnea Kristina Beckett, University of California - Santa Cruz

Queer Youth Video Making as a Space of Liberatory Possibilities: Conscientização and a Theory of the Flesh. Cindy Cruz, University of California - Santa Cruz

School Photographs as Freirean RituSWal Codifications. Gustavo E. Fischman, Arizona State University

Re-presenting and Rethinking Neighborhood Assets: Community Mapping With English-only and English-learner Parents as a Basis for Curricular Innovation. Pia I. Wong, California State University - Sacramento

Discussant: Kris D. Gutierrez, University of Colorado - Boulder

45.071. Reasoning and Proving in Mathematics Textbooks Across the Grades. SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD;
2:15-3:45pm
Chair: Denise R. Thompson, University of South Florida
Participants:
Reasoning and Proving Opportunities in Elementary Mathematics
Textbooks. Kristen Bieda, Michigan State University; Justin Drwenecze, Michigan State University; Andrew Picard, Michigan State University
Reasoning and Proving in Textbooks: The Case of High School Geometry. Lorraine Marie Males, Michigan State University; Samuel Otten, Michigan State University
Reasoning and Proving in Algebra: Two Secondary Reform-Oriented Mathematics Textbook Units. Jon D. Davis, Western Michigan University; Dustin O. Smith, Western Michigan University; Abhik R. Roy, Western Michigan University
Reasoning and Proving in Textbooks for Future Elementary Teachers. Raven S. McCrory, Michigan State University; Andreas J. Stylianides, University of Cambridge
Discussant: Gabriel J. Stylianides, University of Oxford

45.072. Advanced Curriculum and Classroom Practice Effects on Learners and Teachers. SIG-Research on Giftedness, Creativity, and Talent; Paper Session
VCC, First Level, West Room 113; 2:15-3:45pm
Chair: Alicia Cotabish, University of Arkansas at Little Rock
Participants:
Access to Differentiated Math Curricula: How Do Teachers Respond? Lisa DaVia Rubenstein, Ball State University; Cindy Marie Massicotte, University of Connecticut; Micah Nicole Bruce-Davis, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Shawn R. Cherry, University of Connecticut; Jamie Garner, University of Connecticut; Jennifer Savino, University of Connecticut; Shelti Cole, Connecticut State Department of Education; Rachel McNallan, University of Connecticut
The Impact of Advanced Geometry and Measurement Curriculum Units on the Mathematics Achievement of First-Grade Students. M. Katherine Gavín, University of Connecticut; Tatjana M. Casa, University of Connecticut; Janine M. Firfender, Saint Joseph's University
What Works in Gifted Education: Integrated Language Arts Curricular Models for Gifted Students. Carolyn M. Callahan, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia
Who Benefits From Differentiated Math Curricula? Examining School Context and Student Ability Within a Randomized Controlled Trial. D. Betsy Mecouch, University of Connecticut; E. Jean Gubbins; Kaven E. Rambo, Colorado State University; Lisa DaVia Rubenstein, Ball State University; Jennifer Foreman, University of Connecticut
Discussant: Cheryll M. Adams, Ball State University

45.073. Using Data to Predict Student Outcomes. SIG-School Indicators, Profiles, and Accountability; Paper Session
Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm
Chair: Michelle LaPointe, Lesley University
Participants:
Impact Study of a Predictive Approach to Student Achievement and Targeted Pedagogical Interventions. Serge Boule, Centre canadien de leadership en evaluation; Mario Gagnon, Ontario Ministry of Education
One Day Too Late? Mobile Students in an Era of Accountability. Umut Ozek, American Institutes for Research
Using the Freshman On-Track Indicator to Predict Graduation in a Midwest Urban District. Heather Norbury, American Institutes for Research; Manyee Wong, American Institutes for Research; Yinnie Wan, American Institutes for Research; Emily Metz, American Institutes for Research
Discussant: Ellen B. Mandinach, WestEd

45.074. Turnaround Efforts: Evaluations and Policy Implications. SIG-School Turnaround and Reform; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm
Chair: Samuel C. Stringfield, University of Louisville
Participants:
(Re)Framing the Common Sense Discourse of the Title I School Improvement Grant of 2009. Bradley W. Carpenter, University of Louisville
Evaluating Turnaround Efforts in High-Need Schools in Texas. Jacqueline R. Stillisano, Texas A&M University - College Station; Beverly L. Alford, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Melanie N. Woods, Texas A&M University - College Station; Paige Perez, Texas A&M University; Hersh C. Wazman, Texas A&M University
Collaborative School Turnaround: A Study of the Impact of Federation on Student Outcomes. Christopher James Chapman, University of Manchester; Daniel R. Muijs, University of Southampton; James Willis MacAllister, The University of Manchester
Understanding External Supports for Instructional Improvement in Michigan: The Case of the New Tech Network. Sarah Winchell Lenhoff, Michigan State University
How Schools Use Early Warning Indicator Data and Technology to Implement Tiered Interventions. Liza Herzog, Philadelphia Education Fund; Marcia H. Davis, Johns Hopkins University; Nettie E. Legters, Johns Hopkins University
Discussants: Steve Fleischman, Education Northwest; David Reynolds, University of Southampton

45.075. High School and Beyond: Social, Institutional, and Financial Contexts. SIG-Sociology of Education; Paper Session
VCC, Second Level, West Room 222; 2:15-3:45pm
Chair: Adam Gamoran, University of Wisconsin - Madison
Participants:
Grade Inflation and the Signaling Value of Grades. Eric Grodsky, University of Minnesota; Chandra Muller, The University of Texas - Austin; Evangeline Faith Pattison, The University of Texas - Austin
With a Little Help From My Friends’ Parents: Exploring Friends’ Socioeconomic Status and Educational Attainment. Elena Grewal, Stanford University; Cecilia Hyunjug Mo, Stanford University; Betsy Anne Williams, Stanford University; Norman Nie, Stanford University
High School Context, Same-Sex Sexuality, and Postsecondary Enrollment and Attainment. Lindsey Wilkison, Portland State University; Jennifer Pearson, Wichita State University
School Resources and Investments and the Production of STEM Majors. Elizabeth Stearns, University of North Carolina - Charlotte; Jason Giersch, University of North Carolina - Charlotte; Roslyn Arlin Michellek, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Melissa Dancy

45.076. Wisdom, Spirituality, and Culture in Adult and Higher Education. SIG-Spirituality & Education; Workshop
VCC, First Level, West Room 111&112; 2:15-3:45pm
Chair: Elizabeth Tisdell, The Pennsylvania State University - Harrisburg
Participants: Elizabeth Tisdell, The Pennsylvania State University - Harrisburg; Pamela A. Hays, PamelaAHasPhD

45.077. Cognitive Science Goes to College: Scaling Up What We Know About Learning and Instruction. SIG-Technology, Instruction, Cognition & Learning; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm
Chair: David Michael Niemi, Kaplan
Participants:
De Groot’s Lesson, Garey’s Evolutionary Educational Psychology, and Cognitive Load Theory. John Sweller, University of New South Wales
The “Active Ingredients” Approach to the Development and Testing of Evidence-based Instruction. Richard E. Clark, University of Southern California
Investigating the Value of Evidence-Based Instructional Design for Online University Courses. Brenda Sugrue, Kaplan; Erik Ellefsen, Kaplan Inc.
Building a Cognitively Sensitive Adaptive Testing System. Sylvia Twidell-Scheuring, CIB/McGraw-Hill LLC; David Michael Niemi, Kaplan; Larry Rudman
Discussants: Richard E. Mayer, University of California - Santa Barbara; Bror Valdemar Haug Saxberg, Kaplan Inc.

45.078. Culturally Responsive Schooling in Urban Education. SIG-Urban Learning, Teaching, and Research; Paper Session
VCC, Second Level, West Room 221; 2:15-3:45pm
Chair: Jennifer Dorsey, Harvard University
Participants:
Culturally Responsive Teaching and Learning: Insights From an Advanced
Graduate Science Education Methods Course. Gillian Ursula Bayne, Lehman College - CUNY; Wesley Pitts, Lehman College - CUNY

Enacting Reality Pedagogy: Toward a Cosmopolitan Urban Science Classroom. Christopher Emdin, Teachers College, Columbia University

Introducing Personalized Pedagogy: The Evolution of Culturally Responsive Teaching and an In-Depth Look at the Operationalizing of Culturally Responsive Pedagogy. Bradley M. Conrad, Capital University

The Role of Cogenerative Dialogue in Mediating Successful Interactions in Urban Science Education. Ashraf Anis Shady, Queens College - CUNY

Understanding the Impact of Belonging and Safety on the Academic Engagement of English Learners. Bryan Rosenberg, New York University; Margaret Martin, New York University

Discussant: Patricia E. Enciso, The Ohio State University

**Division and SIG Roundtables**

45.079. Inside Charter Schools: Teachers and Performance Differences; Roundtable Session

45.079-1. Inside Charter Schools: Teachers and Performance Differences.

SIG-Charter School Research and Evaluation; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: John J. Hall, University of California - Berkeley

Participants:

- Are Charter School Teachers Different From Traditional Public School Teachers? Evidence From Texas. Xin Wei, SRI International; Viki M. Young, SRI International

- Investing in Charter Schools: A Reconsideration Based on Teacher Attrition. Daniel Sass, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Lorena Claey, The University of Texas - San Antonio

- Charter Schools at the Extremes of School Performance: Knowing, Understanding, and Confronting Major Performance Differences. Guilbert C. Hentschke, University of Southern California; Priscilla (Penny) Wohltetter, Teachers College, Columbia University; Joanna R. Smith, University of Southern California

45.079-2. International Perspectives on Tracking and Detracking. SIG-Tracking and Detracking; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: Iris C. Rotberg, The George Washington University

Participants:

- Learning From Success: Finnish Prospective Mathematics Teachers’ Attitudes Toward Mixed- and Same-Performance-Group Classrooms. Benjamin Hedrick, Stanford University

- The Influence of School Tracking Systems on Educational Expectations: A Comparative Study of Austria and Italy. Bommi Lee, Vanderbilt University


45.080. Roundtable Session 73; Roundtable Session

45.080-1. Educating Educators: Historiographic and Professional Examinations. Division F - History and Historiography Cosponsored with SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Wayne J. Urban, The University of Alabama

Participants:

- Scant but Telling Evidence: A Historical Analysis of Representations of Teachers’ Social-Emotional Support Responsibilities. Kate L. Phillippe, Loyola University Chicago


- “Special Advantages to Teachers”: Teacher Education in the Historiography of Higher Education. Christine A. Ogren, University of Iowa

45.080-2. The Challenge of Schooling With Males at Every Level. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Regina E. Rahimi, Armstrong Atlantic State University

Participants:

- Identifying With School: The Case Studies of Two African American Boys. Vicki A. Vesco, University of Florida

- Moments of Inclusion: Contesting Racial Microaggressions in Black Middle-Class Male Schooling. Quaylan Allen, University of Northern Colorado

- (Re)Engaging Black Male Youth Within Community-Based Educational Spaces. Bianca J. Baldridge, Teachers College, Columbia University; Marc Lamont Hill, Teachers College, Columbia University; James Earl Davis, Temple University

- Seventy-Five Years After the Miseducation of the Negro: Interrogating Success for African American Male Educators. Connie Patricia (Hendrix) Ballard, Longwood University; Theresa Alden Clark, Longwood University; Deneese L. Jones, Longwood University

- “Male Delight”: What Some Boys Say About the Influence of Male English Teachers. Anne M. Watson, The University of Western Ontario

45.080-3. Music Education Roundtable 1. SIG-Music Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

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

Participants:

- Perceived Use of Democratic Teaching Strategies in Secondary Music Ensembles. Warren Haston, University of Hartford

- The Impact of Cutbacks on School Music Programs in Three Midwestern States. Frederick Barrack, Kansas State University; Dale E. Bazan, University of Nebraska - Lincoln; Philip Payne, Kansas State University

- Understanding Social-Cultural Influences Affecting Nonparticipation in Singing. Colleen Marie Whidden, University of Calgary

- Secondary Band Student Perspectives on Musical and Educational Outcomes From Participation in Band Festivals. Peter J. Gouzouasis, The University of British Columbia; Martin Guhn, The University of British Columbia

45.080-4. Perspectives on Polities: Oakeshott, Capabilities, Parental Rights. SIG-Philosophical Studies in Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Kristen L. Davidson, University of Colorado - Boulder

Participants:

- Parental Authority Over Education and the Right to Invite. Bryan R. Warnick, Ohio State University


45.080-5. Improving Outcomes for Students With Autism. SIG-Special Education Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Ernest Rose, Loyola Marymount University

Participants:

- Symbolic Play and Social Development of Young Children With Autism Spectrum Disorder in Inclusive Classrooms. Filiz Polat, University of Hong Kong; Elsa Ling, University of Hong Kong

- Increasing Communicative Skills: A Case Study of an Adult Male With Autism Spectrum Disorder and Vision Loss. Brian Kee, Behavioral Services of Tennessee; Laura Baylot Casey, The University of Memphis; David Bicard, Our Lady of Peace; Sara Bicard, Auburn University - Montgomery

- Effects of Differential Reinforcement of Short Latencies on Response Latency, Task Completion, and Accuracy of an Adolescent With Autism. Melanie Donohue, The University of Memphis; Laura Baylot Casey, The University of Memphis


- Teaching Elementary Students With Autism Spectrum Disorders to Write Persuasive Essays. Dianne Allen-Bronaugh, James Madison University; Margo A. Mastropietro, George Mason University

SIG-Workplace Learning; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Judith O. Brown, Barry University

Participants:
Investigating Instructional Design’s Workplace Expertise: Using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) and Workplace Learning and Performance as Perspective . Ray Kennard Haynes, Indiana University; Ria A. Roy, Indiana University; Husa Ali Alangari, Indiana University

Revive to Default: Subject Matter Experts in the Workplace Classroom. Timothy K. O’Malley, University of Washington; Michael Richey, The Boeing Company; David French, The Boeing Company

Distinctive Competencies for Sustainable Development. Renate Wesseling, Wageningen University; Thomas Lans, Wageningen University; Vincent Blok, Wageningen University; Martin Mulder, Wageningen University

45.080.7. Fairness in Student Assessment and Grading. SIG-Coursework Assessment; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Jon R. Flatz; University of Louisiana at Lafayette - retired

Participants:
Fairness and Equity in Student Assessment. Shellyan Scott, University of Calgary; Charles Webber, Thompson Rivers University; Judy Lee Lapart, University of Alberta; Nola Atkin, University of Lethbridge; Donald E. Scott, University of Calgary

Profiles of Teacher Grading Practices: Integrating Teacher Beliefs, Course Criteria, and Student Characteristics. Caroline R.H. Wiley, Human Resources Research Organization

The Tyranny of Tradition: Overcoming the Obstacles to Grading Reform. Thomas R. Guskey, University of Kentucky

VCC, First Level, East Ballroom C; 2:15-3:45pm

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

Participants:
Best Intentions and Unintended Outcomes: The Role of Majoritarian Stories in Teaching for Social Justice. Kara Mitchell, University of Colorado - Denver; Aubrey Scheepner Torres, Education Development Center, Inc.; Joan Barnatt, Elon University; Peter Piazza, Boston College

“We Could Change Lives”: Teacher Candidates Use Literature Circles to Talk About Social Justice Issues. Marga Madhuri, University of La Verne; Nancy T. Walker, University of La Verne; Erica Landmann-Johnsey, University of La Verne

Putting Critical Pedagogy Into Practice: The Challenges and Opportunities of a Racially Diverse Student Teaching Placement. Paul J. Brawdy; Saint Bonaventure University; Anne-Claire Fisher, Saint Bonaventure University

45.080-9. Mentoring School Principals. SIG-Mentorship and Mentoring Practices; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Elizabeth Anne Halsall, The University of Aberdeen

Participants:
Building Capacity of School Principals Through Leadership Coaching. Susan R. Warren, Azusa Pacific University; Patricia Mark, San Bernardino County Superintendent of Schools; Beth Brigante Highie, San Bernardino County Superintendent of Schools; Ying Hong Jiang, Azusa Pacific University; Virginia Elizabeth Kelsen, Claremont Graduate University

Exploring Gender and Experience Differences in School Principals’ Needs for Mentoring and Coaching. Heather E. Duncan, University of Wyoming; Bret Range, University of Wyoming; Maryalice Bruce, University of Wyoming; Suzanne Young, University of Wyoming

Principal Mentoring as a Leader Preparation, Socialization, Support, and Professional Development Strategy. Oksana Parylko, University of Georgia; Sally J. Zepeda, University of Georgia; Ed Bengtson, University of Arkansas

45.080-10. Contextual and Psychological Factors Influencing STEM Success for Black Students. SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Valerie C. Lundy-Wagner, New York University

Participants:
A Historiography of the Mathematics Education of Blacks Schooled in the United States. Nicole Michelle Russell, University of Denver

Factors Influencing African American Students’ Decision to Pursue the Ph.D. in the Natural Sciences. Nicole Lewis, University of Kentucky; Karyl Jacqueline Shand Askew, University of North Carolina

When It Comes to the Mathematics Experiences of Black Preservice Teachers . . . Race Matters. Ebony Omotola McGee, Northwestern University

“Use-Inspired Research” on the Psychology of Success in STEM at an HBCU (Historically Black College or University): Racial Identity, Motivation, and Achievement Trajectories. Kimberly Edelin Freeman, Howard University; Cynthia Eileen Winston, Howard University; Alicia S. Anderson, Howard University

45.080-11. New Directions in Problem-Based Learning Research. SIG-Problem-Based Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Andrew Walker, Utah State University

Participants:
An Exploration of Avatar-Enabled Problem-Based Learning for Developing Rehabilitation Counseling Skills. Peter Blair, Utah State University; Jared Schultz, Utah State University; Nancy Glomb, Utah State University

Enhancing Learning Effectiveness in Problem-Based Learning: Can Problem Design Help? Woei Hung, University of North Dakota; Sherita Jo Love, University of North Dakota; Hongxia Fu, University of North Dakota

Overcoming the Walmart Syndrome: Adapting Problem-Based Management Education in East Asia. Philip Hallinger, The Hong Kong Institute of Education

Teachers’ Varied Approaches to Implementing a Problem Based Learning, GlobalEd 2 Simulation: An Evolved Analysis. Kamila Brodowski, University of Illinois at Chicago; Lisa J. Lynn, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Daniel William O’Brien, University of Illinois at Chicago; Andrew Cutler, University of Connecticut; Maria Fernanda Enríquez, University of Connecticut; Gena A. Khodos, University of Illinois at Chicago; Donayln Manegegna, University of Connecticut; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut

Transfer of Emergent Leadership from Collaborative Reasoning to Collaborative Problem Solving. Jingjing Sun, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Tzu-Jung Lin, University of Illinois at Urbana-Champaign

45.080-12. Stress and Coping in Education Paper Discussions 2. SIG-Stress and Coping in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:
A Comparison of Sources of Stress, Teacher Stressors, and Coping Strategies of Teachers in America and Saudi Arabia. Carolyn Orange, The University of Texas - San Antonio

Nontraditional Students’ Perceptions of Their Abilities to Manage Transitions While Attending One Southern Community College. Crystal Frazier, Mercer University

Levels of Stress of Professors at the Universidad de Quintana Roo in Mexico. Argelia Peña, Universidad de Quintana Roo

45.080-13. Reenvisioning Schools as Institutions. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: Erendira Rueda, Vassar College

Participants:
Student Planners in School and Out of School: Who’s Managing Whom. Kimberly Lentes, University of Calgary; Marianne McTavish, The University of British Columbia

Experiencing Diversity: Understanding Climates for Diversity in Educational Institutions. Celia J. Ofyler, Teachers College, Columbia University; Robert T. Carter, Columbia University; Limarys Caraballo, Teachers College, Columbia University; Keisha McIntosh Allen,
45.081. Roundtable Session 75; Roundtable Session

45.081-1. Second Life to Support Learning Across Contexts. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Robb William Lindgren, University of Central Florida
Participants:
Design, Play, Communicate, and Learn: Examining the Value of Learning History Through Avatar Role Play. Jenny S. Wakefield, University of North Texas; Leila Mills, University of North Texas; Scott Joseph Warren, University of North Texas; Monica A. Rankin, The University of Texas - Dallas; Jonathan Gracht, University of North Texas
Investigating Second Life for Language Learning: EFL (English as a Foreign Language) Teachers’ Perspectives on the Use of Second Life and Which Factors Affect Their Desire to Integrate It Into Language Instruction. Muhammet Demirbilek, Saleyem Demirel University
Proactive Retrospective Installation in Second Life. Chih-Feng Chien, Texas A&M University; Trina J. Davis, Texas A&M University - College Station; Patrick Slattery, Texas A&M University
Using Second Life to Enhance Spatial Ability and Improve Chemical Education. Zahira H. Merchant, Texas A&M University; Wendy L. Keeney-Kennicutt, Texas A&M University; Ernest T. Goetz, Texas A&M University

45.081-2. Phenomenology, Hermeneutics, and Critical Theories in Qualitative Research. SIG- Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Guili Zhang, East Carolina University
Participants:
Using Cultural Production Theory and Ricoeur’s Philosophical Hermeneutics as a Framework to Explore Individual Interpretations. Rachel Wilson, Appalachian State University; Julie Kittleson, University of Georgia
TO BE or NOT TO BE: Not a Simple Question. Barbara Dennis, Indiana University
“You Bump Into Walls Until You Find the Door!” Philosophical Hermeneutics and Community-Based Research. Marie Gina Sandy, University of Wisconsin - Milwaukee
Phenomenology as a Qualitative Approach: Researching Live(d) Experience. John Paul Coleman, University of Ottawa; Pierre Boudreau, University of Ottawa

45.081-3. Research in Reading and Literacy SIG Roundtable 1: Reading and Writing. SIG-Research in Reading and Literacy; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Stephen B. Kucan, Washington State University - Vancouver
Participants:
A Case Study of Discourse Practices Surrounding Concrete Literacy Tools in a Fourth-Grade Classroom. Tracey Kumar, The University of Texas - San Antonio; Lorena Villarreal, The University of Texas - San Antonio; Troy Allen Wilson, 05922069; Idalia Nunez, The University of Texas - San Antonio
Reading Motivation and Academic Achievement: Relational Effects in Adolescent Boys. Amanda Rabidue Bazack, University of New Haven; Amy Nicole Salvaggio, University of New Haven

45.081-4. Systems Thinking as a Driver for Designing 21st-Century Curriculum and Instruction. SIG-Systems Thinking in Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm
Chair: Gary J. Skolits, The University of Tennessee
Participants:
Teaching From a Systems Perspective: Seeing the Classroom as a System. David Barshes, The Classroom System; Ruth M. Fruland, Bellevue College

45.082. Roundtable Session 76; Roundtable Session

45.082-1. Theoretical Perspectives in Gender and Education. SIG-Research on Women and Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Tania Ramalho, SUNY - College at Oswego
Participants:
A Synthesis of SIG Research on Women and Education’s Book Series: 12-Year Reflections and 5-Year Projections. Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Janice Koch, Hofstra University
Girls Run the World? Caught Between Sexism and Postfeminism in the School. Shauna Pomerantz, Brock University; Rebecca Raby, Brock University; Andrea Stefanik, Brock University
Recovering “The Original Blueprint of the Human Soul”: One Storied View of Women’s Spirituality Education. Nane Ariadne Jordan, The University of British Columbia

45.082-2. Technology and Teacher Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Joanne M. Carney, Western Washington University
Participants:
Empowering Urban Teachers Through a Multimedia Capstone Project. Nancy Jo Schafer, Georgia State University; Vera Stenhouse
Teachers in the Arctic: Field Experiences Delivering Distance Education. George Veletasinos, The University of Texas - Austin; Aaron Doering, University of Minnesota; Jeni Henrickson, University of Minnesota

45.083. Roundtable Session 77; Roundtable Session

45.083-1. Undergraduate Writing: Desire, Beliefs, and Self-Regulation. SIG-Writing and Literacies; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Geraldine R. McNelly, Chapman University
Participants:
Development of a Measure of Undergraduates’ Rhetorical Writing Beliefs. Michelle Elizabeth Neely, University of Colorado - Colorado Springs
Instruments of Desire: A Case Study of Student Literacies. Aimee Cheree Mapes, University of Arizona
Locating the Writing Center: Texts, Actor Networks, and Spatial Analysis. Jason Lovvorn, Vanderbilt University

45.083-2. Student and Teacher Motivation in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Timothy F. Hopper, University of Victoria
Participants:
Amotivation and Low Relatedness in Urban Physical Education. Bo Shen, Wayne State University; Alex C. Garn, Louisiana State University; Nathan A. Mccaughtry, Wayne State University; Jeffrey Martin, Wayne State University; Mariane M. Fahlman, Wayne State University
Physical Educators’ Use of Mental Imagery for Self-Regulatory Behaviors.  
Nathan D. Hall, University of Winnipeg
Preservice Teachers’ Educational Values as a Basis for Motivation to Teach.  
Haichun Sun, University of South Florida; Nell Faucette, University of South Florida

Division and SIG Posters

45.084. Poster Session 11; Poster Session

45.084-1. Bilingual Education Research: Theory, Policy, and Practice  
Poster Session. SIG-Bilingual Education Research; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
1. Bilingual Teacher Education: A Three-Pronged Program Design.  
   Elizabeth A. Skinner, Illinois State University; Pauline Clardy, Illinois State University; Maria Luisa Zamudio, Illinois State University
2. Factors Influencing Language Choice Among Latino/a Spanish Bilinguals.  
   Evelyn Quezada, Washington State University; Ohusola Olaolekan Adesope, Washington State University
3. How Can They Be Gifted if They Don’t Speak English? Assessing Talents of Spanish-Speaking First and Second Graders.  
   Liz Hollingworth, University of Iowa; Sarah Hale, University of Iowa
4. How Do Latino English Language Learner Students Learn?  
   Sonia Enid Maldonado, City College of New York - CUNY
5. Language Brokering Among the Children of Latino Immigrants: Out-of-School Bilingual Practices and In-School Benefits.  
   Rebecca Anguiano, University of California - Berkeley
   Kate Niehaus, University of Louisville; Jill L. Adelson, University of Louisville
   Carla Pacioto, Western Illinois University; Gloria Ann Delany-Barmann, Western Illinois University
8. Repair con Caraño: A Language Ideological Study of Corrective Feedback With Latino English Learners.  
   Aria Razfar, University of Illinois at Chicago
   Nadeen T. Ruiz, California State University - Sacramento; Peter J. Baird, California State University - Sacramento
10. The Influence of First Language Learning on Second Language Learning: Differences in English Learning Between Two First-Grade ESL (English as a Second Language) Students.  
    Heejin Son, Texas Tech University
11. When Data Come Into Play: The Uncertain Course of Assessments for Bilingual Students.  
    Laura Ascencz-Moreno, Brooklyn College School of Education
12. Writing Events in a First-Grade Dual-Language Immersion Classroom of Nondominant Students.  
    Joanna W. Wong, University of California - Davis

45.084-2. Development and Evaluation of the Taoist Beliefs Inventory.  
SIG-Confucianism, Taoism, and Education; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:
13. Development and Evaluation of the Taoist Beliefs Inventory.  
    Kim Wang, Texas A&M University - Commerce; Stephen Armstrong, Texas A&M University - Commerce

45.084-3. Representations as Pedagogical Tools in Preservice Teacher Education.  
SIG-Teaching Educational Psychology; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
    Kendall Becherer, University of Washington
15. The aDROIT (Decorative, Representational, Organizational, Interpretational, and Transformational) Functions of Pictures in PowerPoint Presentations: Illustrations for the Educational Psychology Classroom.  
    Russell N. Carney, Missouri State University

Division H - Research, Evaluation and Assessment in Schools; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
16. Effects of Higher Quality Pre-Kindergarten-to-Grade 3 Education for At-Risk Children on Long-Term Development.  
    Yi Pan, University of North Carolina - Chapel Hill; Qiu Wang, Syracuse University; Matthew McBee, Frank Porter Graham Child Development Institute
17. Early Reading First: A Local Evaluation in Service of Teachers and Children.  
    Helen S. Athorph, Marzano Research Laboratory; Deborah A. Mazzes, McREL; Elena Bodrova, McREL; Amy Larick, Des Moines Public Schools
    Shanan L. Chappell, Old Dominion University; The Center for Educational Partnerships; Anna W. Grehan, Education Research Group; Deborah L. Lindsey, Milwaukee Public Schools; Lee Grehan, The University of Memphis

45.084-5. Evaluations of Mathematics Programs and Interventions for K–12 Students.  
Division H - Research, Evaluation and Assessment in Schools; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
    Teomara Rutherford, University of California - Irvine; Margaret Burchinal, University of California - Irvine; George Farkas, University of California - Irvine; Jeneen Graham, University of California - Irvine; Melissa Kibrick, University of California - Irvine; Jennifer Joan Long, University of California - Irvine; Lindsey E. Richland, University of Chicago; Natalie A. Tran, California State University - Fullerton; Stephanie H. Schneider, Orange County Department of Education; Lauren Duran, Orange County Department of Education; Michael E. Martinez, University of California - Irvine
    Megan Deiger, Loyola University Chicago; Stacy A. Wenzel, Loyola University Chicago
21. The Effects on Student Mathematics Achievement of Academy versus Institute Models of Teacher Professional Development.  
    Rachelle Kist Hackett, University of the Pacific; Lynne A. Bercaw, California State University - Chico; Matthew Ciancetta, Western Oregon University; Jorgen Bergbland, California State University - Chico; Giovanna Stephens, California State University - Chico; Sharon H. Ross, California State University - Chico
22. Fueled by a Knowledge-Based Community in STEM: Evaluation Methods and Results From an Institutional Integration Project.  
    Connie Swan, University of Central Florida; Cynthia Cassagnol, University of Central Florida; Conrad G. Katzenmeyer, University of Central Florida
23. Effects of a Tier-2 Mathematics Intervention for Grade 1 At-Risk Students: A Multistate Evaluation of Number Rockets.  
    Eric L. Rolphus, Edvance Research, Inc.; Russell M. Gersten, Instructional Research Group; Ben Clarke, University of Oregon; Lauren Elizabeth Decker, Edvance Research, Inc.; Chuck Wilkins, Edvance Research, Inc.; Joseph A. Dimino, Instructional Research Group
24. Lessons Learned From the Evaluation of a Sustained University/  
    K12 Science Education Partnership.  
    Virginia Shepherd, Vanderbilt University; Jennifer Ulfar, Vanderbilt University; Susan Kaner, Vanderbilt University; Molly Bolger, Vanderbilt University; Robert Crouch, Vanderbilt University; Doug Robinson, Topaz Canyon; John A. Willis, Brook Besor Consultants
    David Holdzkom, Wake County Public School System; Bradley J. McMillen, Wake County Public School System; Glenda R. Haynie, Wake County Public School System

SIG-Longitudinal Studies; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:
26. A Comparison of Models on Supplemental Educational Services on Student Achievement in Five Waiver Districts.  
    Gur Hoshen, American Institutes for Research
    Janlys Alysia Jongbloed, The University of British Columbia; Lesley Andres, The University of British Columbia
    Unkyung No, Korea University; Sehee Hong, Korea University
Sunday, April 15, 2012

45.084-7. Assessment and Teacher Knowledge in Math. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
29. Development, Validation, and Implementation of the Elementary Mathematics Motivation Inventory. Sandra Mammano Linder, Clemson University; Julie Brockman Smart, Presbyterian College
30. Mathematical Problem Solving, Mathematics Anxiety, and Preservice Elementary School Teachers in a Mathematics Methods Course. Maria Lorelei Fernandez, Florida International University; Leslie Nisbet, Florida International University
31. Mathematics Teachers Discussing Engaging English Learners in Mathematical Problem Solving and Language-Based Instructional Supports. Johannah Nikula, Education Development Center, Inc.; Mark J. Driscoll, Education Development Center, Inc.; Rachel E. Wing DiMattia, Education Development Center, Inc.; Maria Teresa Sanchez, Education Development Center, Inc.; Peter Tierney-Fije, Education Development Center, Inc.
32. Student Learning Heterogeneity in School Mathematics: A Comparison of Methods. Malcolm Cunningham, University of Toronto
33. Subject Matter Knowledge and Instructional Processes: What Is the Connection With Regard to Teaching Algebraic Concepts? Bobby Ojose, University of Redlands
34. Teacher Knowledge and Its Influence on Student Learning: Teaching Place Value Concepts to First-Grade Romanian Students. Madalina F. Tanase, University of North Florida
35. Teachers’ Notions of Facilitating Mathematical Discussion and the Influence of Professional Obligations for Mathematics Teaching. Karl Wesley Kosko, University of Michigan; Patricio G. Herbst, University of Michigan
36. We’re Number One! Examining High School Mathematics Teachers’ Prioritizations of Algebra Standards. Megan Westwood Taylor, Harvard University
37. Improving Mathematical Learning Outcomes Through Automatic Reassessment and Relearning. Neil T. Heffernan, Worcester Polytechnic Institute; Cristina L. Heffernan, University of Pittsburgh; Kevin Dietz, University of Illinois at Chicago; Deena Ariel Soffer, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Matthew Dailey, Worcester Polytechnic Institute

45.084-8. Imaging Studies in Educational Neuroscience. SIG-Brain, Neurosciences, and Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
38. Examining Relations Between Behavioral and Neurological Indices of Children’s Executive Functioning Skills and Academic Achievement. Jennie K. Grammer, University of Michigan; William Gehring, University of Michigan; Frederick J. Morrison, University of Michigan
39. Group Differences in Single-Digit Multiplication Reflected by Event-Related Potential Brainwave Activity. Mark Leikin, University of Haifa; Ilana Waisman, University of Haifa; Shelley Shaul, University of Haifa; Reza Leikin, University of Haifa
40. An Event-Related Potentials Study on Visual-Spatial Abilities in Identifying 2D Chemical Structures. Chia-Ju Liu, National Kaohsiung Normal University; Hou-Min Chu, National Kaohsiung Normal University; Chin Fei Huang, National Kaohsiung Normal University
41. Investigating a Strategy for Solving Indefinite Integration Problems in Calculus: An fMRI (Functional Magnetic Resonance Imaging) Study. Larissa Buchi Schroeder, University of Hartford; Thomas C. Defranco, University of Connecticut; Kenneth Pugh, Haskins Laboratories

45.084-9. Applications With Multiple Linear Regression. SIG-Multiple Linear Regression: The General Linear Model; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
42. Analyzing College Remediation Using Regression Discontinuity. Taryn Harmon; Kenneth Robert Magdalenos, California State University - Fresno; Susan M. Tracc, California State University - Fresno
43. Multiple Linear Regression Articles and the Article Publication Process. Patrick Nowell, California State University Fresno; Patricia B. Elmore, Southern Illinois University; David A. Walker, Northern Illinois University
45.084-10. Examining the Effects of Culture, Cognitive Capacity, and Human Agency on Academic Achievement. SIG-Studying and Self-Regulated Learning; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
45. A Cross-Cultural Investigation of Motivational, Cognitive, and Self-Regulation Factors Affecting Student Achievement. Jaehak Jung, The University of Texas - Austin; Claire Ellen Weinstein, The University of Texas
46. Agency as a Mediator of Academic Achievement. Jillianne Code, University of Victoria
47. Students’ Approaches to Learning in Relation to Their Cognitive Capacities. Eva Kyndt, University of Leuven; Eduardo C. Cascaletti, Katholieke Universiteit Leuven

Sunday, 4:05 pm

46.010. Presidential Address and Awards Presentation. Presidential Session
VCC, First Level, West Ballroom C; 4:05-6:05pm
Chair: Cynthia A. Tyson, The Ohio State University - Columbus
Participant:
To Know Is Not Enough: Knowledge, Power, and the Zone of Generativity. Arnetta F. Ball, Stanford University
Awards and Presenters:
Palmer O. Johnson Memorial Award, William F. Tate, Washington University in St. Louis
Review of Research Award, Sharon Nelson-Barber, Pacific Resources for Education and Learning
Relating Research to Practice Award, Christine E. Sleeter, California State University - Monterey Bay
E.F. Lindquist Award, Guillermo Solano-Flores, University of Colorado - Boulder
Early Career Award, Carla D. O’Connor, University of Michigan
Outstanding Book Award, Jeffrey M.R. Duncan-Andrade, San Francisco State University
Committee on Scholars of Color in Education Awards, Ruben Donato, University of Colorado - Boulder
Distinguished Contributions to Gender Equity in Education, Dolores Delgado Bernal, University of Utah
Social Justice in Education Award, Richard P. Duran, University of California - Santa Barbara
Distinguished Public Service Award, P. David Pearson, University of California - Berkeley
Presidential Citations, Arnetta F. Ball, Stanford University
Distinguished Contributions to Research in Education Award, P. David Pearson, University of California - Berkeley

Sunday, 6:05 pm

47.010. Non Satis Scire: reARTiculations! Live Performance (Sunday). Presidential Session
VCC, First Level, West Room 105 Foyer; 6:05-7:35pm
Chairs: Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricke, Simon Fraser University

Sunday, 6:15 pm

Division Business Meetings and Receptions

48.010. Division A Business Meeting. Division A - Administration Organization & Leadership; Business Meeting
VCC, Second Level, East Room 8&15; 6:15-7:45pm
Chair: Linda E. Stier, Texas A&M University
48.011. Division C Learning and Instruction Business Meeting and Reception. Division C - Learning and Instruction; Business Meeting
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 6:15-8:15pm
Chair: Gale M. Sinatra, University of Southern California

48.012. Division E Business Meeting, Division E - Counseling and Human Development; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm
Chair: Dorothy L. Esplege, University of Illinois at Urbana-Champaign

48.013. Division F Business Meeting, Division F - History and Historiography; Business Meeting
VCC, Third Level, West Room 306; 6:15-7:45pm
Chair: Marybeth Gasman, University of Pennsylvania

SIG Business Meetings and Receptions

48.014. Adolescence and Youth Development SIG Business Meeting, SIG-Adolescence and Youth Development; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm
Chair: Stephen D. Whitney, University of Missouri

48.015. Arts and Learning SIG Business Meeting and Guest Speaker Dr. Donal O’Donoghue, SIG-Arts and Learning; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm

Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm

48.017. Classroom Assessment SIG Business Meeting, SIG-Classroom Assessment; Business Meeting
VCC, Second Level, East Room 13; 6:15-7:45pm

48.018. Cognition and Assessment SIG Business Meeting, SIG-Cognition and Assessment; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm
Chairs: Howard T. Everson, The Graduate Center - CUNY; Jonathan Templin, University of Georgia

48.019. Confluent Education SIG Business Meeting, SIG-Confluent Education; Business Meeting
Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

48.020. Constructivism Research Theory and Practice SIG Business Meeting, SIG-Constructivist Theory, Research, and Practice; Business Meeting
VCC, Second Level, East Room 16; 6:15-7:45pm

48.021. Cooperative Learning: Theory, Research and Practice SIG Business Meeting, SIG-Cooperative Learning:Theory, Research and Practice; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm

48.022. Early Education and Child Development SIG Business Meeting: Facilitating Collaborations and Joint Research, Keynote, Pam Winton, SIG-Early Education and Child Development; Business Meeting
VCC, Second Level, West Room 212&213; 6:15-7:45pm
Participant: Pamela J. Winton, University of North Carolina - Chapel Hill

48.023. Education and Student Development in Cities SIG Business Meeting, SIG-Education and Student Development in Cities; Business Meeting
VCC, Third Level, West Room 302; 6:15-7:45pm
Chairs: Suniti Sharma, The University of Texas - Brownsville; Inna Abramova, Purdue University
Participant: Eloisa Maria Rodriguez, Universidad Pedagogica Nacional Francisco Morazan

48.024. Improving Schools: Addressing the Practice Challenge, SIG-Educational Change; Business Meeting
VCC, Second Level, East Room 11; 6:15-7:45pm

48.025. Foucault and Contemporary Theory in Education SIG Business Meeting, SIG-Foucault and Contemporary Theory in Education; Business Meeting
VCC, Third Level, West Room 303; 6:15-7:45pm
Chair: Sophia Rodriguez, Loyola University Chicago

48.026. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting, SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting
VCC, Second Level, East Room 18; 6:15-7:45pm

VCC, Second Level, West Room 214; 6:15-8:15pm
Chair: Michelle L. Tichy, University of Northern Iowa
Participants: Robert Lewis Lake, Georgia Southern University; Nel Noddings, Stanford University

48.028. Inclusion and Accommodation in Educational Assessment SIG Business Meeting, SIG-Inclusion & Accommodation in Educational Assessment; Business Meeting
Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm
Participants: Lindy L. Crawford, Texas Christian University; Leanne R. Ketterlin-Geller, Southern Methodist University

Sheraton Wall Centre, Third Level, North Parksville; 6:15-8:15pm

48.030. Instructional Technology SIG Business Meeting and Reception, SIG-Instructional Technology; Business Meeting
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 6:15-7:45pm
Participants: Theresa A. Callen, University of Oklahoma; Michael M. Grant, The University of Memphis; Pasha Antonenko, Oklahoma State University; Joanna C. Dunlap, University of Colorado - Denver; Roger Azevedo, McGill University

48.031. International Studies SIG Business Meeting, SIG-International Studies; Business Meeting
VCC, First Level, West Room 114&115; 6:15-7:45pm
Chairs: Stephen P. Heyneman, Vanderbilt University; Kirsi A. Tirri, University of Helsinki

48.032. Learning Environments SIG Business Meeting, SIG-Learning Environments; Business Meeting
VCC, Second Level, West Room 223; 6:15-7:45pm
Chair: Perry den Brok, Eindhoven University of Technology

48.033. Learning Sciences SIG and Advanced Technologies for Learning SIG Joint Business Meeting, SIG-Learning Sciences Cosponsored with SIG-Advanced Technologies for Learning; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-8:15pm
Chairs: Vanessa Sivhla, University of New Mexico; Victor R. Lee, Utah State University; A. Susan Jarow, University of Colorado - Boulder; Joshua Adam Danish, Indiana University
Participants: Benjamin Shapiro, Morgridge Institute for Research; Taylor Martin, The University of Texas - Austin; Kylie A. Peppler, Indiana University - Bloomington; Tom Moher, University of Illinois at Chicago; Diane Lynn Glosson, Indiana University

48.034. Measurement Services SIG Business Meeting, SIG-Measurement Services; Business Meeting
Marriott Pinnacle, Third Level, Durandave; 6:15-8:15pm

48.035. Mixed Methods Research SIG Business Meeting: Invited
Distinguished Mixed Methods Research Speaker. SIG-Mixed Methods Research; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm
Chair: Nataliya Y. Ivankova, The University of Alabama - Birmingham
Participant: Sharlene J. Hesse-Biber, Boston College

SIG-Multiple Intelligences: Theory and Practice; Business Meeting
VCC, Third Level, West Room 305; 6:15-7:45pm

48.037. Multiple Linear Regression/General Linear Model SIG Business Meeting.
SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 6:15-7:45pm
Chair: Daniel J. Mundfrom, Eastern Kentucky University

SIG-Music Education; Business Meeting
VCC, Third Level, West Room 304; 6:15-7:45pm

48.039. NAEP Studies SIG Business Meeting: Future of NAEP.
SIG-NAEP Studies; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-8:15pm
Chair: Young Yee Kim, American Institutes for Research

SIG-Online Teaching and Learning; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-7:45pm
Participants: Dave L. Edyburn, University of Wisconsin - Milwaukee; Karen P. Swan, University of Illinois at Springfield; Leanna Matchett Archambault, Arizona State University

48.041. Paulo Freire SIG Business Meeting: Doing Business: Remembering Paulo in His 90th Year.
SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 6:15-8:15pm
Chair: Eleanor Blair Hilty, Western Carolina University
Participant: Antonia Darder, Loyola Marymount University
Participant: Through Paulo’s Glasses: Critical Pedagogy for Here and Now: A Film by Giuliana Cucinelli (Director), Shirely Steinberg (Producer). Giuliana Cucinelli, Concordia University; Shirley R. Steinberg, University of Calgary

48.042. Postcolonial Studies and Education SIG Business Meeting With Guest Speaker Anne Hickling Hudson.
SIG-Postcolonial Studies and Education; Business Meeting
VCC, First Level, West Room 113; 6:15-7:45pm
Chair: Joseph Zanoni, University of Illinois at Chicago
Participant: Anne Hickling Hudson, Queensland University of Technology

48.043. Problem-Based Education SIG Business Meeting.
SIG-Problem-Based Education; Business Meeting
VCC, Second Level, West Room 217&218; 6:15-7:45pm

SIG-Professional Development School Research; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-7:45pm
Chair: Kristien Zenkov, George Mason University

SIG-Professional Licensure and Certification; Business Meeting
VCC, Second Level, West Room 205; 6:15-7:45pm

48.046. Queer Studies SIG Business Meeting.
SIG-Queer Studies; Business Meeting
VCC, First Level, West Room 116&117; 6:15-7:45pm
Chairs: Anna V. Wilson, Chapman University; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo

SIG-Research Focus on Black Education; Business Meeting
VCC, First Level, West Ballroom A; 6:15-7:45pm
Participant: Wade Boykin, Capstone Institute at Howard University

48.048. Research Use SIG Business Meeting.
SIG-Research Use; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle I; 6:15-7:45pm

48.049. Research in Reading and Literacy SIG Business Meeting.
SIG-Research in Reading and Literacy; Business Meeting
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 6:15-7:45pm

SIG-Research in Social Studies Education; Business Meeting
VCC, Second Level, West Room 206; 6:15-7:45pm
Chair: Jeff Passe, Towson University
Participant: Jeff Passe, Towson University
Participant: Lurching Toward Coherence: An Episodic History of Curriculum and Standards Development in Social Studies. Kathleen Owings Swan, University of Kentucky; S. G. Grant, Binghamton University - SUNY; John K. Lee, North Carolina State University

48.051. Research on Giftedness, Creativity, and Talent SIG Business Meeting.
SIG-Research on Giftedness, Creativity, and Talent; Business Meeting
VCC, First Level, West Room 111&112; 6:15-7:45pm
Chair: Marcia L. Gentry, Purdue University

SIG-Research on Teacher Induction; Business Meeting
VCC, Second Level, East Room 14; 6:15-7:45pm

SIG-Research on the Superintendency; Business Meeting
VCC, Second Level, East Room 9; 6:15-7:45pm
Chairs: Thomas L. Alsbury, Seattle Pacific University; Meredith L. Mountford, Florida Atlantic University

48.054. Rural Education SIG Business Meeting.
SIG-Rural Education; Business Meeting
VCC, Second Level, East Room 17; 6:15-7:45pm
Chair: Kimberly L. Jones, Trimbble Local Schools

SIG-School Turnaround and Reform; Business Meeting
VCC, Second Level, West Room 221; 6:15-7:45pm
Chair: Marlene J. Darwin, American Institutes for Research
Participants: Amanda L. Datnow, University of California - San Diego; Daniel L. Duke, University of Virginia; Becki Herman, American Institutes for Research; Samuel C. Stringfield, University of Louisville

SIG-Second Language Research; Business Meeting
VCC, Second Level, East Room 10; 6:15-7:45pm
Chair: Youngjoo Yi, Georgia State University
Participants: Amanda Kibler, University of Virginia; Higinia Torres Rinbau, University of Saint Thomas; Theresa Y. Austin, University of Massachusetts - Amherst; Ho-Ryong Park, University of South Florida; Melinda E. Martin-Beltran, University of Maryland - College Park
Participant: Fighting Back Against the Reveal: Spanish Teachers Perform Nonnative Speakerness in View of School Administrators. Jennifer Wooten, University of North Carolina

48.057. Self-Study of Teacher Education Practices SIG Business Meeting: There’s No Meeting Like S-STEP! SIG-Self-Study of Teacher
Sunday, 7:45 pm

Division Sessions

VCC, First Level, West Ballroom B; 7:45-9:45pm

SIG Sessions

49.011. Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception. SIG-Research Focus on Black Education; Reception
VCC, First Level, West Ballroom D; 7:45-9:45pm

Monday, 7:00 am

Governance Meetings and Events

50.001. AERA Research Advisory Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 7:00-10:15am
Chair: Frederick D. Erickson, University of California - Los Angeles, Retired

Monday, 8:00 am

Professional Development Courses

51.010. Accessing and Analyzing National Databases to Conduct Mixed-Methods Research in Secondary and Higher Education. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, Cheakamus; 8:00am to 12:00pm
Director: Terrell Lamont Strayhorn, The Ohio State University
Instructor: Tonya N. Saddler, Marywood University

51.011. Causal Inference With Quasi-Experimental Designs: Methods and Applications. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm
Director: Joseph P. Robinson, University of Illinois at Urbana-Champaign
Instructor: Allison C. Atteberry, University of Virginia

51.012. How to Get Published: Guidance From Emerging and Senior Scholars. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 12:00pm
Director: Patricia A. Alexander, University of Maryland
Instructors: Gregory Camilli, University of Colorado - Boulder; Patricia B. Elmore, Southern Illinois University; Jeffrey A. Greene, University of North Carolina; Emily M. Grossnickle, University of Maryland; Gregory R. Hancock, University of Maryland; Panayiota Kendeou, Neapolis University Pafos; Alexandra List, University of Maryland; Sandra Michelle Loughlin, University of Maryland; Sofie Loyens, Erasmus University; Matthew T. McCrudden, Victoria University of Wellington; Diane L. Schallert, The University of Texas - Austin

51.013. Thinking With Theory in Qualitative Research. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 8:00am to 12:00pm
Directors: Sara M. Childers, The University of Alabama; Mirka E. Koro-Ljungberg, University of Florida; Lisa A. Mazzei, Gonzaga University
Instructors: Alecia Youngblood Jackson, Appalachian State University; Jerry L. Rosiek, University of Oregon; Jeong-un Rhee, Long Island University - C.W. Post Campus; Sharon Sabreenduth, Bowling Green State University

Monday, 8:15 am

Governance Meetings and Events

52.001. AERA Committee on Scholars and Advocates for Gender Equity in Education Open Meeting and Breakfast. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 8:15-9:45am
Chair: Dolores Delgado Bernal, University of Utah

52.002. AERA Government Relations Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 8:15-10:15am
Chair: P. David Pearson, University of California - Berkeley

52.003. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-9:45am
Chair: Dorothy L. Espelage, University of Illinois at Urbana-Champaign

52.004. Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 8:15-10:15am
Chair: Lynne Schrum, George Mason University

AERA Related Activities

52.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
VCC, First Level, West Room 116&117; 8:15-9:45am
Chair: Tracy Young, American Educational Research Association
**Presidential Sessions**


VCC, First Level, West Room 118-120; 8:15-9:45am

Chair: Crain A. Soudien, University of Cape Town

Participants: Sarada Balagopalan, Centre for the Study of Developing Societies, Delhi, India; Vanessa de Oliveira Andreotti, University of Oulu; Crain A. Soudien, University of Cape Town

52.012. To Know Is Not Enough: Commissioned Essay Writers—Monday (Coffee). Presidential Session

VCC, First Level, West Room 109&110; 8:15-9:45am

Chair: Rick R. McCown, Duquesne University

Participants:
- Speaking Truth to Power in Educational Research. Sonia Nieto, University of Massachusetts - Amherst
- Knowing Ubuntu Is a Matter of Acting With Care. Yusef Waghid, Stellenbosch University; Paul Smeyers, Ghent University
- A Perspective on “Non Satis Scire” From Division I (Education in the Professions). Ara Tekian, University of Illinois at Chicago

Response to Arnetha Ball’s Request for Comment on “Non Satis Scire.” Sharon P. Robinson, American Association of Colleges for Teachers of Education

52.013. To Know Is Not Enough: Networking on Behalf of Quality Teachers for Students Who Are Culturally and/or Linguistically Diverse. Presidential Session

VCC, First Level, West Ballroom A; 8:15-9:45am

Chair: Christine E. Sleeter, California State University - Monterey Bay

Participants: Christine E. Sleeter, California State University - Monterey Bay; Thandeka K. Chapman, University of Wisconsin - Milwaukee; Robert Kim, U.S. Department of Education; La Yonne I. Neal, Northern Illinois University; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Erica R. Meiners, Northeastern Illinois University; Kevin K. Kumashiro, University of Hawaii at Chicago

**AERA Sessions**

52.014. A Dialogue on Environmental Learning and Experience. AERA Sessions; Invited Session

VCC, Second Level, West Room 212&213; 8:15-9:45am

Chair: David B. Zandvliet, Simon Fraser University

Participants: Patrick Robertson, Metro Vancouver; Bruce Ford, Metro Vancouver; Carlos Gustavo A. Ormond, Simon Fraser University

Participants:
- Environmental Concepts in the Classroom. Richard Kool, Royal Roads University
- Revisiting Environmental Learning. David B. Zandvliet, Simon Fraser University
- Environmental Learning and Teacher Education. Veronica Gayle, The University of British Columbia
- The Greenschools Movement in British Columbia. Connie Kirk, Ministry of Education

Discussant: Vicki Lynn Kelly, Simon Fraser University

52.015. AERA Early Career Award (2011) Lecture: Cynthia E. Coburn. AERA Sessions; Invited Session

VCC, First Level, West Ballroom C; 8:15-9:45am

Chair: Vanessa Siddle Walker, Emory University

Speaker:
- Pathways Between Policy and Practice: The Role of Social Networks and Social Interaction. Cynthia E. Coburn, University of California - Berkeley

52.016. National Hearing for the Classroom Assessment Standards (Formerly Known as Student Evaluation Standards). AERA Sessions; Invited Session

VCC, Second Level, East Room 13; 8:15-9:45am

Chairs: Stephen (Steve) A. Henry, REASolutions, LLC; Leslie E. Lukin, Lincoln Public Schools

Participants: Donald B. Yarbrough, University of Iowa; Patricia J. McDill, Data Recognition Corporation; Don A. Klinger, Queen’s University; Barbara Howard, Appalachian State University; W. Todd Rogers, University of Alberta

**Committee Sessions**

52.017. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Invited Session

VCC, Second Level, West Room 211; 8:15-9:45am

Participants: Vincent A. Anjara, The University of Tennessee; Carol Huang, City University of New York; LeAnn G. Putney, University of Nevada - Las Vegas; Sharon H. Ulanooff, California State University - Los Angeles; Geni Cowan, California State University - Sacramento; Stefinee E. Pinnegar, Brigham Young University; Phoebe H. Stevenson, American Educational Research Association

52.018. Informing Policy and Influencing Practice: Messages From Cross-Disciplinary Research on Science and Mathematics Education. International Relations Committee; Symposium

VCC, Second Level, West Room 205; 8:15-9:45am

Chair: Jonathan F. Osborne, Stanford University

Participants:
- Why Are Educational Standards So Resistant to Reform? An Examination of School Mathematics in England. Jeremy Hodgen, Kings College, London; Margaret Brown, King’s College London; Dietmar Kuchemann, King’s College London; Robert Coe, Durham University
- Research Synthesis for Pedagogical Improvement in School Mathematics and Science. Kenneth Rathven, University of Cambridge
- Teacher Response to Curriculum Reform in Science. Jim Ryder, University of Leeds; Indira Bannert, University of Leeds; Jim Donnelly, University of Leeds
- Factors Influencing Participation in Mathematics and Physics. Shirley Simon, Institute of Education - London; Tanjidj Mujtaba, Institute of Education; Michael Jonathan Reiss, Institute of Education - London; Melissa Rodd, Institute of Education

**International Organization Sessions**


VCC, Second Level, West Room 215&216; 8:15-9:45am

Chairs: Ted Riecken, University of Victoria; Mary Kalantzis, University of Illinois at Urbana-Champaign

Participants: Jo-ann Archibald, The University of British Columbia; Cecilia A. Reynolds, University of Saskatchewan; Lorna B. Williams, University of Victoria

52.020. Doing God in Education. British Educational Research Association; Invited Session

VCC, First Level, West Room 114&115; 8:15-10:15am

Chair: Michael Hand, University of London

Participants:
- Introduction to the Report. Trevor Cooling, Canterbury Christ Church University
- Worldviews, Humanism, and the (Im)possibility of Neutrality. Richard Norman, University of Kent
- What’s in a Worldview? A Response to Trevor Cooling’s Doing God in Education. Michael Hand, University of London
- Thinking About How to “Do God” in the Context of Diversity. Dan Moulin, University of Oxford
- The Centrality of Belief in Education. Trevor Cooling, Canterbury Christ Church University
State and Regional Educational Research Associations

52.021. State and Regional Educational Research Associations:
Distinguished Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Session
Fairmont Waterfront, Concours Level, Malaspina; 8:15-10:15am
Participants:
Southeastern Association for Community College Research—The Entrepreneurial Community College. Sharon Hatfield, Jefferson College of Health Sciences
Georgia Educational Research Association—Improving Preservice Middle School Teachers’ Confidence, Competence, and Commitment to Coteaching. Toni Strieker, Kennesaw State University; Guichun Zong, Kennesaw State University; Brynn Gillis, Kennesaw State University; Susan Leigh Stockdale, Kennesaw State University
North Carolina Association for Research in Education—Multimethod Evaluation of an Instructional Coaching Program. Judith MacKay
Discussant: Rosa Cintron, University of Central Florida

52.022. Beyond the Classroom: Exploring Effects of Teacher Leadership.
Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am
Chair: Kathryn Bell McKenzie, Texas A&M University - College Station
Participants:
Fostering Parent and Community Involvement: New Examples of Teacher Leadership From a Charitable Foundation. Joanne M. Marshall, Iowa State University
Teacher Leaders in Formal Roles: A Qualitative Study. Tracy Williams, Seattle Pacific University
To Wish Is Not Enough: How flattened, nonhierarchical approaches to Teacher Leadership Have Failed the Movement. Jason M. Margolis, Duquesne University; Kristin Shawn Huggins, Washington State University
African American Female Teachers on Teacher Leadership. Sheila Teel Robinson, NCA&T State University
Discussant: Kathryn Bell McKenzie, Texas A&M University - College Station

52.023. Leveraging University/School Partnerships in School Improvement.
Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 8:15-9:45am
Chair: Marla W. McGhee, Texas Christian University
Participants:
Reckoning With the Chaos of School Improvement: External (University) Support for School Level Change Agents. James H. Nehring, University of Massachusetts - Lowell; Ellen J. O’Brien, University of Massachusetts - Lowell
University and School Partnership: Formative Research Guiding School Reform. Sylvia Mendez-Morse, Texas Tech University; Kathryn Rene Roilo, Lubbock ISD; Alime Nazimova Sadkova, Texas Tech University; Fernando Valle, Texas Tech University
The Impacts of a University Partnership to Facilitate the Use of Research in School Improvement Efforts. Janet I. Angelis, University at Albany - SUNY; Kristen C. Wilcox, University at Albany - SUNY
Tripartite Collaboration in a School-District-University Boundary Zone. Ruth Jensen, University of Oslo
School Improvement Grants and the Discord Between Socially Just Intentions and Policy Mandates. Anjale DeVayn Wolman, University of Illinois at Urbana-Champaign; Kimberly LeChasseur, University of Connecticut; Casey D. Cobb, University of Connecticut; Morgan E. Donaldson, University of Connecticut; Anyvia P. Mayer, University of Connecticut
Discussant: Marla W. McGhee, Texas Christian University

52.024. Listening, Hearing, and Speaking: Voices From Teacher Education.
Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-9:45am
Chair: Pamela Bolotin Joseph, University of Washington Bothell
Participants:
Don’t Listen to Me! And Other Dilemmas of Leadership-Focused Curricula in Teacher Education. Lynn Fendler, Michigan State University
Putting Speaking With Others Into Practice in the Initial Teacher Education Curriculum. Lawrence Nixon, The University of Sunderland; Margaret (Maggie) Gregson, The University of Sunderland; Patricia (Trish) Mary Spedding, The University of Sunderland
(Re)constructing Dance: Case Study Research on K-5 Students’ Experiences in a Dance Residency. Alison Elizabeth Leonard, University of Wisconsin - Madison
“A Distillation of Drops of Honey”: Rethinking Teacher Dispositions Through an Ethics of Narration. Lee Airtor, York University
Seeking Harmony From Dissonance: An Analysis of the Selection of Curricula in Massachusetts Music Teacher Preparation Programs. Matthew Borek, Empirical Education Inc.
Discussant: Walter S. Gershon, Kent State University

Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 8:15-10:15am
Chair: Shirley R. Steinberg, University of Calgary
Participants:
Finding Their Voice: Understanding the Robust Critical Pedagogical Terrain in Glee. Antonio Garcia, SUNY Brockport
Cranked Up and Pushed: Threatening and Monstrous Children. William M. Reynolds, Georgia Southern University
Phish Fan Culture and Anti-Oedipus Politics. Dennis L. Carlson, Miami University
Bullet, Bites, and Bros: Corporate Constructions of Adult Desire as “Deviant” Adolescent Sexuality in “Monstrous” Teenagers. Mark Helmsing, Michigan State University
Reign in Blood: Youth and the Anarchic Ethics of Evil. Jason J. Wallin, University of Alberta

52.026. Examining Computational Thinking in the Field.
Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 8:15-9:45am
Chair: Brian J. Foley, California State University - Northridge
Participants:
Computational Thinking in Game Environments: How Do We Know It When We See It? Karen Michaelson, Tincan Technologies at Play
Students’ Construction of Science Simulations: “Is That Real Enough?”. Brian J. Foley, California State University - Northridge
Code Literacy: Developing Computational Literacy Skills Through Artifact Construction. Cameron L. Fadjo, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
Using artifact-based interviews to study the development of computational thinking in interactive media design. Karen A. Brennan, Massachusetts Institute of Technology; Mitchel Resnick, Massachusetts Institute of Technology
Discussant: Eric D. Klopfer, Massachusetts Institute of Technology

52.027. High School Students’ Identity, Positioning, and Learning in Mathematics.
Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am
Chair: Maria del Rosario Zavala, University of Washington Bothell
Participants:
Why Race and Culture Matter in Math Education: Toward a...
Comprehensive Perspective. Nicole Michelle Russell, University of Denver

Learning and Negotiating: Latino/a Students’ Mathematics Identities in Two Algebra 1 Classrooms. Maria del Rosario Zavala, University of Washington

Student Positioning and Perceptions of Competence During Group Work in High School Mathematics. Teresa Kathleen Dunleavy, University of Washington

Investigating Links Between Group Interactions and Mathematical Reasoning Among Bilingual Algebra Students. William Carl Zahner, Boston University

Discussant: Joi A. Spencer, University of San Diego

52.028. Representing and Supporting the Development of Epistemic Practices in Classroom Communities. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am

Chair: Richard Lehrer, Vanderbilt University
Participants:
- Professional and Student Visions of Statistics. Ryan Seth Jones, Vanderbilt University; Richard Lehrer, Vanderbilt University
- Seeing and Modeling Ecosystem Functionality Across Aquatic Ecologies. Michelle Cotterman, Vanderbilt University; Richard Lehrer, Vanderbilt University; Leona Schauble, Vanderbilt University
- Engaging Students in the Epistemic Function of Scientific Argumentation. Eve Manz, Vanderbilt University
- Characterizing and Supporting Practices of Defining in a Mathematics Classroom. Marta Anna Kobiela, Vanderbilt University; Richard Lehrer, Vanderbilt University

Discussant: Geoffrey B. Saxe, University of California - Berkeley

52.029. The Functions of Teachers’ Beliefs: Filter, Frame, and Guide. Division C - Learning and Instruction Cospersoned with Division K - Teaching and Teacher Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-10:15am

Chair: Rob Klassen, University of Alberta
Participants:
- Theoretical Analysis of the Function of Teachers’ Beliefs. Helenrose Fives, Montana State University
- The Filtering Function of Teacher Beliefs. Lori J. Olafson, University of Nevada - Las Vegas; Gregory John Schraw, University of Nevada - Las Vegas; Michelle L. Vander Veldt, California State University - Fullerton
- Exploring the Function of Teacher Beliefs in Mathematics Instruction. Michele Greigre Godill, University of Central Florida
- Intersecting Teacher Beliefs and Behaviors: The Influence of Self-Efficacy and Importance Value Beliefs on Teaching Style. Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University

Discussants: P. Karen Murphy, The Pennsylvania State University; Paul A. Schut, The University of Texas - San Antonio

52.030. What Chinese Students Really Know and Can Do: Evidence Beyond the Data From PISA (Programme for International Student Assessment) 2009. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am

Chair: Jiaping Shen, Western Michigan University
Participants:
- Achievement Scores and the Correlates of Chinese Students’ Achievement: Evidence Beyond PISA (Programme for International Student Assessment) 2009. Jouqun Ren, East China Normal University; Yi Zhan, East China Normal University; Jianbing Wen, East China Normal University
- The Relationship among Teacher Practices, Student Learning Style, and Student Achievement in China. Jian Zhao, East China Normal University; Xinning Pei, East China Normal University; Rui Feng, Yangzhou University
- Characteristics of Classroom Teaching Methods in China and Effect on Students’ Problem Solving. Tainian Zheng, East China Normal University; Mei Wang, East China Normal University
- Who Entered the Better Schools? The Socioeconomic Status of Chinese Families and the Impact on the Students’ School Choice. Weiguo Pang, East China Normal University; Yaling Sun, Yunnan University; Haitian Zhu, Yunnan University

The Effect of School Choice on Student Mathematical Achievement Score: The Case of China. Xiangdong Yang, East China Normal University; Zheng Ke, East China Normal University; Tingting Wang, East China Normal University

Discussant: Louise C. Wilkinson, Syracuse University

52.031. When Systems Collide: Challenges and Opportunities in Learning Technology Mash-Ups. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am

Chair: Tom Moher, University of Illinois at Chicago
Participants:
- NetTango: A Mash-Up of NetLogo and Tern. Michael S. Horn, Northwestern University; Uri J. Wilensky, Northwestern University
- Mashing Up Simulations and Knowledge Construction Technologies to Support Complex Instructional Designs. James D. Slotta, University of Toronto; Tom Moher, University of Illinois at Chicago

Discussant: Nichole D. Pinkard, DePaul University

52.032. Exploring Reading and Mathematics Item Difficulty: Teaching and Learning Implications of PISA (Programme for International Student Assessment) Survey Data. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Third Level, Pinnacle II; 8:15-10:15am

Chair: J Francois Rouet, Université de Poitiers
Participants:
- A Framework for Predicting Item Difficulty in Reading Tests. Thomas Lumley, Australian Council for Educational Research
- Extending the Range of Item Difficulty in Reading for PISA (Programme for International Student Assessment) 2009. Dara Ramalingam, Australian Council for Educational Research

Discussant: John A. Dossey, Illinois State University

52.033. Exploring Unintended or Inappropriate Interpretations, Uses, and Consequences of Test Scores. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 8:15-9:45am

Chair: Stephen G. Sireci, University of Massachusetts - Amherst
Participants:
- Validating Inferences Under High-Stakes Conditions: Addressing Unintended but Expected Consequences of Accountability. Daniel M. Koretz, Harvard University
- (Un)intended Uses of the SAT. Krista D. Mattern, The College Board; Jeffrey Nagle Wyatt, The College Board
- Using Public Opinion to Inform the Validation of Test Scores. Tzar M. Kavell, National Institute for Testing & Evaluation
- Consequences and Side Effects of Testing: Their Role in Validity and the Meaning of Test Scores. Bruno D. Zumbo, The University of British Columbia; Anita M. Hubley, The University of British Columbia
- Exploring Unintended or Inappropriate Interpretations, Uses, and Consequences of a Test. Gregory J. Cizek, University of North Carolina - Chapel Hill

Discussant: Michael T. Kane, ETS

52.034. Developing and Using Formative Assessments for English Language Learners. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Dundarave; 8:15-9:45am

Chair: Mikyung Kim Wolf, ETS
Participants:
- Applying Formative Assessment in English Language Learner Reading
52.035. Division H Business Meeting and Breakfast. Division H - Research, Evaluation and Assessment in Schools; Business Meeting. Marriott Pinnacle, Third Level, Pinnacle III; 8:15-10:15am
Chair: Judith A. Arter, Independent Consultant
Participants: Shahpar Moradreisi, Montgomery County Public Schools; Antionette D. Stro ter, Liberty University

52.03.036. Standard Setting in the Professions. Division I - Education in the Professions; Invited Session. Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-9:45am
Participants: John R. Boul et, Educational Commission for Foreign Medical Graduates; Andre F. De Champlain, Medical Council of Canada

52.037. University Leadership in Creating Equity-Oriented Communities of Expertise: Ethical, Epistemic, and Efficacy Issues. Division J - Postsecondary Education; Symposium. VCC, Second Level, West Room 202&203; 8:15-10:15am
Chair: Ronald David Glass, University of California - Santa Cruz
Participants: Ethical and Epistemic Issues in Equity-Oriented Collaborative Research: Challenges for University Leadership of Public Deliberation. Ronald David Glass, University of California - Santa Cruz
Scholarship in Action: Valuing Diversity and the Public Mission of the Private University. Nancy Cantor, Syracuse University
Scholarship in Action: Mission, Leadership and Transition in Education. Kal Abston, Syracuse University
Discussant: Timothy K. Eatman, Syracuse University

52.038. Inquiry in Science Teacher Education: Powerful Pedagogical Approaches and Implications for Practices. Division K - Teaching and Teacher Education; Paper Session. VCC, Second Level, West Room 217&218; 8:15-9:45am
Chair: Gisela Ernst-Slavit, Washington State University
Participants: Constructing Learning Spaces in Urban Science Classroom. Adriane McNamara Slaton, Michigan State University
Inquiry-Based Science Education Competencies of Primary School Teachers: A Delphi Study. Ester Alake-Tuenter, Wageningen University
Leaving Science Behind: The Use of Instructional Time for Teaching Science at the Elementary Level. Mary Sweder, Utah Valley University; Stan Harwood, Utah Valley University; Elaine Tuft, Utah Valley University
The Ocean as an Integrating Context for STEM Learning: A Case Study of Teacher Perspectives. Meghan E. Marrero, Mercy College
Discussant: Karen D. King, National Council of Teachers of Mathematics

52.039. International Perspectives on Mentoring in Practice Settings. Division K - Teaching and Teacher Education; Symposium. VCC, Second Level, West Room 221; 8:15-10:15am
Chair: Anthony Clarke, The University of British Columbia
Participants: [China] Practicum Partnerships in China: The Voice of Cooperating Teachers in a University-Government-School Initiative. Lijie Lu, Northeast Normal University; professor, Yunpeng Ma, Northeast Normal University; Fang Wang, Northeast Normal University; Bawei Zhang, Northeast Normal University
[Spain] Eliciting Student Teachers’ Practical Knowledge Through Mentoring Conversations. Juan-José Mena Marco, Universidad de Salamanca; María-Luisa García Rodríguez, Universidad de Salamanca
[Netherlands] Using Teacher-Generated Tags of Classroom Situations to Elicit Mentor and Preservice Teachers’ Practical Knowledge. Niek van den Boget, Fontys University of Applied Science; Frank Crasborn, Fontys University of Applied Science; Jan van Bruggen, Fontys University of Applied Science; Wim Jochems, Eindhoven University of Technology, the Netherlands
[France] “Rules of Practice” in Learning to Teach: Mentoring Within a Training Collective. Sébastien Chalies, University of Toulouse
[Australia] Exploring Challenges, Motivations, and Directions in Mentoring: Two-Way Perspectives From Australian Mentors and University Advisors. Libby Tadball, Monash University; Wendy S. Nielsen, University of Wollongong; Steven McLaughlin, Monash University
[Canada] A Mentoring Profile Inventory for Cooperating Teachers. Anthony Clarke, The University of British Columbia; John Collins, The University of British Columbia; Valerie Triggs, The University of British Columbia

52.040. Supporting Diverse Preservice Science Teacher Beliefs in Various Contexts. Division K - Teaching and Teacher Education; Paper Session. VCC, Second Level, West Room 222; 8:15-10:15am
Participants: A Longitudinal Study of How Preservice Program Experiences Influence Secondary Science Teachers’ Beliefs and Practices. John W. Tillotson, Syracuse University; Monica J. Young, Syracuse University; Robert E. Yager, University of Iowa
Case-Based Assessment of Science Teaching Orientations. David Schuster, Western Michigan University; William W. Cober n, Western Michigan University; Betty Adams, Western Michigan University; Brandy Skold, Western Michigan University; Amy Bentz, Western Michigan University; Kelly Sparks, Chicago Public Schools
Identifying Minority Preservice Teachers’ Sources of Science Teaching Strategies. Karthikeyan Subramani am, University of North Texas
Supporting Science Discourse Practices in Online and on Ground Teacher Education Programs. Imelda L. Nava, University of California - Los Angeles; Fredrick W. Freking, University of Southern California
Teaching Prospective Science Teachers from Different Disciplinary Perspectives: An Investigation of Instructors and Their Courses. Julie Bianchin, University of California - Santa Barbara; Lisa R. Figueroa, University of California - Santa Barbara; Katherine Joy Nilsen, University of California - Santa Barbara; Darby Feldh uin, University of California, Santa Barbara; Catherine Gautier, University of California, Santa Barbara; Susan Kristine Johnson, University of California - Santa Barbara; Jan Myers, University of California, Santa Barbara; Jennifer Thors, University of California, Santa Barbara
Discussant: Corey Drake, Michigan State University

52.041. Teacher Preparation Before and During Full-Time Teaching: A Comparative Analysis of Learning to Teach. Division K - Teaching and Teacher Education; Symposium. VCC, Second Level, West Room 224; 8:15-9:45am
Chair: Kathy Schultz, Mills College
Participants: Curriculum Personified: An Examination of New Teachers’ Emic Understanding of Curriculum. Jennifer G. Zwillenberg, University of Pennsylvania; Mary Elizabeth Del Savio, University of Pennsylvania; Talar Kalo ustan, University of Pennsylvania
Every Day Is a State of Emergency: Learning to Teach Amidst Violence and Pedagogies of Management. Mary Elizabeth Del Savio, University of Pennsylvania; Katrina Morrison, University of Pennsylvania
Discourses of Deficit: A Study of Teachers’ Sense Making Regarding Student Literacy. Jennifer G. Zwillenberg, University of Pennsylvania; Melissa Hengtes, University of Pennsylvania; Danielle Gioia, University of Pennsylvania
Discussant: Rob Simon, University of Toronto

52.042. Tools and Routines for Preparing STEM Teachers. Division K - Teaching and Teacher Education; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am
Chair: Kenneth Zeichner, University of Washington
Participants:
1. Beginning Teachers Learning to Notice and Respond to Student Thinking. Alicia C. Alonzo, Michigan State University; Jiwon Kim, Michigan State University
2. Mediated Field Experience as a Pedagogy for Teacher Education. Ilana S. Horn, Vanderbilt University; S. Sunshine Campbell, University of Washington - Seattle
6. Supporting Prospective Teacher Learning of Ambitious and Equitable Mathematics Instruction. Elham Kazemi, University of Washington; Adrian Cunard, University of Washington; Kate Crowe, University of Washington
7. Role of Subject Matter in Preservice Teachers’ Enactment of Attending to Student Thinking and Participation. Janet E. Coffey, University of Maryland - College Park; Ann R. Edwards, University of Maryland
8. Watch and Learn: Developing Preservice Math and Science Teachers’ Ability to Attend, Analyze, and Respond to Student Thinking. Tara Barnhart, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
9. Co-creating Core Science Teaching Practices. Jessica J. Thompson, University of Washington; Sara Hagenah, University of Washington

Discussant: Hilda Borko, Stanford University

52.043. Policy Issues Related to Teacher Quality and Teacher Mobility. Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 11; 8:15-10:15am
Chair: Peter A. Youngs, Michigan State University
Participants:
Principal Tenure and Teacher Attraction in Public Schools. Jared CooperSmith, American Institutes for Research; Nat N. Malkus, American Institutes for Research; Dinah Sparks, American Institutes for Research
Teacher Education Policy in Canada: Beyond Professionalization and Deregulation. Judith Marianne Walker, The University of British Columbia; Hui-Lien Hsiao, University of Illinois at Urbana-Champaign; Thi Thanh Tuynh Mai, Chung Yuan Christian University; Ching-Fang Juan, Chung Yuan Christian University
Let Them Read, Write, Think, and Act! Offsetting Narrow Views of Reading With Multiliteracies Methodology in Grades 3-5. Anita C. Hernandez, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University; Jose A. Montelongo, Canutillo Independent School District

Specialist Language Learning and Gaming: Modding in a Second Language. Yoonhee Naseef Lee, Arizona State University

Discussant: Curtis J. Bonk, Indiana University

52.045. Participatory Art-Based Research Approaches. SIG-Arts-Based Educational Research; Symposium
VCC, Third Level, West Room 303; 8:15-9:45am
Chair: Barbara A. Bickel, Southern Illinois University - Carbondale
Participants:
High-Risk Youth Uncensored: An Educational Exchange. Diane H. Conrad, University of Alberta
Exploring Popular Theatre in Education: A Participatory Project in an Alternative Education Program for Pregnant Teens and Young Mothers. Lindsay Ruth Hunt, University of Alberta
Performing Leadership. Lynn Margaret Fels, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University

52.046. Digital Bilingualism and Biliteracy: Technology Innovations in Bilingual Education Research. SIG-Bilingual Education Research; Paper Session
VCC, Second Level, West Room 204; 8:15-9:45am
Chair: Heriberto Godina, The University of Texas - El Paso
Participants:
Bilingualism-as-Participation: A Study of Language Use Across In-School, Out-of-School, and Online Contexts. Mariana Pacheco, University of Wisconsin - Madison
Let Them Read, Write, Think, and Act! Offsetting Narrow Views of Reading With Multiliteracies Methodology in Grades 3-5. Anita C. Hernandez, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University; Jose A. Montelongo, Canutillo Independent School District

Discussant: Curtis J. Bonk, Indiana University

52.047. The Walmartization of Charter Schools: A Road to Failure or the Salvation of Public Education. SIG-Charter School Research and Evaluation; Symposium
Marriott Pinnacle, Third Level, Shaugnessy II; 8:15-10:15am
Chair: Nina K. Buchanan, University of Hawaii - Hilo
Participants:
Education Management Organizations and the Privatizing of Public Charter Schools. Gary J. Miron, Western Michigan University
One Size Does Not Fit All: Variation in Charter Management Scale-Up. Caitlin Farrell, University of Southern California; Priscilla (Penny) Wohlster, Teachers College, Columbia University; Joanna R. Smith, University of Southern California

Independent Charter Schools: Evolution and Status in the Charter School Landscape. Heather Nakamura, West Hawaii Explorations Academy PCS; Nina K. Buchanan, University of Hawaii - Hilo

Discussant: Robert A. Fox, University of Hawaii

52.048. Research on Classroom Assessment: Laying the Foundation. SIG-Classroom Assessment; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 8:15-9:45am
Book. Dianne Ramdeholl, Empire State College
The Role of Identity in the Literacy Experiences of African American Males. Brendaly Elizabeth Drayton, The Pennsylvania State University
Reading in the Crawl Space: A Study of an Urban School’s Literacy-Focused Community of Practice. Chantal Francois, Teachers College

Discussant: Eve Tuck, SUNY - College at New Paltz

SIG Sessions

52.044. The GED and Literacy Programs as Counterspaces to Schooling? Operationalizing What We Know. SIG-Adult Literacy and Adult Education; Symposium
VCC, Second Level, West Room 214; 8:15-9:45am
Chair: Joni Marie Schwartz, LaGuardia Community College - CUNY
Participants:
School Push Out and the General Educational Development Test. Eve Tuck, SUNY - College at New Paltz
Engaging Young Men of Color in GED (General Educational Development) Programs. Joni Marie Schwartz, LaGuardia Community College - CUNY
It Must Be Told: Stories of Hope, Dreams, and Possibility From The Open Book. Dianne Ramdeholl, Empire State College
The Role of Identity in the Literacy Experiences of African American Males. Brendaly Elizabeth Drayton, The Pennsylvania State University
Reading in the Crawl Space: A Study of an Urban School’s Literacy-Focused Community of Practice. Chantal Francois, Teachers College

Discussant: Eve Tuck, SUNY - College at New Paltz
52.049. Frequently Asked Questions: Engendering the Lives, Work, and Careers of “Little Known” Black Women Educators Who Made History. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Second Level, West Room 219; 8:15-9:45am
Chair: Linda M. Perkins, Claremont Graduate University
Participants:
Social Transformations: Septima Poinsette Clark’s Pedagogical Practices. Karen Ann Johnson, University of Utah
For a Colored Woman Who Committed Suicide: Toward a Critical Race Biography of Marion Thompson Wright (1905-1962). Hilton Kelly, Davidson College
In Search of Ethel T. Overby: Who Was She? Adah L. Ward Randolph, Ohio University
Of the Black Female “Talented Tenth”: The Life and Career of Merze Tate (1905-1996). Linda M. Perkins, Claremont Graduate University

52.050. Theoretical and Discursive Rethinkings in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session
VCC, Third Level, West Room 302; 8:15-9:45am
Chair: Jeanne Marie Iorio, University of Hawaii
Participants:
Caring About Theory: Between Fidelity and Hybridity. Mariana Souto-Manning, Teachers College, Columbia University; Celia S. Genish, Teachers College, Columbia University
The Creativity Dis-Ease: Everywhere and Nowhere. Felicity Anne McArdle, Queensland University of Technology; Susan J. Grieshaber, Queensland University of Technology
“Love Is All You Need”...Discursive Constructions of Professional Identities in Early Childhood Education and Care. Megan Gibson, Queensland University of Technology
Playing Aggression: Has the “Mean Girl” Found Her Way Into the Preschool Classroom? Sara D. Madrid, University of Wyoming
Examining Femininity in the Field of Early Childhood Education as “Herland”. Eun-Ae Son, University of Georgia

52.051. Democratic Citizenship in Education 1. SIG-Democratic Citizenship in Education; Invited Session
VCC, Second Level, East Room 18; 8:15-10:15am
Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville
Participants:
“Think Globally, Act Locally”: Civic Engagement and Participatory Culture Through Social Media by Emerging Adults. Stephanie Maria Bennett, University of South Florida; Matthew Ulysses Blankenship, University of South Florida; Janet C. Richards, University of South Florida
A Civics Lesson: Proposition 8 and the 14th Amendment. John Zack, University of Connecticut
Civic Participation and Socioeconomic Status: the Mediating Role of School Civic Learning Opportunities. Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement
Civil, Civic, and Political Efficacy of Students. Isolde de Groot, University for Humanistic Studies; Wiel M. Veugelers, University of Amsterdam
Differentiating Citizens in a Democracy: Examining Citizenship Education in Singapore. Theresa Alviar Martin, National Institute of Education - Nanyang Technological University; Li-Ching Ho, National Institute of Education - Nanyang Technological University
Implementation of Education for Citizenship and Human Rights in Primary: Analysis of the Teacher’s Profile. Montserrat Alguacil Nicolas, University Ramon Llull; Merce Panellas Valls, University Ramon Llull; Carme Boque Torremorell, University Ramon Llull
Discussant: James M. Mitchell, California State University - East Bay

52.052. John Dewey and Issues of Justice. SIG-Dewey Studies; Paper Session
VCC, Second Level, West Room 220; 8:15-10:15am
Chair: Susan Jean Mayer, Brandeis University
Participants:
Paul Alinsky’s Vision of Community Organizing and Progressive Democratic Pedagogy. Aaron Schutz, University of Wisconsin - Milwaukee
Taking on Neoliberalism: Teaching From a Social Democratic or Reformer Left Perspective. Paul Michael Orlowski, University of Saskatchewan; Paul S. Shaker, Simon Fraser University
Toward a Common Faith in Intergenerational Justice. Huey-Li Li, The University of Akron
“I Contain Multitudes”: A Basis for Formative Justice. Rene V. Arcilla, New York University
Discussant: Gert J.J. Biesta, University of Stirling

52.053. Diverse Settings and International Perspectives in Early Childhood Education. SIG-Early Education and Child Development; Paper Session
VCC, Second Level, West Room 223; 8:15-9:45am
Chair: Carey E. Cooper, Arizona State University
Participants:
Dialogic Reading and the Development of Transitional Kindergarten Teachers’ Expertise With Dual-Language Learners. Magaly Lavadenz, Loyola Marymount University; Elvisa Garcia Armas, Loyola Marymount University
Positioning Research, Policy, and Practice on Transition to Elementary School. Sue Dockett, Charles Sturt University; Bob Perry, Charles Sturt University
The Effect of Preschool Education on Student Achievement in School: Differences-in-Differences Evidence Across Countries. Nina Hogreve, University of Münster; Rolf Strieholt, University of Dortmund; Wolfgang Böttcher, University of Münster; Wilfried Bos, University of Dortmund
Global Childhoods: Portraits of Living in the 21st Century. I-Fang Lee, The Hong Kong Institute of Education; Nicola J. Yelland, Victoria University Australia; Chau-Ling Tseng, The Hong Kong Institute of Education
Discussant: Linda R. Kroll, Mills College

52.054. Issues in Clustered Data Structures. SIG-Educational Statisticians; Paper Session
Sheraton Wall Centre, Fourth Level, North Port Alberni; 8:15-10:15am
Chair: T. Mark Beasley, The University of Alabama - Birmingham
Participants:
A Comparison of Methods for Handling Cross-Classified Multiple Membership Data Structures. Hyewon Chung, CNU; Susan Natasha Beretvas, The University of Texas - Austin
Using the Multiple-Membership Random Effects Model to Estimate Treatment Effects With Condition- and Cluster-Switchers. Audrey Leroux, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin
The Estimation Performance of Cross-Classified Multiple Membership Modeling and Consequence of Model Misspecification. Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati
Multiple Imputation of Missing Multilevel, Longitudinal Data: A Case When Practical Considerations Trump “Best Practices”? Jennifer E.V. Lloyd, The University of British Columbia, Jelena Obrodovic, Stanford University; Richard M. Carpiano, University of British Columbia, Canada; Frosso Motti-Stefanidi, University of Athens
Multiple Imputation in Longitudinal Path Modeling Using WinBUGS. Qiu Wang, Syracuse University; Yi Pan, University of North Carolina - Chapel Hill
Reducing Bias in Teacher Value-Added Estimates by Accounting for Test Measurement Error. J. Lockwood; Daniel McCaffrey, RAND Corporation
Discussant: Janet K. Holt, Northern Illinois University

52.055. Consumerism and Globalization: Raising Awareness in New Ways.
52.058. Reframing Informal Science Education in Light of Diversity, Equity, Democracy, and Critical Science Literacy. SIG-Informal Learning Environments Research; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 8:15-10:15am
Chair: Carol B. Brandt, Temple University
Participants:
Youth Working as Floor Facilitators in a Science Center: An Examination of the Dialectical Relationship Between Place, Identity, and Science Learning. Jennifer Adams, Brooklyn College - CUNY; Preeti Gupta, New York Hall of Science/CUNY Graduate Center
Raising Our Voices: Using Informal Science Learning Spaces as a Venue of Counterstorytelling. Tara O’Neill, University of Hawaii - Manoa
Using Cultural Historical Activity Theory to Understand the Sociocultural Context of Informal Science Education in an Urban After-School Club. Althea Scott Nixon, University of Southern California
Counterstories for Learning and Engagement Meaningfully in an Informal Setting. Takami Sato, Michigan State University; Angela Calabrese Barton, Michigan State University
A Critical Analysis of Time-Space Configurations of Learning and Identity Work in Science Clubs: Digital Documentaries and Newsletter Writing as Ways Into Science? Irene Rahn, University of Montreal; Audrey Lachaline, Université de Montréal
Incorporating Cultural Models Into Community-Based Professional Development: Impact on Teachers’ Practices, Knowledge, and Professional Networks. Pauline W.U. Chinn, University of Hawaii - Manoa
Discussant: Alberto J. Rodriguez, San Diego State University

52.059. Instructional Technology SIG: Preparing Current and Future Teachers to Implement Technology-Enhanced Problem-Based Learning Strategies in Their Classrooms: Research and Recommendations. SIG-Instructional Technology; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-10:15am
Chair: Thomas Brush, Indiana University
Participants:
An Instructional Model to Support Problem-Based Historical Inquiry: The Persistent Issues in History Network. John W. Saye, Auburn University; Thomas Brush, Indiana University
The Grand Challenge: Helping Teachers Learn/Teach Cutting-Edge Science via a Problem-Based Learning Approach. Peggy A. Ertmer, Purdue University
Supporting Teacher Professional Development in Problem Based Learning via Distance Learning Technologies. Brian R. Belland, Utah State University; Ryan Burdo, Utah State University; Jiangyue Gu, Utah State University
Conexiones: Fostering Technology-Enhanced Socioscientific Inquiry in Graduate Teacher Preparation. Krista D. Glazewski, Indiana University; Michele Shuster, New Mexico State University
The PBL-TECH Project: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Preservice Teacher Education. Thomas Brush, Indiana University; Anne Todd Ottenbrett-Leftwich, Indiana University
Discussant: Cindy E. Hmelo-Silver, Rutgers University

52.060. Cross-Cultural and Global Perspectives on Mentoring: An Emerging Agenda. SIG-Mentorship and Mentoring Practices; Paper Session
VCC, Second Level, East Room 16; 8:15-9:45am
Chair: Michele D. Smith, Alliant International University
Participants:
A Conceptual Framework for the Interrelationships Between Culture and Mentoring. Frances E. Kochan, Auburn University; Joseph T. Pascarelli, University of Portland
An Emerging Global Research Agenda on Mentoring. Joseph T. Pascarelli, University of Portland; Mark J. Hager, Menlo College; Frances K. Kochan, Auburn University; Phillip Feldman, University of South Alabama; Sarah K. McManus, Texas Woman’s University; Michael Silver, Seattle University; William Y. Wu, Hong Kong Baptist University
National and International Mentoring in Academe. B. Gloria Guzman Johannessen, Texas State University - San Marcos; Ann Unterreiner, Valdosta State University; Joseph Zajda, Faculty of Education; Isaac Sittenel, Texas State University-San Marcos
Discussant: Tracy L. Friedel, The University of British Columbia
52.061. The Moral Work of Teaching: Preparing and Supporting Practitioners. SIG-Moral Development and Education; Symposium VCC, Third Level, West Room 304; 8:15-9:45am
Chair: Richard D. Osoguthorpe, Boise State University
Participants:
- Preparing Teachers for Fostering Positive Character: Two Strategies for Teacher Education. Darcia F. Narvaez, University of Notre Dame
- Teaching Responsibility: Practical Reasoning and Moral Understanding in a Pedagogical "Wonderland". Barbara S. Stengel, Vanderbilt University
- Thwarting or Enabling the Preparation of Ethical Professionals? Challenges for Teacher Education. Elizabeth Campbell, OISE/University of Toronto

The Moral Work of Teaching: Assessment for Instruction and Development.
- Lisa E. Johnson, Winthrop University; Rebecca Barr Evers, Winthrop University; Jonatha W. Vare, Winthrop University
- Nurturing a Moral Stance Toward Teaching Among Teacher Educators and Prospective Teachers. Catherine Fallona, University of Southern Maine; Julie G. Caffin, University of Southern Maine

Building an Ethical Self: Awareness in Many Modes. Donald Blumenfeld-Jones, Arizona State University
Discussant: Matthew N. Sanger, Idaho State University

52.062. Students, Preservice Teachers, and Teachers as Knowers: Intersections and Encounters. SIG-Narrative Research; Paper Session Marriott Pinnacle, Third Level, Pinnacle I; 8:15-9:45am
Chair: Joyanne Bevere De Four-Babb, The University of Trinidad and Tobago
Participants:
- Creating a Narrative Inquiry Space in a School Place: Exploring the Tensions and Possibilities. Vera F. Caine, University of Alberta; D. Jean Claudinlin, University of Alberta; Florence A. Glenfield, University of Alberta; Simnne Chang, University of Alberta; Shauna Bruno, University of Alberta; Trudy Michelle Cardinal, University of Alberta
- Encounters With Postcolonial Narratives: A Narrative Inquiry of a Preservice Teacher Book Club. E. Sybil Durand, Louisiana State University - Baton Rouge
- In the Interim: Developing Rich Understanding of Narratives of Learning. Janelle McFeeters, University of Alberta; Ralph T. Mason, University of Manitoba
- Positioning in Narratives of Teacher Identity: Stories of Teaching in Urban Contexts. Mary B. McVee, University at Buffalo - SUNY
- Transcultural Teacher Development Within the Dialectic of the Global and Local: Bridging Gaps Between East and West. Edward R. Howe, University of Manitoba

Transforming Practitioner Knowledge of Literacy Instruction Through Professional Learning Communities. Danielle V. Dennis, University of South Florida
“Situated Learning” for Teaching: Implementing Lesson Study at a Professional Development School to Develop Reflective Practitioners. Jennifer M. Suh, George Mason University; Kerri Fulginiti, Fairfax County Public Schools
Analyzing Teaching and Teaching Effectiveness: Video-Based PDS (Professional Development School) Action Research Studies. Linda A. Catelli, Dowling College; Cristina Brazzelli, William Floyd High School; Dorothy Burns, Dowling College
Discussant: Jeanne I. Tunks, University of North Texas

52.063. Online Teaching and Learning: Community of Inquiry Research. SIG-Online Teaching and Learning; Paper Session Sheraton Wall Centre, Fourth Level, North Port McNeill; 8:15-10:15am
Chair: Norman Davis Vaughan, Mount Royal University
Participants:
- An Inquiry Into Relationships Between Demographic Factors and Teaching, Social, and Cognitive Presence. Angela M. Gibson, American Public University System; Phil Ice, American Public University System; Rob Mitchell, American Public University System; Lori Kupczynski, Texas A&M University - Kingsville
- Community of Inquiry and the Effects of Technology on Online Teaching and Learning. Beth Rubin, DePaul University; Ron Fernandez, DePaul University; Maria D. Agerinou, DePaul University
- Using Design-Based Research and Iterative Course Redesign to Improve an Online Program. Karen P. Swan, University of Illinois at Springfield; Emily Welch-Boles, University of Illinois at Springfield; Leonard Ray Bogle, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Michael Lane, University of Illinois at Springfield; Daniel B. Matthews, University of Illinois at Springfield
- Effect of Manipulating Teaching Presence on Students’ Perceptions of Community and Presence in Online Courses. Kathleen Mary Sheridan, National Louis University; Melissa Kelly, National Louis University
- Experiencing Synchronous Online Teaching and Learning: A Simultaneous Comparison With Face-to-Face Teaching for Engineering Students. Elson S.Y. Szeto, The Hong Kong Institute of Education
- The Contributions of On-Site Facilitators to Teaching Presence in a Blended Learning Environment. Julie Thompson Keane, VIF International Education; Claire de la Varre, University of North Carolina - Chapel Hill; Matthew J. Irvin, University of South Carolina

52.064. International Perspectives and Research in Peace Education. SIG-Peace Education; Paper Session VCC, Second Level, East Room 14; 8:15-9:45am
Chair: Candice C. Carter, University of North Florida
Participants:
- Exploring a Forgiving Identity: Affordances of a Family Forgiveness Education Programme. Breenke K. Litts, University of Wisconsin
- The Peace Education Archipelago: Some Observations. Magnus Haavelstad, Norwegian University of Technology and Science
- The role of peace and war museums in relation to peace education: museums in South Korea. Soojoong Kwon
- The Role of Religion and Church in Mediating Peace in Burundi and Sierra Leone. Elavie Ndura, George Mason University
- The “Option for the Poor” as a Path of Solidarity in Communicating Peace Education. Angelina Gutierrez, Saint Scholastica’s College Manila
Discussant: James H. Williams, The George Washington University

52.065. Studying Embedded Learning Opportunities in Professional Development School Contexts. SIG-Professional Development School Research; Paper Session Sheraton Wall Centre, Fourth Level, South Granville; 8:15-9:45am
Chair: Bernard J. Badiadi, The Pennsylvania State University
Participants:
- Promoting Social Justice in Professional Development School Partnerships Through Action Research. Eva Belle Garin, Bowie State University; Diane Gayda Corrigan, Cleveland State University; Ronald Beebe, University of Houston - Downtown; Karen Mortensen, Cleveland School of Science & Medicine; Edward J. Weber, Cleveland School of Science & Medicine
- "Situated Learning” for Teaching: Implementing Lesson Study at a Professional Development School to Develop Reflective Practitioners. Jennifer M. Suh, George Mason University; Kerri Fulginiti, Fairfax County Public Schools
- Analyzing Teaching and Teaching Effectiveness: Video-Based PDS (Professional Development School) Action Research Studies. Linda A. Catelli, Dowling College; Cristina Brazzelli, William Floyd High School; Dorothy Burns, Dowling College
- Discussant: Jeanne I. Tunks, University of North Texas

52.066. Advances in Research Methodology. SIG-Professors of Educational Research; Paper Session Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-9:45am
Chair: Susan M. Tracz, California State University - Fresno
Participants:
- Administering Quantitative Instruments to Improve the Quality of Qualitative Interviews: Implications of the Mixed-Methods Interview for the Field of Education and Beyond. Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Freis, Lamar University
- Determinants of Schools of Education Professors’ Academic Productivity: A Multilevel Model. Joshua R. Polanin, Loyola University Chicago; David C. Ensminger, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago
- Online Informed Consent: A New Direction for Educational Research. Lesley F. Leach, The University of Texas at Austin; Kevin E. Kalinowski, My Informed Consent
- The Research-Oriented Professional Teacher: An Illusion or a Possibility? The Case of Secondary School Teachers in Cyprus. Yiasseniya Karagiorgi, Pedagogical Institute
- Discussant: Nataliya V. Ivankova, The University of Alabama - Birmingham

52.067. Intensified Algebra: A Design-Based Research and Development Project for Double-Period High School Algebra. SIG-Research in Mathematics Education; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-9:45am
Chair: Alison Castro Superfine, University of Illinois at Chicago
Participants:
- Intensified Algebra I: Research Base and Design Principles. James Lynn, University of Illinois at Chicago; Diane Briars, National Council of Supervisors of Mathematics; Kathy Cook, Dana Center
Understanding the Nature of Teachers’ Implementation of Intensified Algebra I. Allison Castro Superfine, University of Illinois at Chicago; Maisie L. Gholson, University of Illinois at Chicago; Ariana Crowther, The University of Texas; Amana Fisher, University of Illinois at Chicago

Construction and Validation of Learning Trajectories for Understanding Variables and Functions and Solving Equations. Cynthia L. Schneider, The University of Texas - Austin; Diane Briars, National Council of Supervisors of Mathematics; Rodney L. Harris, University of Illinois at Chicago

Design-Based Research in the Context of Curriculum Development: Benefits and Challenges. James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago

Discussant: Phil Daro, The Public Forum On School Accountability

52.068. Mathematical Teachers’ Beliefs and Knowledge. SIG-Research in Mathematics Education; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-10:15am
Chair: Peter M. Appelbaum, Arcadia University
Participants:
Mathematics Professional Development for Elementary Teachers:
- Examining Teachers’ Capacity for Growth in Mathematical Knowledge for Teaching. Stacy Ann Brown, Claremont University - Pitzer College; Wayne Snyder, Claremont Graduate University; Lorelei Coddington, Claremont Graduate University; Kristen Baldrige, Claremont Graduate University; Becky Orona, Claremont Graduate University
- Noticing Numeracy Now (N3): Preserve Teachers’ Abilities to Attend to Children’s Mathematical Thinking. Jonathan Norris Thomas, Northern Kentucky University; Edna O. Schack, Morehead State University; Molly H. Fisher, University of Kentucky; Sara Kathleen Eisenhardt, Northern Kentucky University; Margaret Yoder, Eastern Kentucky University; Janet Tassell, Western Kentucky University
- Prospective Teachers’ Challenges in Teaching Reasoning-and-Proving in Their Mentor Teachers’ Classrooms. Gabriel J. Stylianides, University of Oxford; Andreas J. Stylianides, University of Cambridge; Leah Shilling-Traina, Longwood University

Conceptions of Mathematics in Related Contexts: Measuring Elementary Teachers’ Development Over Time. Cindy Jong, University of Kentucky; Thomas Edward Hodges, Western Carolina University; Rachel M. Welder, Hunter College - CUNY

Discussant: Randolph A. Philipp, San Diego State University

52.069. Social Studies Curriculum: Standards, Testing, and Curriculum Enactment. SIG-Research in Social Studies Education; Paper Session VCC, Third Level, West Room 305; 8:15-9:45am
Chair: Jill M. Gradwell, Buffalo State College - SUNY
Participants:
The Interplay of Curriculum and Context: Conceptions of Social Studies Across Time and Place. Catherine A. Broom, The University of British Columbia - Okanagan; Ronald W. Evans, San Diego State University
Politics and Power: The Battle to Define America in State-Level Social Studies Curriculum Reform. Sarah B. Shearer, University of Missouri; Antonio J. Castro, University of Missouri - Columbia
From the Field: What Social Studies Teachers Say They Do in the Classroom. Gayle Y. Thieman, Portland State University; Patrice Preston-Grimes, University of Virginia; Joseph E. O’Brien, The University of Kansas; John P. Broom, University of Virginia; Tom Barker, The University of Kansas; Ashley G. Lucas, Towson University; Jeff Passe, Towson University; Paul G. Fitchett, University of North Carolina - Charlotte
The State of Social Studies Curriculum and Assessment Nationwide. Jeff Passe, Towson University; Paul G. Fitchett, University of North Carolina - Charlotte; Nancy C. Patterson, Bowling Green State University; Phillip J. Vanfossen, Purdue University
Assessing Social Studies Knowledge: An Exploratory Study. Gabriel Aaron Reich, Virginia Commonwealth University

Discussant: William Gaudelli, Teachers College, Columbia University

52.070. Closer Examination of Gifiedness, Creativity, and Talent Through Focused Lenses. SIG-Research on Giftedness, Creativity, and Talent; Paper Session VCC, First Level, West Room 111&112; 8:15-9:45am
Chair: Andrea Frazier, Columbus State University
Participants:
Acting or Opting Out: Examining Barriers to Recruitment, Retention, and Success for African American Males in Middle School Gifted Education Programs. York Williams, West Chester University of Pennsylvania
Constructing Giftedness in a Due Process Hearing: Deconstructing an Administrative Law Judge’s Decision. Michelle Henry, University of South Florida; Zorka Karavancha, University of South Florida
Seeds of Genius in the Early Lives of Two Eminent Creative Brothers: To Know Is Not Enough. Leonora M. Cohen, Oregon State University
Talent Development Among Precocious Youth From Traditionally Underrepresented Groups. Valija C. Rose, University of Georgia

Discussant: Frank C. Worrell, University of California - Berkeley

52.071. Advancing Teachers Through Research. SIG-Science Teaching and Learning; Paper Session Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
Chair: G. Michael Bowen, Mount Saint Vincent University
Participants:
Research on Argumentation in Science Education: A Content Analysis of Key Journals. Sibel Erdogan, University of Bristol; Yasemin Ozdem, Middle East Technical University; Jee-Young Park, Seoul National University
Advancing Teacher Knowledge and Research Through the “Learning Study” Approach. Yuen Sze Michelle Tan, The University of British Columbia; Samson M. Nashon, The University of British Columbia
Studio Bioanalytical: Improving Critical Thinking With a Unique Interdisciplinary Combination of Topic Choice, Lecturing, Field Experience, and Laboratory Work. Ashli Brown, Mississippi State University; Darrell Sparks, Mississippi State University; Kay Brocato, Mississippi State University
The Impact of Curriculum-Based Professional Development on Science Instruction: Results from a Cluster-Randomized Trial. Joseph Taylor, Biological Sciences Curriculum Study; Susan M. Kowalski, BSCS Center for Research and Evaluation; Steve Getty; Christopher D. Wilson, Biological Sciences Curriculum Study; Janet Carlson, Biological Sciences Curriculum Study
When Children Draw Versus When Children Don’t: Exploring the Effects of Observational Drawings. Jill Fox, University of Houston - Victoria; Joo H Lee, The University of Texas - Arlington

52.072. Race and Language Learning in Multicultural Canada. SIG-Second Language Research; Symposium VCC, Second Level, East Room 19&20; 8:15-10:15am
Chair: Ryuko Kubota, The University of British Columbia
Participants:
Forging White Settler Nationalism and Entrenching a Hierarchy of Racialized Belonging in Canada. Eve Haque, York University
Everyday Racism in Canadian Schools: Ideologies of Language and Culture Among Korean Transnational Migrant Students in Toronto. Hyunjung Shin, University of Saskatchewan
“Westerners” of Chinese Descent: Exploring the Intersection of Language, Race, Religion and Immigrantization. Huanie Han, Simon Fraser University
For English Speakers Only: An Early Mandarin Bilingual Program in Vancouver. Ryuko Kubota, The University of British Columbia; Ai Mizuta, The University of British Columbia

Discussant: Manka M. Targheese, University of Washington

52.073. Evaluating Assessments Used in Special Education. SIG-Special Education Research; Paper Session VCC, Second Level, West Room 208&209; 8:15-10:15am
Chair: Andrew T. Roach, Arizona State University
Participants:
Examining the Technical Adequacy of Curriculum-Based Measurement in Zhu-Yin-Fu-Hao. Shu-Fen Cheng, Chung Yuan Christian University
A State Math Modified Assessment: An Exploration of Eligible Students and Differential Item Functioning. Mayuko Simon, Data Recognition Corporation; Satomi K. Shinde, University of Wisconsin - River Falls;
Xiaowen Zhu, N. Scott Bishop, Data Recognition Corporation
Description-Enhanced Assessment for Students With Visual and Print Disabilities. Kay Allyn Ferrell, University of Northern Colorado; Jennifer Johnson Howell, Utah State Office of Education; Silvia M. Correa-Torres, University of Northern Colorado
The Effects of SW-PBSs (School-Wide Positive Behavior Interventions and Supports) on Special Education Student Achievement Growth. Saahoon Hong, University of Minnesota; Ji Hoon Ryoo, University of Nebraska; William M. Bart, University of Minnesota
The Impact of Teachers’ Instructional Decisions and Beliefs About Alternate Assessments on Student Achievement. Meagan Karvonen, Western Carolina University; Shawnne Wakeman, University of North Carolina - Charlotte; Shauna Moody, Western Carolina University; Claudia P. Flowers, University of North Carolina - Charlotte
52.074. Special Education Teachers and Service Delivery Models. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 113; 8:15-9:45am
Chair: Tiffany J. Ko, University of Illinois at Chicago
Participants:
The Role of School-Based Colleagues in Shaping the Commitment of Novice Special and General Education Teachers. Nathan Jones, Educational Testing Service
The Individual Develop Plan: Promoting Professional Dispositions in Preservice Preparation. Gregg W. Gassman, Southern Oregon University
Comparative Outcomes of Two Instructional Models for Students With Learning Disabilities: Inclusion With Coteaching and Solo-Taught Special Education. Philippe Tremblay, Université Laval
Technology Training for Special Education Teachers: Exploring Effectiveness of Short Online Training Programs. Sita Periahvurodu, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Mary Bailey Estes, University of North Texas; LeighAnn Stephens, University of North Texas
Teacher Development to Enhance Content Area Reading Instruction for Students With Disabilities. Michelle Parker-Katz, University of Illinois at Chicago; Marie T. Hughes, University of Illinois; Jennifer D. Olson, University of Illinois at Chicago; Tiffany J. Ko, University of Illinois at Chicago
52.075. Students’ Diversity and Test Fairness. SIG-Test Validity Research and Evaluation; Symposium
Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-9:45am
Chair: Nele McElvany, Technical University of Dortmund
Participants:
Linguistic Complexity of the Assessments. Jamal Abedi, University of California - Davis
Impact of Language on Validity and Fairness of Educational Test Scores: The Case of the United States and the Basque Country in Spain. Maria Martiniello, ETS; Paula Elosua, University of the Basque Country
Fairness of Language Tests for Students From Various Linguistic Backgrounds. Franziska Schwabe, Technical University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund; Wadiba El-Khechen, IFSC - TU Dortmund; Ali Eluli, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund
Disentangling the Role of High School Grades, SAT Scores, and Socioeconomic Status in Predicting College Achievement. Rebecca Zwick, Educational Testing Service
Discussant: John W. Young, ETS
52.076. “Voice” in the 21st Century and the Development of Today’s Young Learners. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am
Chair: Sarah W. Freedman, University of California - Berkeley
Participants:
Finding One’s Voice. Melanie Sperling, University of California - Riverside
Voice as a Social/Cultural Accomplishment. Deborah A. Appleman, Carleton College
Implications of a Sociocultural Concept of Voice. Colette Daiute, The Graduate Center - CUNY
Discussants: Joanne C. Larson, University of Rochester; Jabari Mahiri, University of California - Berkeley
52.077. Roundtable Session 78; Roundtable Session
52.077-1. Student Diversity and Identity Formations in the Sciences. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Anne Lilla Blanchard, Western Washington University
Participants:
Exploring Underrepresentation in Science From the Perspective of Latino and African American High School Students. Tamnie Visintainer, University of California - Berkeley; Bernadette S. Chi, University of California - Berkeley
Mastering New Narratives in the Computing Fields: Latina Counternarratives of Research Practice. Sarah Taylor Hug, University of Colorado - Boulder; Heather L. Thiery, University of Colorado - Boulder; Elsa Quiros Villa, The University of Texas - El Paso
An Analysis of a Science Classroom Discourse: How Identities Are Communicated and Shape Classroom Discourse. Minjung Ryu, University of Maryland - College Park; Tiffanyrose Sikorski, University of Maryland - College Park
Doctoral Students’ Socialization in the Life Sciences in Chile and the United States: Pursuing Science From Childhood Through Adulthood. Marta Silva, University of California - Santa Barbara
52.077-2. Transnational and Immigrant Experiences in Education. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Allison Skerrett, The University of Texas - Austin
Participants:
Languages and Literacies in Translocation: Experiences and Perspectives of a Transnational Youth. Allison Skerrett, The University of Texas - Austin
Falling Through the Cracks: Understanding the Educational Experiences of Students With Limited Formal Schooling. Afra Ahmed Hersi, Loyola University Maryland
Immigrant Pupils’ Writing in the Bidialectal Community of Cyprus: Exposing the Challenges. Filio Constantiou, University of Cambridge
Bilingual Children’s Experiences of Their Two Languages in Technology-Mediated Literacy Activities. Kwangok Song, The University of Texas - Austin
52.077-3. Issues in Community College Faculty Life. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Elizabeth Niehaus, University of Maryland
Participants:
Community College Faculty Conceptualizations of Academic Community and Part-Time Work Environment: A Case Study. Cecile Hunh Ham, University of Southern California
Community College Part-Time Faculty Identity Discourses: A Longitudinal Study. Kate Thiroff, University of Michigan
Patterns of Community College Culture and Faculty of Color. John S. Levin, University of California - Riverside; Zachary James Haberler, University of California - Riverside; Laurencia Walker; University of California - San Diego; Sarah Yoshikawa, University of California - Riverside
52.077-4. Mentoring and Advising College Students. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Kimberly N. Harris, University of California - Berkeley
Participants:
Holistic Student-Based Transfer Advising: A Multicultural Study. Alan Luther Webb, The University of Alabama; David E. Hardy, The University of Alabama; John A. Dantzler, The University of Alabama; Stephen Katsinas, The University of Alabama
Making the Connection: Development of a Mentoring Program to Engage and Retain Community College Students. David R. Johnson, University of Minnesota; Karen Evans Stout, University of Minnesota
Pathways to Mentorship: Connecting Engineering Faculty and Undergraduate Women Students. Sarah Kiersten Ferguson, The University of Texas - Austin
52.077-5. Perspectives on College Student Learning. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Lois Calian Trautvetter, Northwestern University
Participants:
- Good Teaching Matters in Universities: The Influence of Multiple Intelligences and Learning Styles on Students’ Perceptions of Online Learning. Donald E. Scott, University of Calgary
- The Relationship Between Supplemental Instruction Leader Learning Style and Student Study Design. Joshua Adams, University of North Texas; V. Barbara Bush, University of North Texas
- “Hip-Hop Is Like Breathing”: How College Students Apply Hip-Hop Aesthetics and Principles to Campus Life. Emery Marc Petchauer, Lincoln University

52.077-6. Perspectives on Successful College Students. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Susan Talburt, Georgia State University
Participants:
- Prototypes of Academically Successful Latina College Students. Maria Oropeza Fujiimoto, California State University - Fullerton
- Technologies of the Successful Student. Susan Talburt, Georgia State University
- The Appreciative Advising Inventory: Identifying College Student Assets for Successful Transition. Bryant Hutson, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro

52.077-7. Photovoice and Going Above and Beyond Being Faculty: Caring, Advocacy, and Passion. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Ryan Evely Gildersleeve, The University of Texas - Arlington
Participants:
- Exposing the Emotional Work of Crossing Borders. Leslie D. Gonzales, Clemson University; Rodolfo Roncones, The University of Texas - El Paso
- The Passion to Enact Engaged Policy Work: Perspectives of Latina Faculty Activists. Patricia D. Lopez, The University of Texas - Austin; Angela Valenzuela, The University of Texas - Austin
- Walking the Line and the Passion to Improve the Field. Curtis Anthony Brewer, Clemson University; Michelle D. Young, University Council for Educational Administration
- Following Your Heart: A Teacher Educator’s Journey. Theodore Chao, The University of Texas; Amanda Bell Werts, Clemson University; Sarah A. Mathews, Florida International University

52.077-8. Postsecondary STEM 1. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Marguerite E. Bonous-Hammarth, University of California - Irvine
Participants:
- Modeling Student Entrance Into STEM Fields of Study: Toward a Theoretical Framework of Motivation, High School Learning, and Postsecondary Context of Support. Xueli Wang, University of Wisconsin - Madison
- Postsecondary STEM Participation and Completion Among Students With Autism. Xin Wei, SRI International; Jennifer Yu, SRI International
- Socialization and Adjustment: Examining the Influential Factors of Community College Transfer Students in STEM Majors. Dimitra Lynette Jackson, Texas Tech University

52.077-9. Postsecondary Education: Social Stratification and Reproduction. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Brian An, University of Iowa
Participants:
- Learning College: Cultural Congruence and the Transition Experiences of University Students From Low-Income Backgrounds. Derria Byrd, University of Wisconsin - Madison
- Lost Opportunity, Social Reproduction, and Selective Postsecondary Education. Daniel Allen, University of Chicago; Harris School of Public Policy; Mark E. Engberg, Loyola University Chicago

52.077-10. Postsecondary Student Experiences and Outcomes. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Ning Rui, Research for Better Schools
Participants:
- Assessing Impacts of the Study Abroad Experience Using Propensity Score Matching. Ning Rui, Research for Better Schools
- Orientation Models for Summer Education Abroad Programs and the Development of Intercultural Competency. Amy Eileen Anderson, University of Dayton; Carolyn S. Rideour, University of Dayton
- Placement Evaluations and Remedial Education: Are Students Shopping for the Best Bargains? Stephen H. Fletcher, De Anza College

52.077-11. Precollege Access Factors. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Mark D. Huls, Huls Consulting Group
Participants:
- A Multilevel Model of Structural and Normative School Influences on 12th-Grade Students’ Educational Expectations in the United States. Jennifer Lowman, University of Nevada - Reno
- Creating a College-Going Culture for Latino Immigrant Youth: A Mixed-Methods Study of College Access. Ailah Rayna Carolan-Silva, Goshen College; J. Robert Reyes, Goshen College; Christine Noria, Goshen College
- The Role of Emerging Technologies in Financial Aid Literacy: Theory and Practice. Vanessa Monteroza, University of Southern California; Zoe Corwin, University of Southern California

52.077-12. Revisiting Validation Theory: A Theoretical Dialogue With Research and Practice Implications. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Michelle M. Espino, University of Georgia
Participants:
- Revisiting Validation Theory: Theoretical Foundations, Applications and Extensions. Laura I. Rendon, The University of Texas - San Antonio
- Quantitative Measures of Students’ Sense of Validation: Advancing the Study of Diverse Learning Environments. Sylvia Hurtado, University of California - Los Angeles; Marcela Cuellar, University of California - Los Angeles; Chelsea Guillermo-Wann, University of California - Los Angeles
- Fostering a Therapeutic Learning Environment: Highline Community College. Rolita Flores Ezeona, Highline Community College

52.077-13. State Policy and Institutional Contexts: Transfer, Remediation, and For-Profit Institutions. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Toby Park, Vanderbilt University
Participants:
- A Study of Policy Implementation: An Analysis of the California Transfer Legislation, Senate Bill 1440. Linda Taing Shieh, University of Southern California
- An Examination of the Relationship Between State Higher Finance Policies and Enrollments in Degree-Granting For-Profit Institutions. Elise Susan Miller, University of Maryland
- Grounding Our Understanding of College Remedial Education in Reality: Implications for Further Research. Tatiana Melguizo, University of Southern California; Holly Kosiewicz, University of Southern California; George Prather, Los Angeles Community College District

52.077-14. Underrepresented Groups in Postsecondary Education 1. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Kimberly Griffin, The Pennsylvania State University
Participants:
Finding, Retaining, and Graduating Women and Minority Students in Doctoral-Level Mathematical Sciences. Orpha Kemunto Ongiti, Africa Nazarene University

First-Generation Student Enrollment and Attainment Beyond the Baccaulreate. Somer L. Franklin, Sam Houston State University; John R. Slate, Sam Houston State University

“I’m Thinking of Ways I Can Go to College”: College “Choice” for Low-Income, Non-White Students. Rebecca D. Cox, Seton Hall University; Stefan Perun, Seton Hall University; Kelly E. Wilk, Seton Hall University

52.077-15. Coming Out and Being Out in Schools. Participants:

“My Mother Thought That Boys Would Be a Distraction”: Single-Sex Experiences of Lesbians in the Midwest: Coming Out in High School. Brandelyn L. Tosolt, Northern Kentucky University

Queer-Spectrum Students’ “Coming Out” Decisions: An Input-Environment-Outcomes Model Developed From a Multi-Institution National Study. Jay Garvey, University of Maryland

Experiences of Lesbians in the Midwest: Coming Out in High School. Josephine Katherine Foy, Kansas State University

“My Mother Thought That Boys Would Be a Distraction”: Single-Sex Schooling and Queer Youth. Bettina L. Love, University of Georgia; Brandelyn L. Tosolt, Northern Kentucky University

52.078. Roundtable Session 79; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Jay Garvey, University of Maryland

Participants:

Queer-Spectrum Students’ “Coming Out” Decisions: An Input-Environment-Outcomes Model Developed From a Multi-Institution National Study. Jay Garvey, University of Maryland; Susan Rankin, The Pennsylvania State University

Experiences of Lesbians in the Midwest: Coming Out in High School. Josephine Katherine Foy, Kansas State University

“**My Mother Thought That Boys Would Be a Distraction**: Single-Sex Schooling and Queer Youth. Bettina L. Love, University of Georgia; Brandelyn L. Tosolt, Northern Kentucky University

52.078-1. Critical Race Talk in Pre-K-12 School Settings. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Venus E. Evans-Winters, Illinois State University

Participants:

Are We There Yet? Examining Sociocultural Contexts of Culturally Relevant Pedagogy and Antibias Teachings in Early Childhood. Tonia Renee Durden, University of Nebraska - Lincoln; Kimberly Ann Blitch, University of Nebraska - Lincoln

Moving Beyond Awareness to Action: The Development of Urban Youth’s Critical Consciousness in a Social Justice College Access Program. Jonli Tunstall, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles; Neshemah Keetin, University of California - Los Angeles

Race Dialogues in Teacher Preparation: From Understanding to Action. Glenda C. Moss, University of North Texas; Anita Zijdemans Boudreau, Pacific University

Students’ Deliberations on Race and Racism and the Politics of the Past. Dorothea M. Anagnostopoulos, Michigan State University; Carleen Carey, Michigan State University; Sakeena G. Everett, Michigan State University


VCC, First Level, East Ballroom C; 8:15-9:45am

Participants:

A Critical Practice Analysis of Policy-Driven Reform in an Urban School: Mapping the Zone of Mediation in the Appropriation of Response to Intervention. Brendan D. Maxcy, Indiana University - IUPUI; Kathleen King Thorius, Indiana University - IUPUI; Erin Macey, Indiana University

An Organizational Critique of Critical Pedagogy: Reconnecting Praxis With Practice. Gioiaa Sue von Disterlo, University of Washington

Complicating Gender by Examining Title IX and Single-Sex Schooling With a Critical Race Theory Lens. Katherine Cumings Mansfield, University of California - Los Angeles; Virginia Commonwealth University

52.078-3. Cross-Context Studies of Learners’ Experiences of and in Activity. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Shelley Pasnik, Education Development Center, Inc.

Participants:


Asking for Minutes: The Movement of an Interactional Practice Across Preschool and Home Contexts. Siri Mehus, University of Washington; Reed Stevens, Northwestern University

Knowing Across Settings: Differences That Make a Difference. Vera Safa Michalchik, SRI International

Students’ Engagement in Learning Activities in and Out of School. Britte Haugan Cheng, SRI International; Patrik Lundh, SRI International

52.078-4. Culturally Responsive Schooling. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Cecilia Henriquez Fernandez, University of California - Los Angeles

Participants:

Culturally Relevant Pedagogy and Heritage Language Teaching. Hsui-Pai Wu, National Taipei University of Nursing and Health Science

Latino Linguistic Minority Students’ Mathematical Achievement: Generational Status, English Proficiency, and Curricular Pathways. Eduardo Mosqueda, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz

Revisualizing Resistance: Queer Youth Film and Pedagogical Engagement. Lori B. McIntosh, The University of British Columbia

Student Perceptions of Culture and Discipline. Laura Vandergrift Middelberg, Indiana University; Lauren Ann Shure, Indiana University; Russell J. Skiba, Indiana University; Shana Ritter, Indiana University

The Influences of Deaf Culture on School Culture: A Case Study of a State School for the Deaf. Catherine Ann O’Brien, Gallaudet University; Peggy L. Placier, University of Missouri

52.078-5. Discourse, Ideology, and Transnationalism. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Kevin S. Carroll, University of Puerto Rico - Mayaguez

Participants:

A Feminist Postcolonial Examination of Female Principals’ Experiences in South African Secondary Schools. Michele Schmidt, Simon Fraser University; Raj Mistry, University of Johannesburg


The Significance of Learning and Using English for a Puerto Rican Transnational Youth. Sandra Linnette Soto-Santiago, The University of Arizona

52.078-6. Diversity, Discourse, and Disruptions in Local Contexts. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Jenna Min Shim, University of Wyoming

Participants:

Heterosexual Discourses and Disruptions: School-Based Insights and Activism. Sara Lewis-Bernstein Young, Worcester State College

Place-Based Resilience: Ecologically Framed Experiences of Tlcho High School Graduates. Susan Hopkins, University of Phoenix

Locked Up and Locked Out: Educational Status Ambiguity and Future Aspirations of Incarcerated Youth. Jonathan Patrick Arendt, OISE/University of Toronto

B-Boy (Dance) Cipher: An Innovative Knowledge Community’s Shared Activity. Haidsee Smith Lefebvre, McGill University


VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Jacqueline Elena Romano, University of North Texas

Participants:

Bien Educadas and Well Educated: The Shaping of Chicana Education Ph.D. Students. Life-Work. Rebecca Bucigas, San Jose State University

Black College Student Retention: The Implications of Intersectionality and Multiple Identities on Perceptions of Racial Climate. Uma Madhure Jayakumar, University of San Francisco; Cheryl Ann Brown, Stanford University

Exploring Career Trajectories in Engineering: The Experiences of African American and Latina Engineering Professors. Jessica T. Decuir-Gunby, North Carolina State University; Christine Grant, North Carolina State University; Bradley Gregory, North Carolina State University

Toward a Theoretical Model: Examining Racism Readiness at Historically
Chair: Gloria C. Berdugo Oviedo, Universidad Tecnológica de Bolívar
Participants: Between a Rock and a Hard Place: Muslim-Minority Youth Negotiating Identity. Natasha Merchant, University of Washington
Chinese-ness and Chinese Heritage Language for Chinese Australians: A Sociological Quantitative Study. Guanghun Mu, Queensland University of Technology
In the University’s Backyard: The Complexities of Investigating “the Local” With Students. Rosalie Rolon-Dow, University of Delaware; Sarah Jewett, UMBC
The Paradoxes of Motivating and Engaging African American Males at a Single-Gendered School. Valerie Hill-Jackson, Texas A&M University

52.078-9. Parents, Families, and Academic Outcomes. Division G - Social Context of Education; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: From Parent Involvement to Parent Engagement: The Role of Education Organizing. Gerald K. Wood, Northern Arizona University; Jason Lowry, Northern Arizona University
Neighborhood Safety and the Mitigating Effects of Parental Expectations and School Climate on Academic Outcomes. Laura Moon Hopson, University at Albany - SUNY; Hal A. Lawson, University at Albany - SUNY
Spaces of Homelessness: Implications for School and Community Intervention. Peter Michael Miller, University of Wisconsin - Madison; Alexandra E. Pavlakis, University of Wisconsin - Madison; Yansa Shewakramani, University of Wisconsin - Madison; Lea Samartino, University of Wisconsin-Madison
The Role of Family in Immigrant-Origin Adolescents’ High School Choices. Carolyn Sattin-Bajaj, Seton Hall University

Chair: Kathy Renita Fox, University of North Carolina - Wilmington
Participants: “Being in the Middle”: Latina Ideology, Fictive Kinship, and the “Imagined Latina/o Community” Within College. Sarah Leah Santillanes, University of New Mexico
Beyond Role Models: Latina Teachers Helping Latinas Cross Borders on the Path to College. Monica G. Garcia, California State University - San Bernardino
Decolonizing Minds: The Experiences of Latina Mexican American Studies Majors at a Predominately White University. Alina Ize Flores, University of California - Los Angeles

52.078-11. Promoting Family, School, and Community Partnerships. SIG-Family, School, Community Partnerships; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Alberto M. Ochoa, San Diego State University
Participants: Building Trust Through Community-Based Research. Joyce Fleck Long, University of Notre Dame; Joana Caminiti, University of Notre Dame; Kelly Elizabeth Lemberger, University of Notre Dame; Rikki Lynn London, Indiana University - South Bend; Kelly Weber, University of Notre Dame; Samantha Reich, University of Notre Dame; Nora Kenney, University of Notre Dame
Development of a Framework and Accompanying Rubric to Assess Community School Implementation and Sustainability Processes. Keith Zander, Chicago Public Schools; Meredith Poff, Chicago Public Schools; Neil Natfzger, Learning Point Associates; Ebony Burnside, Chicago Public Schools; Adeline Ray, Chicago Public Schools
How Do Immigrant Parents Construct and Mobilize Their Knowledge to Support Their Children’s Education? Yan Guo, University of Calgary
Not Your Mother’s Parent-Teacher Association: Hybridity in Parent and Advocacy Organizations. Michael P. Evans, Miami University; Anne Rebecca Newman, Stanford University; Sue Winton, York University
The borderlearning Academy: Impact on Fostering Parental Engagement at Home Toward School Readiness. Jeesook L. Gilbert, Northern Kentucky University; Helene Harte, Northern Kentucky University

52.078-12. Exploring Discourses of Teaching and Being a Teacher. SIG-Language and Social Processes; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Amy Carpenter Ford, Central Michigan University
Participants: Analyzing Discourse of Teacher Self-Reflection: Teacher Action Research as Transformative Practice. LeAnn G. Putney, University of Nevada - Las Vegas; Suzanne H. Broughton, Utah State University; Brett D. Campbell, Clark County School District; Gwen C. Marchand, University of Nevada - Las Vegas
Discourses of Competence and Performance: Determining Teacher Proficiency Through National Standards. Radha Iyer, Queensland University of Technology
Metaphors Teachers Live By: Societal, Economic, and Value Contexts of Teaching. Audra Skukan skaite, The University of Texas - Brownsville
Teacher Workplace Learning: Transnational Comparison of Teacher Professional Growth in Lithuania and the United States. Elena Jurasaite-Harbinson, Hofstra University
Tracing Preservice Teacher Agency Through Language. Anne Swenson Tinkov; East Carolina University

52.079. Roundtable Session 80; Roundtable Session
52.079-1. Underrepresented Groups in Postsecondary Education 2. Division J - Postsecondary Education; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am
Chair: Cosette M. Grant, University of Cincinnati
Participants: Predictors of Adult Learners’ Access to Postsecondary Education. Junghwan Kim, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University
Year-to-Year Persistence of Latina/o Students at a California State University Commuter Campus. Diliana Peregryina-Kretz, OISE/University of Toronto; Angela M. Locks, California State University - Long Beach; Leticia Osugera, The Pennsylvania State University

52.079-2. Using Multiple Lenses for Examining Asian Americans Navigating Bicultural Experiences in Higher Education Contexts. Division J - Postsecondary Education; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am
Chair: Susan J. Paik, Claremont Graduate University
Participants: Examining the Impact of Academic and Social Experience on Ethnic Identity Development of East Asian American College Students. Shino Simons, Claremont Graduate University
Examining the Ethnic Identity and Academic Performance of Fourth-Generation Japanese American College Students. Lorine Erika Saito, Claremont Graduate University
Peer and Parental Influence: The Impact on Filipino American College Students. Jennifer Jimenez Marana, Claremont Graduate University
Balancing Cultures, Balancing Work: A Qualitative Study of South Asian Women Faculty in the United States. Matthew J. Witenstein, Claremont Graduate University

52.079-3. Contesting Boundaries: Tensions on the College Campus in the 20th Century. Division F - History and Historiography Cosponsored with Division J - Postsecondary Education, Division J - Postsecondary Education; Roundtable Session VCC, Second Level, East Room 1; 8:15-9:45am
Chair: William Charles Purdy, University of California - Los Angeles
Participants: Treason and the “Farce” of Academic Freedom. Timothy Reese Cain,
Chair: Benjamin Eric Erlandson, California State University - Monterey Bay
Participants:
- Assessing Technology’s Impact: Changing the Questions. James W. Reineke, Winona State University; Ken Graetz, Winona State University; Ken Janz, Winona State University
- Evaluation of PBS KIDS GO! Website: Digital Media and Students’ Motivation to Learn. Elizabeth M. McCarthy, WestEd; Welling Li; Michelle Tiu, WestEd
- Exploring the Use of Game Elements in the Development of Innovative Assessments Tasks for Science. Diego Zapata-Rivera, ETS; Malcolm Bauer; ETS; Irvin R. Katz, ETS; Shu-Kang Chen, ETS
- Important? Jonathan L. Schwartz, University of Hawaii - West Oahu; Zsuzsanna R. Szabo, Marist College
- Technology-Related Playful Activity and Thought and Moral Development. Darrel Davis, Miami University; Doris Bergen, Miami University

52.080. Roundtable Session 81; Roundtable Session
52.080-1. Examining Flow, Aesthetics, and Impact of Performative Research. SIG-Arts and Inquiry in the Visual and Performing Arts in Education: Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am
Chair: Lynn Fels, Simon Fraser University
Participants:
- Aesthetic Forms in Flow Experiences. E. David Wong, Michigan State University
- Digital Technology, Arts Classrooms, and the Possibilities: Case Studies From Australian Classrooms. Narelle Suzanne Lemon, RMIT University
- Drama and Dance Arts Integration in Literacy Learning Contexts. Alida Anderson, American University

52.080-2. Multimodal Narratives in Arts Education Research: Digital Stories, Playwriting, and Soundscapes. SIG-Arts and Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am
Chair: Leslie Roxanne Stanick, The University of British Columbia
Participants:
- A Participatory Arts-Based Inquiry Into Accelerated Learning: Digital Storytelling and Poetic Renderings. Pamela Richardson, The Conversatorium
- “As Long as It’s Not Shakespeare”: In-School Playwriting Instruction for the Urban Language Arts Classroom. Mary Stone Hanley, George Mason University; Jeniece Leilani View, George Mason University; Mary Stone Hanley, George Mason University
- Soundscapes as Musical Narrative of Self and Place. Joj Fried-Garrod, Thompson Rivers University

52.081. Roundtable Session 82; Roundtable Session
52.081-1. Reenvisioning the Role of Technology in Education. SIG-Computer and Internet Applications in Education; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Hilary Ritt, University of Virginia
Participants:
- Affordances and Constraints of Wiki for Collaborative Learning. Samuel Kai Wah Chu, The University of Hong Kong; Ronnel Bornsal King, The University of Hong Kong
- Content-Specific Instructional Technology Support: Processes and Perceptions. Hilary Ritt, University of Virginia; Sara L. Dexter, University of Virginia
- Evaluation of Web Presence in K-12 Education. Valerie M. Irvine, University of Victoria; Dallas Hermanson, University of Victoria; Jillianne Code, University of Victoria
- Students’ Use of Active Electronic Support Tools in Mathematics: A Descriptive Study. Lindy L. Crawford, Texas Christian University; Supporting Teacher Learning for Technology Integration: A Holistic View. William Monty Jones, Virginia Commonwealth University; Sara L. Dexter, University of Virginia

52.081-2. Identification and Meaningful Participation. SIG-Learning Sciences; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Kersti Tyson, University of New Mexico
Participants:
- Autonomy, Authority, and Engagement in a Project-Based Mathematics Classroom. Jennifer Marie Langer-Osuna, University of Miami
- Bidirectional Artifact Analysis: A Method for Analyzing Creative Processes in Formal Learning Settings. Alecia Marie Magnifico, University of Illinois at Urbana-Champaign; Erica Rosenfeld Halverson, University of Wisconsin - Madison
- Fostering Graduate Students’ Epistemic Agency in a Knowledge-Building Community Through Cogen erative Dialogue. Seng Chee Tan, National Institute of Education - Nanyang Technological University
- Shifts in Identification in a Hybrid Space. Kok-Sing Tang, National Institute of Education - Nanyang Technological University; Natasha Anne Rappa, National Institute of Education - Nanyang Technological University

52.082. Roundtable Session 83; Roundtable Session
52.082-1. Voice and Identity. SIG-Qualitative Research; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Chair: Carolyn N. Stevenson, Kaplan University
Participants:
- “I Want Teachers to Be Unbiased!” The Discourse of Unfairness Among Russian Adolescents. Janine Bempechat, Wheelock College; Samuel Ronford, Harvard University; Anna Mirny, WIDE World at Harvard University; Jin Li, Brown University; Susan D. Holloway, University of California - Berkeley
- The Student Voice in Educational Research: Student Shadowing from the Student’s Perspective. Stacey A. Rutledge, Florida State University; Lynn Comer, Florida State University
- Exploring Students’ Language Minority Identity Through Photography. Guilla Hohn, University of Helsinki; Jan-Erik Munsikka, University of Helsinki; Monica Louden, University of Helsinki; Charlotte Rehn, University of Helsinki

52.082-2. Framing the Issue: Discussion of Data and School Profiles. SIG-School Indicators, Profiles, and Accountability; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Chair: Michelle LaPointe, Lesley University
Participants:
- School Rankings in Canada: Think Tanks, News Media, and Neoliberal Frames. Rodney Handelsman, McGill University
- Relative Cohort Size and Student Achievement: A Test of Easterlin’s Hypothesis. Noli Brazil, University of California - Berkeley
- Sustainability of Data Teams for School Improvement. Kim Schildkamp, Universiteit Twente; Adam Handelzalts, Universiteit Twente

Division and SIG Posters
52.083. Poster Session 12; Poster Session
52.083-1. Education Policy and Politics. Division L - Educational Policy and Politics; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
1. Adding Value to Value-Added: Developing Research Systems for Program Improvement and Public Accountability. M. Jayne Fleener, North Carolina State University; David H. Cooper, Elon University; Alisa Chapman, University of North Carolina
2. Factors Influencing Mathematics Teachers’ Reform-Oriented Instruction. Miray Tekkunru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Richard James Correnti, University of Virginia
3. Governing Israel’s Charter-Type Schools—Declared Policy and Applied Practice: Do We Know Enough? Gadi Bialik, Tel Aviv University; Yael Kafri, Tel Aviv University; Idit Elisheva Livneh, Tel Aviv University


5. Jurisdictional Politics: A New Federal Role in Education. Jal Mehta, Harvard University; Steven Teles, Johns Hopkins University


7. Policy Entrepreneurs and Agenda Setting in Minnesota School Integration Policy. Allison Mattheis, University of Minnesota

8. School Incentives, Principal Characteristics, and Teacher Assignment. Niu Gao, Florida State University


10. Teacher Working Conditions, Satisfaction and Commitment in Bureau of Indian Education Schools: A Schools and Staffing Survey Analysis. Don Stryker

12. The Invisible Wall Between Schools: An Exploratory Report on Repeatedly Low-Performing Schools in the Chicago Public Schools. Jin Lee, University of Illinois at Urbana-Champaign; Hyun-Jun Joo, Daegu National University of Education

13. The Relationship Between Mathematical Content and Pedagogical Knowledge and Teacher Characteristics. Toni M. Smith, George Mason University; Patricia F. Campbell, University of Maryland; Masako Nishio, University of Miami - College Park; Lawrence M. Clark, University of Maryland; Amber Rust, University of Maryland; Darcy Conant, University of Maryland - College Park; Jill Neumayer-DePiper, University of Maryland - College Park; Tanya Toews, University of Maryland - College Park; Patrick J. Griffin, University of Maryland; Yoonyoung Choi, University of Maryland

14. Understanding Resistance to Standardization in Education: The Tragedy of the Commons as a Theoretical Framework. Grinnell Smith, San José State University; Colette Rahin, San José State University


16. Cultural Historical Perspectives on Computer-Mediated, Teacher-Mediated Reading Instruction. Rita Maria Menendez, Texas A&M University - Commerce

17. Improving Educational Practices in Finland: Young People in Transition. Marianne Terävä, University of Helsinki; Johanna L. Lasonen; Carine A. Cools, University of Jyväskylä

18. Antecedents and Consequences of Achievement Goal Change in College Students. Chris S. Hulleman, James Madison University; Makayla Grays, James Madison University

19. Boredom and Challenge in Middle School: Emotional Correlates and Developmental Differences. Meg Trucano, University of Notre Dame

20. Exploring Interest and Goal Orientation in a Problem-Based Learning Environment. Michael M. Phillips, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado; Moshe Machlev, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado

21. Exploring the Role of College Students’ Need Fulfillment in Motivational and Emotional Experiences. Jaehak Jung, The University of Texas - Austin

22. Giving Voice to Black Male Engineering Students: Contextualizing Persistence at an HBCU (Historically Black College or University). Jennifer O. Burrell, Howard University; Afya C. Fredericks, Howard University; Lamar J. White, Howard University; Lorraine Fleming, Howard University; Ashley Renee Griffin, Howard University

23. Intention to Leave a STEM Major: Expectancies, Values, and Identity Status. Anthony C. Perez, Duke University; Jennifer G. Cromley, Temple University; Avi Kaplan, Temple University

24. Mediating Effects of Goals, Self-Efficacy, and Affect: A Model Predicting High School Students’ Writing Performance. Ruongmo Zhao, University of Nebraska - Lincoln; Douglas F. Kaufman, University of Nebraska - Lincoln; Meryem Tilmaz Soylu, University of Nebraska - Lincoln; Mary G. Zeleny, University of Nebraska - Lincoln

25. Relationships Among Students’ Perceptions of a First-Year Engineering Design Course and Their Identification With Engineering, Engineering Beliefs, and Effort. Brett D. Jones, Virginia Tech; Jason W. Osborne, Old Dominion University; Marie Christine Paretti, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University

26. The Assessment of Teacher Support and Its Relation to Student Interest. Anna-Lena Dicke, Gabriel Nagy, Tuebingen University; Ulrich Trautwein, Universitat Tubingen

32. Learning Trajectory for the Codevelopment of Domain and Enumeration Task. Cara Bauer, University of Minnesota; Susan Sonnenschein, University of Maryland - College Park; Amber Rust, University of Maryland; Daniel E. Arzt, University of Michigan - Ann Arbor; Stephen C. Hulme, University of Maryland - College Park

33. Linking Mathematical Ideas Multimodally Enhances Learning. Martha W. Alibali, University of Wisconsin - Madison; Matthew Wolfgram, University of Wisconsin - Madison; Andrew G. Young, University of Wisconsin; Ruth Breckwiorig Church, Northeastern Illinois University; Chelsea Victoria Johnson, University of Wisconsin - Madison; Steven A. Jacobs, University of Chicago; Mitchell J. Nathan, University of Wisconsin - Madison

34. Learning Trajectory for the Codevelopment of Domain and Representational Competence: The Case of Fraction Multiplication. Rosy Vieg, University of California - Berkeley

35. Learning to Tell Time: Strategy Choices in Children With Different Levels of Mathematics Ability. Elise Burny, Ghtent University; Martin M. Valcke, Ghent University; Emeline de Bort, Ghent University

36. Linking Mathematical Ideas Multimodally Enhances Learning. Martha W. Alibali, University of Wisconsin - Madison; Matthew Wolfgram, University of Wisconsin - Madison; Andrew G. Young, University of Wisconsin; Ruth Berekfriid Church, Northeastern Illinois University; Chelsea Victoria Johnson, University of Wisconsin - Madison; Steven A. Jacobs, University of Chicago; Mitchell J. Nathan, University of Wisconsin - Madison

37. The Contribution of Specific Mathematical Concepts and Skills and Reading to Problem Solving Involving Ratios, Proportions, and Percents. Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Amy Lein, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota; Cara Bauer, University of Minnesota

38. The Effect of Language on Chinese and American 2- and 3-Year Olds’
Monday, April 16, 2012

52.083-5. Student Identity Through the Lens of Global Culture and Academic Achievement. SIG-International Studies; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

53.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 9:15am to 6:05pm
Chair: William H. Schmidt, Michigan State University

54.001. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 10:35am to 1:55pm
Chair: Cherry A. McGee Banks, University of Washington - Bothell

54.002. AERA Social Justice Action Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 10:35am to 12:05pm
Chair: Richard P. Duran, University of California - Santa Barbara


Monday, 9:15 am

Governance Meetings and Events

53.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 9:15am to 6:05pm
Chair: William H. Schmidt, Michigan State University

Monday, 10:35 am

Governance Meetings and Events

54.001. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 10:35am to 1:55pm
Chair: Cherry A. McGee Banks, University of Washington - Bothell

54.002. AERA Social Justice Action Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 10:35am to 12:05pm
Chair: Richard P. Duran, University of California - Santa Barbara

AERA Related Activities

54.011. Combining Community Voice and Research-Based Evidence to Promote Equity in Educational Policy and Practice. Presidential Session
Cospresented with Division B - Curriculum Studies, Graduate Student Council
VCC, First Level, West Room 109&110; 10:35am to 12:05pm
Chair: Mark R. Warren, Harvard University
Participants:
The Role of Research in Grassroots Struggles: Reflections on the National Latino/a Educational Research and Policy Project. Angela Valenzuela, The University of Texas - Austin
Learning Power. Jeanine Oakes, Ford Foundation
Radical Imagination and the Art of Emancipatory Research. Shawn A. Ginwright, San Francisco State University
Transforming Baltimore Through Partnerships With Community-Based Organizations: A District Superintendent’s View. Andres A. Alonso, Baltimore City Public Schools
A Match on Dry Grass: The Role of Community Organizing in Advancing Quality and Equity in Public Education. Mark R. Warren, Harvard University; Karen L. Mapp, Harvard University

VCC, First Level, West Ballroom C; 10:35am to 12:05pm
Chair: Cynthia A. Tyson, The Ohio State University - Columbus
Speaker: Peggy McIntosh, Wellesley College

VCC, First Level, West Room 118-120; 10:35am to 12:05pm
Chair: Lisa W. Lotztenheizer, The University of British Columbia
Participants: Lisa W. Lotztenheizer, The University of British Columbia; Nico McCoy, Campout; Leroy Wan, Campout; Joshua Ongcol, Campout; Gillian Wong, Campout

54.014. What Derrick Bell Knew: The Legacy of Critical Race Theory on Education Scholarship. Presidential Session
VCC, First Level, West Ballroom A; 10:35am to 12:05pm
Chair: Gloria J. Ladson-Billings, University of Wisconsin - Madison
Participants: Adrienne D. Dixson, University of Illinois; Jamel K. Donnor, College of William and Mary; David Gillborn, Institute of Education - London; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Daniel Gilbert Solórzano, University of California - Los Angeles; William F. Tate, Washington University in St. Louis

54.015. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: An Open Discussion Forum. AERA Sessions; Invited Session
VCC, Second Level, West Room 208-209; 10:35am to 12:05pm
Chair: Adrianna Kezar, University of Southern California
Participants: Stanton Wortham, University of Pennsylvania; Benjamin Baez, Florida International University; Sara Goldrick-Rab, University of Wisconsin - Madison; Susan Finley, Washington State University - Vancouver; Esther S. Merves, Association of American Colleges and Universities

54.016. Improving Adult Literacy Instruction: Options for Practice and Research - The 2011 National Research Council (NRC) Report and Recognition of Small Numbers. Xia Li, Brooklyn College - CUNY; Ye Sun, West Virginia University; Arthur J. Baroody, University of Illinois; David Purpura

40. The Effect of Students’ Perceptions of the Learning Environment on the Mathematics Attitude. Machteld Vandecandelaere, University of Leuven; Gudrun Vanlaar, University of Leuven; Sara Speybroeck; Rik De Fraene, K.U. Leuven

41. The Magnitude Development of Struggling First-Grade Learners. John K. Laminin, University of Missouri; Delinda Van Garderen, University of Missouri; John Matthew Switzer, University of Missouri; Kelley Elizabeth Buchheister, University of South Carolina

42. The Problem-Posing Practices of Primary Students. Janice Novakowski, The University of British Columbia
Beyond. AERA Sessions; Invited Session
VCC, Second Level, West Room 222; 10:35am to 12:05pm
Chair: Carol D. Lee, Northwestern University
NRC Committee Participants: Alan Lesgold (Committee Chair), University of Pittsburgh; Elizabeth B. Maje, University of Michigan; Arthur C. Graesser; The University of Memphis
Discussants: Susan R. Goldman, University of Illinois at Chicago; Jamal Abedi, University of California - Davis

54.017. Research and Policy Issues in Special Education. AERA Sessions; Invited Session
VCC, Second Level, West Room 202&203; 10:35am to 12:05pm
Chair: Camilla P. Benbow, Vanderbilt University
Speakers: Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services; U.S. Department of Education; Deborah L. Speece, Commissioner, National Center for Special Education, Institute of Education Sciences, U.S. Department of Education
Discussant: Alfredo J. Artiles, Arizona State University

54.018. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
VCC, Second Level, West Room 201; 10:35am to 12:05pm
Participants:
1. Journal of Mixed Methods Research. Vicki L. Plano Clark, University of Nebraska - Lincoln; Nataliya V. Ivankova, The University of Alabama - Birmingham; Thomas W. Christ, University of Bridgeport
2. International Journal for Research Developer. Linda Evans, University of Leeds; Sharon Parkinson, Emerald Group Publishing Ltd
3. Applied Psychological Measurement. Mark L. Davison, University of Minnesota
4. Professional Development in Education. Ken Jones, Swansea Metropolitan University; Jim O'Brien, University of Edinburgh; Alex Alexandrou, Freelance Academic; Sue Swaffield, University of Cambridge
5. Journal of Journal on Christian Education. Larry D. Burton, Andrews University; Linda B. Caviness, La Sierra University; Pretoria G. St. Juste, Andrews University
6. Learning and Individual Differences. Steven Stember, Wesleyan University
8. Learning, Culture and Social Interaction. Roger Saljo, University of Gothenburg
10. Gender and Education. Emma Renold, Cardiff University
11. The International Journal of Leadership in Education. Duncan Waite, Texas State University - San Marcos
14. Journal of Asian Critical Education. Tarquam McKenna, Victoria University; Mark Aldous Vicars, Victoria University; Marcelle Cacciato, Victoria University; Shirley R. Steinberg, University of Calgary
15. The Journal of Ecological and Critical Pedagogy. Rochelle Brock, Indiana University - Northwest; Hans Jansan, University of Bristol; Riki Verhoeven, Hogeschool Utrecht; Elcoo Buitenhuys, Hogeschool Utrecht; Loeis Maria Houweling, Utrecht University
17. Journal of Educational Administration. Allan David Walker, The Hong Kong Institute of Education; Philip Hallinger, The Hong Kong Institute of Education; Darren Bryant, Hong Kong Institute of Education
19. Educational Action Research. Patricia Thomson, University of Nottingham

Committee Sessions

54.019. Cosmopolitanism, Communication, and Citizenship Education. International Relations Committee; Symposium
VCC, Second Level, West Room 224; 10:35am to 12:05pm
Chair: Ninni Wahlstrom, Orebro University
Participants:
Educational Cosmopolitanism: Making Meaning Through Reflective Conversations. Ninni Wahlstrom, Orebro University
To Live Educationally: To Develop Curriculum in Line With Cosmopolitan Inheritance. Tomas Englund, Orebro University
Valuing Humanity as Cosmopolitan Beings. Klaus Roth, Stockholm University
The Cosmopolitan Challenge and the Need for a Communicative Leadership. Nicolas Ronstrom, Stockholm University
Discussant: David T. Hansen, Teachers College, Columbia University

54.020. GSC Chair Fireside Chat: Dismantling the Model Minority One Subgroup at a Time: The Importance of Understanding Heterogeneity and Ecological Fallacies. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 10:35am to 12:05pm
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: Gilbert C. Park, Ball State University; Kevin K. Kumashiro, University of Illinois at Chicago; Yoon K. Pak, University of Illinois at Urbana-Champaign; Robert T. Zeranishi, New York University; Dina C. Maramba, Binghamton University - SUNY; Stacey J. Lee, University of Wisconsin - Madison; Benji Chang, Teachers College, Columbia University

54.021. GSC Division D Fireside Chat: Value-Added Modeling in Educational Research and Evaluation. Graduate Student Council; Fireside Chat
VCC, First Level, West Room 121&122; 10:35am to 12:05pm
Chairs: Grant B. Morgan, University of South Carolina; Yuan Zhang, University of Maryland - College Park
Participants: Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.; Henry L. Braun, Boston College; Pete Goldschmidt, University of Maryland - College Park; Daniel McCaffrey, RAND Corporation

54.022. International Scholarship on School Bullying: What Do We Know and How Can We Prevent It? International Relations Committee; Symposium
VCC, First Level, West Room 121&122; 10:35am to 12:05pm
Chairs: Ara Tekian, University of Illinois at Chicago; Dorothy L. Espelage, University of Illinois at Urbana-Champaign
Moderators: Ron Avi Astor, University of Southern California; Dorothy L. Espelage, University of Illinois at Urbana-Champaign
Participants: Shelley C. Hymel, The University of British Columbia; David W. Johnson, University of Minnesota; Michal Beller, RAMA

International Organization Sessions

54.023. Research on Factors Influencing Teachers’ Use of Information and Communication Technologies. Netherlands Educational Research Association; Invited Session
VCC, Second Level, West Room 207; 10:35am to 12:05pm
Chair: Karel Kreijns, Open Universiteit Nederland
Participants:
Teachers’ Use of Digital Learning Materials: Self-Determination Theory and the Integrative Model for Behavior Prediction. Karel Kreijns, Open Universiteit Nederland; Marjan Vermeulen, The Open University of the Netherlands; Frederik Van Acker, Open Universiteit Nederland
Popular ICT (Information and Communication Technologies) Use in Primary Education: A Hierarchical Regression Model. Ruben Vanderlinde, Ghent University; Johan Van Braak, Ghent University
Preservice Teachers’ Perceptions of Their Technology-Integrating Knowledge and Skills. Petra Fisser, Universiteit Twente; Joke M. Voogt, Universiteit Twente; Jo Tondeur, Ghent University; Johan Van Braak, Ghent University

Division Sessions

54.024. Bolstering Educational Quality: The District’s Role in School Reform. Division A - Administration Organization & Leadership; Paper
Multiple Dimensions of Leadership for Social Justice. Discussant: 
Participants: 
Chair: 
Barriers to District-Level Educational Reform: A Statewide Case Study of Minnesota School Superintendents. Candace Raskin, Minnesota State University - Mankato; Courtney Stewart, University of Montana 
Branding Educational Data Use Through Professional Learning: Findings From a Study in Three School Districts. Jo Beth Jimerson, Texas Christian University; Jeff Wayman, The University of Texas - Austin 
The Academy of Pacesetting States: Building Capacity Within State Education Agencies to Support School Improvement Efforts in Districts and Schools. Marilyn A. Murphy, Temple University; Sam Redding, Academic Development Institute 
Is Sustainability of Educational Reform an Article of Faith, or Can It Be Deliberately Crafted? Pamela O Connell, Learning Media Limited 
Bringing School Turnaround to Scale: The Imperative Role of Districts. Heather Zavadsky, The University of Texas 
Discussant: Lisa Bass, University of Oklahoma

54.026. The Inner World of School Leaders: Caring, Morality, Ethics, and Spirituality. Discussant: 
Participants: 
Chair: Stephen P Gordon, Texas State University-San Marcos 
Social Justice Leadership as Praxis. Gail C. Farman, Washington State University 
Researching Gender in School Administration: To Know May Be Enough. Jacky Lamby, University of Southampton 
Resilient Voices Seeking Social Justice in Impoverished Schools. Edward P. San Nicolas, University of Nevada-Las Vegas; Edith A. Rusch, University of Nevada - Las Vegas 
Discussant: Stephen P. Gordon, Texas State University-San Marcos

Participants: 
Chair: William H. Schubert, University of Illinois at Chicago 
East-West Perspective on the Ethos of Confucius, Tsunesaburo Makiguchi, and John Dewey’s Educational Thought. Ming Fang He, Georgia Southern University 
East-West Perspective on the Ethos of Daisaku Ikeda’s and John Dewey’s Educational Thought. Gonzalo Obelleiro, Teachers College, Columbia University 
East-West Perspectives on a Curriculum of Great Learning. Ming Fang He, Georgia Southern University; Jim Garrison, Virginia Polytechnic Institute and State University; William H. Schubert, University of Illinois at Chicago; Jason Goulah, DePaul University 
Discussant: Jim Garrison, Virginia Polytechnic Institute and State University

54.028. Myths, Knowledge, and Conceptualizations of Curriculum. Discussant: 
Participants: 
Chair: Daniel Liston, University of Colorado 
Becoming a “Mythologist”: Barthes’ Mythologies and Education. Jesse Bazzul, OISE/University of Toronto 
Strange Knowledge Without Action: How “Scire” Is Not Enough, Even for Real Knowing. Tony Whitten, University of Delaware 
Knowledgees Sacred and Profane: Basil Bernstein and the Recontextualization of Critical Thinking. Leonel Tze-Wei Lim, University of Wisconsin - Madison 
Conceptual Art for Philosophy in the Classroom. Michelle Forrest, Mount Saint Vincent University 
Troubleshooting a Scripting Error: Connections of Scripted Curricula to Scripted Bodies. Justin N. Thorpe, Michigan State University 
Discussant: Hue-Yi Li, The University of Akron

54.029. Writing Left: The Educational Potential of Literary and Artistic Practices for People on the Margins. Discussant: 
Participants: 
Chair: Rebecca J. Luce-Kapler, Queen’s University 
“Mental Vacations”: Book Club Meetings in a Homeless Shelter for Women. Laurie MacGillivray, The University of Memphis; Amy L. Ardel, Chapman University; Margaret Saucedo Curwen, Chapman University 
The Bridge Generation: Collective Biography by Queer Elders. Claire Elizabeth Robson, The University of Calgary 
Character and Composition: (Re)writing Identity in a Federal Penitentiary. Michael Lockett, Queen’s University 
Shifting Identity Positions: Arts-Based Educational Practices With Street Youth. Amanda Wager, The University of British Columbia; Theresa Rogers, The University of British Columbia 
Discussant: Dennis J. Sumara, University of Calgary

54.030. Activating Young Science Learners: Igniting Persistent Engagement in Science Learning and Inquiry. Discussant: 
Participants: 
Chair: Rena Dorph, University of California - Berkeley; Kevin Crowley, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Patrick M. Shields, SRI International 
Evidence of Science Activation in Life Histories of Adult Scientists and Science Learning Experiences. Kevin Crowley, University of Pittsburgh; Rena Dorph, University of California - Berkeley; Lisa Newton, University of California - Berkeley; Scott M. Randol, University of California - Berkeley 
Activated Science Learners as Self-Regulation Agents. Li Sha, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Meghan Bathgate, University of Pittsburgh 
Oceans Versus Robots: Exploring the Importance of Topic Effects in Student Science Engagement. Meghan Bathgate, University of Pittsburgh; Richard James Correnti, University of Pittsburgh; Jessica Degol, University of Pittsburgh
5. Scientific Sense Making in Context. Kristin Nagy Catz, University of California - Berkeley; Amanda Crowell, University of Pittsburgh; Kristen Oroourke Burmester, University of California - Berkeley; Christian D. Schunn, University of Pittsburgh; Rena Dorph, University of California - Berkeley

6. What Science Looks Like in the Lives of 11-Year-Olds. Megan R. Luce, University of California - Berkeley; Tammie Visintainer, University of California - Berkeley

7. Exploring Everyday Talk as Scientific Talk. Sherry H. Hsi, University of California - Berkeley; Megan R. Luce, University of California - Berkeley; Kimberly Gomez, University of California - Los Angeles

8. A Lesson from the Counterfactuals: Analyzing the Stories of Atypical Scientists. Kimberly N. Harris, University of California - Berkeley; Vanessa Beth Lujan, University of California - Berkeley; Rena Dorph, University of California - Berkeley

9. In Pursuit of Science Careers: Pathways From Childhood to Adulthood. Matthew A. Cannady, University of California - Berkeley; Kimberly N. Harris, University of California - Berkeley; Karen Knutson, University of Pittsburgh; Eric Greenland, SRI International; Patrick M. Shields, SRI International

54.031. Effect of Vocabulary on Literacy From Pre-K Through Grade 2: Spanish, Cantonese, and Tagalog English Language Learners. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 10:35am to 12:05pm

Chairs: Yuuko Uchikoshi, University of California - Davis; Stefa H. Marinova-Todd, The University of British Columbia

Participants:
- The Relationship between Receptive Vocabulary and Word Reading among Head Start Spanish/English Bilingual Children. L. Quentin Dixon, Texas A&M University - College Station; Blanca G. Quiroz, SEDL; Jing Zhao, Texas A&M University
- Bilingual Children’s Vocabulary Development in English and Spanish: A Longitudinal Perspective. Mariela M. Paez, Boston College
- Vocabulary and Reading Skills of Cantonese and Filipino English Language Learners and English Monolinguals in Canada. Stefa H. Marinova-Todd, The University of British Columbia; Daniel Berube, The University of British Columbia
- Role of Vocabulary on Literacy Development of Spanish-Speaking and Cantonese-Speaking English Language Learners in the United States. Yuuko Uchikoshi, University of California - Davis; Carrie A. Strohl, University of California - Davis
- Play, Multimodality, and Bilingualism in Learning Connectives: Promising Findings. Paola Uccelli, Harvard University; Christopher Daniel Bar, University of Houston; Lauren Artzi, Center for Applied Linguistics; Franne Rosenthal, Harvard University; Diane L. August, Center for Applied Linguistics and The American Institutes for Research

Discussant: Catherine Snow, Harvard University

54.032. Family Background, Parental Engagement, and Student Motivation and Achievement. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm

Chair: Miriam Marleen Gebauer, Technical University of Dortmund

Participants:
- Parents’ Engagement in the School Context Within an Expectancy-Value Framework. Jasmin Schwanenberg, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund; Nadja Pfuhl, IFS - TU Dortmund; Ruth Springer, Technical University of Dortmund
- Parents, Teachers, and Peers: Who Has Most Influence on Student Motivation and Achievement? Dennis M. McNerney, The Hong Kong Institute of Education
- Autonomy-Supportive Parental Behaviors, Adolescents’ Reading Motivation, and Reading Achievement in Collectivist and Individualist Cultures. Shahjan Areeptammanil, Nanyang Technological University
- Academic Motivation of Students With Diverse Family Backgrounds and the Explanatory Power of Parental Influences. Rebecca Miriam Hartmann, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund

Discussant: Kathryn R. Wentzel, University of Maryland

54.033. Knowledge, Strategies, Instruction, and Assessment. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, North Junior Ballroom D; 10:35am to 12:05pm

Chair: Suzanne Porath, University of Wisconsin - Madison

Participants:
- Developing a Survey for Characterizing Reading Comprehension Instruction. Dennis S. Davis, The University of Texas - San Antonio; Angeli Willson, The University of Texas - San Antonio
- Propositional Density and Readability: A CPIDR (Computerized Propositional Density Rater) in the Web of Text Difficulty. Stephanie Maria Bennett, University of South Florida; Patriann Smith, University of South Florida; James R. King, University of South Florida; Robert F. Dedrick, University of South Florida
- Using Digital Storytelling to Increase Writing Skills for English Language Learners. Denise M. Ousley-Exum, University of North Carolina - Wilmington; Eleni N. Pappamihel, University of North Carolina - Wilmington
- Teachers’ Knowledge of Reading. Henk van den Hurk, Utrecht University; Thonia A. Houtven, Utrecht University; Willem Van De Grip

54.034. Plugged In: The Potential of Technological Innovations to Improve College Readiness, Access, and Success. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 10:35am to 12:05pm

Chair: Stefani Robin Relles, University of Southern California

Participants:
- The Impact of Game Strategy on the Development of College Literacy. Zoe Corvin, University of Southern California; William G. Tierney, University of Southern California; Gisele Rapussa, University of Southern California; Tracy J. Fullerton, University of Southern California
- Social Media Use and Academic Identity in a Diverse K-12 District. Mark Warschauer, University of California - Irvine; Binbin Zheng, University of California - Irvine
- Preventing a Participation Gap With Teachers. Erin Reilly, University of Southern California; Vanessa Vartabedian, University of Southern California; Henry Jenkins, Massachusetts Institute of Technology
- College-Ready Profiles: Supporting Student Literacies With Online Profile Authorship. Stefani Robin Relles, University of Southern California

Discussant: Robert S. Rueda, University of Southern California

54.035. Research on the Design of Multimedia-Based and Animation-Enhanced Instruction. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 10:35am to 12:05pm

Chair: Daniel T. Hickey, Indiana University

Participants:
- Implications of Designing Instructional Video Using Cognitive Theory of Multimedia Learning. Mohamed Mostafa Ibrahim, Arkansas Tech University; Pasha Antonenko, Oklahoma State University; Carmen Greenwood, Oklahoma State University; Denna L. Wheeler, Oklahoma State University
- Facilitating Function of Animations for Understanding of Spatial Relations: An Aptitude-Treatment-Interaction Study. Stefan Munzer, Saarland University; Roland Bruenen, Saarland University
- Supporting Learning With Interactive Animation: Implications From Eye Movement Data. Margaret Chan, Teachers College, Columbia University
- Do Sounds Improve Learning From an Explanative Narration? Claudia Leopold, University of Münster; Anke Heckeuetter, Referendar; Stephan Duke, University of Münster
54.036. Science Education for the Competent Outsider: What We Already Know and Do. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 10:35am to 12:05pm
Chair: Noah R. Feinstein, University of Wisconsin - Madison
Participants:
Youth Citizen Science Journalism as a Means to Develop Competent Outsiders. Joseph L. Palman, University of Missouri
Putting on a Green Carnival: Using a Critical Connection to Place to Reposition Science. Daniel Birmingham, Michigan State University; Angela Calabrese Barton, Michigan State University
Becoming a Competent Outsider: Ways That Diverse Families Engage With Science in Museums and Aquariaums. Doris B. Ash, University of California - Santa Cruz
Competent Outsiders in the Public Sphere: What Research on Civic Engagement Means for Science Education. Shusaku Horibe, University of Wisconsin - Madison
Discussant: David Isaac Waddington, Concordia University

54.037. Teaching and Learning for the Environment: Perspectives on Understandings, Values, and Actions. Division C - Learning and Instruction; Invited Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 10:35am to 12:05pm
Chair: Douglas Lombardi, University of Nevada - Las Vegas
Participants:
Introduction. Bruce Johnson, The University of Arizona
Public Perceptions of Climate Change. Martin Storksdieck, National Academy of Sciences
Ecological Understandings as a Basis for Personal and Public Decision Making. Beth A. Covitt, University of Montana; Charles W. Anderson, Michigan State University; Kristin L. Guncel, The University of Arizona
Values in environmental learning. Bruce Johnson, The University of Arizona
POSOH: Integrating Perspectives to Drive the Development of Place-Based and Culturally Relevant Sustainability Curriculum. Manali J. Sheth, University of Wisconsin - Madison; Jerilyn R. Grignon, College of Menominee Nation; Hedi Baxter Lauffer, University of Wisconsin - Madison
Discussant: Nancy B. Songer, University of Michigan

54.038. Item Response Theory: Applications and Extensions. Division D - Measurement and Research Methodology; Paper Session Marriott Pinnacle, Third Level, Pinnacle I; 10:35am to 12:05pm
Chair: Anne R. Fitzpatrick, Retired
Participants:
Bayesian Estimation of Graded Response Models. Vincent Kieftenbeld, Southern Illinois University - Edwardsville; Prathiba Natesan, University of North Texas
Assessing Dimensionality in Compensatory Multidimensional Item Response Theory Models With Complex Structure. Dibabrak Sveta, Indiana University; Roy Levy, Arizona State University
An Empirical Study of Applying Person-Fit Indices to Detect Answer Copying on Multiple-Choice Examinations. Aolin Xie, University of Minnesota; Troy T. Chen, ACT, Inc.; Chi-Ya Huang, ACT, Inc.; Deborah J. Harris, ACT, Inc.
Understanding the Impact of IRT (Item Response Theory) Item Parameters and Latent Distribution Shape on the Reliability of Total Scores. Steven Andrew Culpepper, University of Illinois at Urbana-Champaign
The Performance of Item Response Theory Model Selection Methods With Mixed-Format Tests. Tiffany Ann Whittaker, The University of Texas - Austin; Wendi J. Otto, Claremont Graduate University
Discussant: Matthew Scott Johnson, Teachers College, Columbia University

54.039. Mental Health in Young Children: Concerns and Prevention. Division E - Counseling and Human Development; Symposium VCC, Second Level, East Room 11; 10:35am to 12:05pm
Chair: Heather Baker, The University of British Columbia
Participants:
Early Screening for Anxiety in Kindergarten Children. Ellen Shumka, The University of British Columbia; Lynn D. Miller; The University of British Columbia; Karen Hamill, The University of British Columbia; Vanessa Emily Waechler, The University of British Columbia
Parenting and Parental Psychopathology in Mothers and Fathers of Children With Attention Deficit Hyperactivity Disorder. Charlotte Johnston, The University of British Columbia; David Williamson, The University of British Columbia; Catherine Lee, University of Ottawa
Treating Young Anxious Children: Results from a Waitlist-control Study of a Manualized Treatment. Arlene Young, Simon Fraser University; Suneeut Monga, Hospital for Sick Children; Mary Owens, Hospital for Sick Children
Discussant: Lynn D. Miller, The University of British Columbia

54.040. Collaborative Research on Multilingual Literacies in African Communities. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 206; 10:35am to 12:05pm
Chair: Penny Moanakwena, University of Botswana and University of British Columbia
Participants:
The Story of the Amazigh Language in Morocco: Identity and the Semiotic of Resilience. Awdad Ibrahim, University of Ottawa
Multilingual Cultural Resources and New Contexts of Use in Ugandan Classrooms and Families. Maureen Kendrick, The University of British Columbia; Elizabeth Beatrice Namuzi, The University of British Columbia
Divergences Between Educational Policy and Practice in Multilingual South Africa. Martin Prinsloo, University of Cape Town
Digital Possibilities for Literacy Across the Curriculum in Ugandan Schooling. Margaret Mary Early, The University of British Columbia; Bonny P. Norton, The University of British Columbia

54.041. Exploring the Tension Between Higher Education and Native Ways of Knowing: Challenges and Possibilities for Creative Spaces. Division G - Social Context of Education; Symposium VCC, Third Level, West Room 303; 10:35am to 12:05pm
Chair: Miguel Angel Giajardo, Texas State University - San Marcos
Participants:
Looking Beyond the Degree: How Cultural Identity Impacts Transformative Community-Focused Work. Kaiwipuni Lipe, University of Hawaii - Manoa
On Critical Consciousness and Reclaiming Our Stories and Traditions: Making Manifest Nontraditional Ways of Knowing Within Traditional Learning Spaces. Monica Valadez, Texas State University - San Marcos
Discussant: Linda M. Perkins, Claremont Graduate University

54.042. Understanding Diversity in Achievement for 1.5- and 2nd-Generation Asian American Students. Division G - Social Context of Education; Symposium VCC, Third Level, West Room 304; 10:35am to 12:05pm
Chair: Susan J. Paik, Claremont Graduate University
Participants:
The Long Road to Success: Second-Generation Hmong Students and College Attainment. Stacy Kula, Claremont Graduate University
In Pursuit of a College Education: Barriers and Opportunities of 1.5- and Second-Generation Hmong American Female Students. Aisha Smith-Thompson, Claremont Graduate University
Acculturation, Bilingualism, and Academic Achievement for 1.5- and Second-Generation Chinese American Students. Sally Wu, Claremont Graduate University
Discussant: Linda M. Perkins, Claremont Graduate University

54.043. Evaluating the Effectiveness of Innovative Programs for Secondary and Postsecondary Students. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriott Pinnacle, Third Level, Shaughnessy II; 10:35am to 12:05pm
Chair: Melinda J. Mollette, North Carolina State University
Participants:
Student Evaluations: Are We Measuring What We Intend to Measure? Nachamma Sockalingam, SIM University
Tracking Texas High School AVID (Advancement via Individual Determination) Students Into Texas Public Higher Education. Colby Stoever, Texas Higher Education Coordinating Board; Dennis Andrew Johnston, AVID Center
How Are After-School Programs Working at High Schools? Jia Wang, University of California - Los Angeles; Jordan Rickles, University of California - Los Angeles

Measuring Program Implementation Fidelity and Its Impact on Participant Outcomes. Dennis Andrew Johnston, AVID Center; Philip Nickel, AVID Center

Discussant: Shazia R. Miller, American Institutes for Research

54.044. Examining Teacher Assessment Practices. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriot Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm

Chair: Jeffrey S. Beaudry, University of Southern Maine

Participants:

Investigating High School Teachers' Discourse-Based Assessment Practice: A Focus on Questioning to Elicit Students' Thinking. Taka Namikawa, University of Illinois at Urbana-Champaign

Teacher Development in Pupil Assessment Over the First Seven Years: Findings of a Longitudinal Study. Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Judy Blaney, OISE/University of Toronto; Helen V. Bajorek-MacDonald, OISE/University of Toronto; Judy A. Caufield, OISE/University of Toronto; Tim Fletcher, Memorial University; Tiffany Grace Harris, OISE/University of Toronto; Lydia Menza, OISE/University of Toronto

Teachers’ Multimodal and Multidimensional Views on Assessment. Pnina Tal-Levensky College of Education; Tamar Levin, Tel Aviv University

The relationship between teacher performance and student achievement in Chilean public elementary schools. Nicole Eisenberg, University of Washington

Discussant: Jeffrey K. Smith, University of Otago

54.045. Sustaining Interest in and Preparing Students for Successful Transitions to Professional Programs of Study: Insights From NSF (National Science Foundation)-Supported Engineering Education Initiatives. Division I - Education in the Professions; Symposium Pan Pacific, Restaurant Level, Pacific Rim 2; 10:35am to 12:05pm

Chair: James S. Dietz, National Science Foundation

Participants:

Exploring the Role of Engineering and Real-World Problems in K-12 Learning of Science, 21st-Century Skills, and STEM Career Development. Elisabeth McGrath, Stevens Institute of Technology

The Expert Blind Spot and Implications for the Teaching and Learning of K-12 Engineering. Anthony Petrosino, The University of Texas - Austin; Sara Hawkins, The University of Texas - Austin; Wonsoon Park, The University of Texas - Austin

Developing a New Generation of Concept Inventories to Increase Diagnostic Capability. Ruth A. Streveler, Purdue University

Discussant: James S. Dietz, National Science Foundation

54.046. Division J Vice Presidential Invited Session: Implications of Recent Economic Changes for the Professoriate. Division J - Postsecondary Education; Invited Session VCC, Second Level, West Room 212&213; 10:35am to 12:05pm

Chair: Laura W. Perna, University of Pennsylvania

Participants: Linda J. Mazzin, OISE/University of Toronto; Gary D. Rhoades, The University of Arizona; Christine A. Stanley, Texas A&M University - College Station; William M. Zumeta, University of Washington

54.047. Contextualizing the Use of Video in Professional Development. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 221; 10:35am to 12:05pm

Chair: Susan G. Magliaro, Virginia Polytechnic Institute and State University

Participants:

Managing Conflict in Video Clubs. Tracy Dobie, Northwestern University; Eleanor Anderson, Northwestern University

Observing Videos of Teachers' Own or Others' Classrooms. Marc Kleinknecht

Discussant: Anne Burns Thomas, SUNY - College at Cortland

54.048. Cultural-Historical Approaches to Teacher Education: Examining Collaboration, Expertise, and Mentoring in Teacher Learning. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: Kenneth Zeichner, University of Washington

Participants:

Learning to Teach in School-Based Courses. Kenneth Zeichner, University of Washington; Washington; Katherine Ann Payne, University of Wisconsin - Madison

Learning to Teach English in Urban Settings. Lauren Gatti, University of Wisconsin - Madison

Promoting Collaborative Approaches to Developing Effective Teachers: The Contribution of Cultural-Historical Activity Theory. Viv Ellis, University of Oxford; Anne Edwards, University of Oxford

Educating Teachers as Experts on Learning: A CHAT (Cultural Historical Activity Theory) Perspective on Transforming Initial Teacher Education. Charles Mas, University of Luxembourg

Discussant: Peter Smagorinsky, University of Georgia

54.049. Investigating Best Practices in Teaching the Humanities. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: Matthew J. Hayden, Teachers College, Columbia University

Participants:

Ethnic Identity in Education: Using What We Know to Improve Education for All Children. Andre J. Branch, San Diego State University

Incorporating Humor as Part of Pedagogy in Foreign Language Middle School Classrooms. Manuela Maria Wagner, University of Connecticut; Mary E. Yakimowksi, University of Connecticut; Eduardo Urios-Aparisi, University of Connecticut

Two Teachers, One School: Higher Value-Added Instruction and Writing Development with African-American Middle School Students. Chandra L. Alston, University of Michigan

Toward “Full-Fledged Authoring”: The Role of Expert K-4 Teachers in Content and Mechanics Integration. Daniel Meier, San Francisco State University

A Content Analysis of Young Adult Literature Research in the 21st Century. Amanda L. Nolen, University of Arkansas at Little Rock; Judy Hayn, University of Arkansas at Little Rock

Discussant: Paula M. Carbone, University of Southern California

54.050. Putting PACT (Performance Assessment for California Teachers) in Context and Context in PACT: Teacher Educators Address the Content and Assessment of Quality Teaching in Preservice Preparation. Division K - Teaching and Teacher Education; Invited Session VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: Etta R. Hollins, University of Missouri - Kansas City

Participants:

Putting PACT (Performance Assessment for California Teachers) in Context: Opportunities and Concerns. Lauren M. Anderson, University of Southern California; Jamy Stillman, University of Southern California; Kathryn Struthers, University of Southern California

Contextualizing Practice: What It Means and Why It Matters. Cristina Alfaro, San Diego State University; Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Lauren M. Anderson, University of Southern California

¿Passing PACT, y qué? What PACT Captures (and Doesn't) When It Comes to Quality Teaching. Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Adele R. Arelloano, California State University - Sacramento; Cristina Alfaro, San Diego State University

Bringing Context Into the Performance Assessment for California Teachers: Adapting Mandated Performance Assessment in Alignment With Teacher Education Program Goals. Jamy Stillman, University of Southern California; Adele R. Arelloano, California State University - Sacramento; Kathryn Struthers, University of Southern California

Discussants: Beverly E. Cross, The University of Memphis; Charles A. Peck, University of Washington

54.051. The Impact of Teacher Reflexivity on Student Achievement. Division K - Teaching and Teacher Education; Working Group Roundtable Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm

Chair: Shelley Thomas, University of Louisville

Participants:

Exploring Teachers’ Analyses of Classroom Instruction: The Effect of Beliefs About Teaching and Learning. Jared Boulds, The University of Arizona; Crystal A. Kalinec Craig, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona; Taliessin Sutton, The University of Arizona; Nicole B. Kersting, The University of Arizona; University of Washington

Promoting Collaborative Approaches to Developing Effective Teachers: The Contribution of Cultural-Historical Activity Theory. Viv Ellis, University of Oxford; Anne Edwards, University of Oxford

Educating Teachers as Experts on Learning: A CHAT (Cultural Historical Activity Theory) Perspective on Transforming Initial Teacher Education. Charles Mas, University of Luxembourg

Discussant: Peter Smagorinsky, University of Georgia

54.052. Developing a New Generation of Concept Inventories to Increase Teacher Development with African-American Middle School Students. Chandra L. Alston, University of Michigan

Toward “Full-Fledged Authoring”: The Role of Expert K-4 Teachers in Content and Mechanics Integration. Daniel Meier, San Francisco State University

A Content Analysis of Young Adult Literature Research in the 21st Century. Amanda L. Nolen, University of Arkansas at Little Rock; Judy Hayn, University of Arkansas at Little Rock

Discussant: Paula M. Carbone, University of Southern California

54.050. Putting PACT (Performance Assessment for California Teachers) in Context and Context in PACT: Teacher Educators Address the Content and Assessment of Quality Teaching in Preservice Preparation. Division K - Teaching and Teacher Education; Invited Session VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: Etta R. Hollins, University of Missouri - Kansas City

Participants:

Putting PACT (Performance Assessment for California Teachers) in Context: Opportunities and Concerns. Lauren M. Anderson, University of Southern California; Jamy Stillman, University of Southern California; Kathryn Struthers, University of Southern California

Contextualizing Practice: What It Means and Why It Matters. Cristina Alfaro, San Diego State University; Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Lauren M. Anderson, University of Southern California

¿Passing PACT, y qué? What PACT Captures (and Doesn't) When It Comes to Quality Teaching. Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Cristina Alfaro, San Diego State University

Bringing Context Into the Performance Assessment for California Teachers: Adapting Mandated Performance Assessment in Alignment With Teacher Education Program Goals. Jamy Stillman, University of Southern California; Adele R. Arelloano, California State University - Sacramento; Kathryn Struthers, University of Southern California

Discussants: Beverly E. Cross, The University of Memphis; Charles A. Peck, University of Washington

54.051. The Impact of Teacher Reflexivity on Student Achievement. Division K - Teaching and Teacher Education; Working Group Roundtable Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm

Chair: Shelley Thomas, University of Louisville

Participants:

Exploring Teachers’ Analyses of Classroom Instruction: The Effect of Beliefs About Teaching and Learning. Jared Boulds, The University of Arizona; Crystal A. Kalinec Craig, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona; Taliessin Sutton, The University of Arizona; Nicole B. Kersting, The University of Arizona; University of Washington

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Discussant: Paula M. Carbone, University of Southern California

Monday Morning, April 16, 2012
Professional Development and Teachers’ Feelings of Preparedness to Teach Mathematics: A Multigroup Analysis Using TIMSS (Trends in International Mathematics and Science Study). Jill L. Adelson, University of Louisville; Timothy Michael Sauer, University of Louisville; Tim Truitt, University of Louisville

Professional Learning Communities for High School Improvement. Dilmot Singh, Granada Hills Charter High School; Peggy Eileen Johnson, California State University - Northridge

When and Where I Enter: Preservice Teachers’ Acknowledging and Understanding Their Positionality. Brian L. Wright, TERC; Felicity A. Crawford, Wheelock College

54.052. Diverse Perspectives on Understanding the Policy Uses of Education Research. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 14; 10:35am to 12:05pm
Chair: George W. Bohmstedt, American Institutes for Research
Participants:
The Acquisition and Use of Evidence District-Wide. Karu S. Finnigan, University of Rochester; Alan J. Daly, University of California - San Diego

“The Research Says…”: Uses of Research Evidence in School Board Deliberations. Robert Asen, Western University - Madison; Deb Gorka State Education Department Acquisition and Use of Research in School Improvement. Margaret E. Goertz, University of Pennsylvania; Diane Massell, University of Michigan

Evidence Use in the Common Core State Standards Initiative. Lorraine M. McDonnell, University of California - Santa Barbara; Stephen Weatherford, University of California - Santa Barbara

Discussant: Kenji Hakuta, Stanford University

54.053. Policy Issues Related to Instructional Practices and School Environments. Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 19&20; 10:35am to 12:05pm
Chair: Paula McAvoy, Spencer Foundation
Participants:
Linking Teacher Effectiveness With Instruction of Academic Behaviors Associated With College Readiness. Allison Lombardi, University of Oregon; David T. Conley, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center

Policy Implications of Different Approaches to Describing the Accuracy of School and Classroom Environment Measures. Jonathan Schweig, University of California - Los Angeles

The Validation of a Student Survey on Teacher Practice. Ryan Balch, Vanderbilt University

What Teacher Actions Drive Student Learning? Assessing the Validity of Teach For America’s Teaching As Leadership Rubric. Andrew M. Sokatch, Teach For America, Inc.; Roy Elie, Teach For America, Inc.

Discussant: Karen J. DeAngelis, University of Rochester

Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm
Chair: Jessica Umphress, Northwestern University
Participants:
Auto-Ethnographic Access to Doing, Showing, and Learning in Archeological Fieldwork. Jasmine Y. Ma, Vanderbilt University; Rogers P. Hall, Vanderbilt University

Elementary Teachers’ In-the-Moment Seeing of Children’s Science Thinking. Melissa J. Luna, Northwestern University

Capturing the Journey on Foot and Bike: Youth Collecting Mobility Data in and Around Their Community. Katherine Headrick Taylor, Vanderbilt University


Discussant: Philip L. Bell, University of Washington

Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm
Chair: Deane A. Neven Van Pelt, Redeemer University College, Associate Professor of Education
Participants:
An Overview of the Mission, Organization, and Student Outcomes of Catholic and Protestant Schools in North America. David H. Sikkink, University of Notre Dame

Cultural Awareness and Engagement of Christian High School Students. Harro Van Brummelen, Trinity Western University; Robert Koole, Trinity Western University

Race Relations in an Evangelical and a Catholic High School. Cara Stillings Candal, Boston University; Charles Glenn, Boston University

A Study of the Influence of Public and Private High School Education on Academic Achievement and Spiritual Formation of College Students. Patty Barker LeBlanc, Southeastern University; Patricia Slaughter, Southeastern University


Discussant: William H. Jeynes, California State University - Long Beach

54.056. Dual Language Instruction Research and Perspective. SIG-Bilingual Education Research; Paper Session
VCC, Second Level, East Room 17; 10:35am to 12:05pm
Chair: Alfredo H. Benavides, Texas Tech University
Participants:
Background and Achievement of English Language Learners With Different Levels of English Proficiency in Dual Language Programs. Kathryn J. Lindholm-Leary, San José State University

Exploring a Dual Language Preschool Teacher’s Scaffolding Practices During Spanish and English Read-Alouds. Mileidiz Gort, University of Miami; Ryan W. Pontier, University of Miami; Alain Bengoechea, University of Miami

Factors That Differentiate High-Achieving and Low-Achieving Language Minority Students in a Middle-School Two-Way Immersion Program. Mary Howland, University of San Francisco

Language Learning in a Dual Language Classroom: Putting Them Together Is Not Enough. Simeon Martin Stumme, Concordia University - Chicago

An Analysis of Principals’ Perceptions of Change and Implications for Dual Language Programs. Marisa Hellawell, The University of Texas - Arlington; Ava J. Muñoz, The University of Texas - Arlington

Discussants: Eva Midobuche, Texas Tech University; Josefina V. Tinajero, The University of Texas - El Paso

54.057. Biographical Sketches of Visionary and Transformative Educators. SIG-Biographical and Documentary Research; Paper Session
VCC, Third Level, West Room 302; 10:35am to 12:05pm
Chair: Daru Soljaga, Concordia University - Chicago
Participants:
A “Little Known” Black Woman Educator Who Made History: The Life and Death of Marion Thompson Wright (1905-1962). Hilton Kelly, Davidson College

Exploring Educational Biography Through the Travel Narrative: Flora White’s Letters From Southern Africa, 1885-87. Linda C. Morice, Davidson College

One of 67: Joseph Kimmont Hart and the Founding of the John Dewey Society. Deron R. Boyles, Georgia State University

The Educational Career of Thomas A. Parker: Radical Reformer. John W. Hunter, Southern Illinois University - Edwardsville

What Makes the Forever Activist? Embracing a Pedagogy of Hope. Julie Kailin, University of Wisconsin - Milwaukee

Discussant: Heather L. Horsley, University of Illinois at Chicago

VCC, Second Level, East Room 13; 10:35am to 12:05pm
Chair: Marvin Lynn, University of Wisconsin - Eau Claire
Participants:
The Teacher-Learner Community: A Signature Pedagogy Addressing...
54.059. Educating Black Male Students: Breaking the Deficit Cycle. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Third Level, West Room 306; 10:35am to 12:05pm
Chair: Fred Arthur Bonner, Texas A&M University - College Station
Participants:
Educating Black Male Students: Breaking the Deficit Cycle. Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis; Fred Arthur Bonner, Texas A&M University - College Station
Educating Black Male Students, Breaking the Deficit Cycle. Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis; Fred Arthur Bonner, Texas A&M University - College Station
Educating Black Male Students, Breaking the Deficit Cycle. Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis
Discussants: Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis

54.060. Of Life Real and Unreal: An Ethics of the Heart. SIG-Disability Studies in Education; Symposium
VCC, First Level, West Room 111&112; 10:35am to 12:05pm
Chair: Linda P. Ware, SUNY - College at Geneseo
Participants:
The Illusion of Our Separativeness. Deborah J. Gallagher, University of Northern Iowa
Reflexivity With and Without Self. Julie E. Allan, University of Stirling
Of Tooth Fairies and Rabbit Holes: On Seeking the Real in an Unreal World. Alicia A. Broderick, Teachers College, Columbia University
Outside the “Family of Malcontents”: Reflections on an Early Career of Creative Discontent. Emily A. Nusbaum, California State University - Fresno

54.061. Exploring Processes Involved in Doctoral Education. SIG-Doctoral Education across the Disciplines; Paper Session
VCC, Second Level, West Room 214; 10:35am to 12:05pm
Chair: David N. Boote, University of Central Florida
Participants:
Mapping Individual Learner Attributes Against Ph.D. Candidate Characteristics. Sid F. Bourke, The University of Newcastle; Robert Cantwell, The University of Newcastle; Jill Scerak, The University of Newcastle; Allyson Patricia Holbrook, The University of Newcastle; Janene Budd, The University of Newcastle
Patchwriting Their Way to Perfection: Students’ Use of Adapted Text to Address Plagiarism. Denise C. Strickland, University of Virginia; Michelle Fieyra, University of South Carolina - Aiken; Briana Crotwell Timmerman, University of South Carolina
What do Doctoral Advisers Learn from Doctoral Advising? Christine M. Halse, Deakin University
Living in the Same World? Supervisors’ and Doctoral Students’ Perceptions of Resources and Challenges in the Doctoral Journey. Jenna Tuomainen, University of Helsinki; Kiirsti Maria Pyhalto, University of Helsinki; Jenni Stubb, University of Helsinki

54.062. Dwelling and the More-Than-Human in Education. SIG-Environmental Education; Paper Session
VCC, Third Level, West Room 305; 10:35am to 12:05pm
Chair: Hamish Ross, University of Edinburgh
Participants:
Twisting, Turning, and Folding More-Than-Human Methodologies. Julia Kathleen Ostertag, The University of British Columbia; Chessa Adit-Morris, The University of British Columbia
What Tashi Taught Me: Pet-agogy and the Education of Emotions. Seonaigh A. MacPherson, ELSA Net
Being Nature: Interspecies Articulation as a Species-Specific Practice of Relating to Environment. Pauliina Rautio, University of Helsinki
The Wonder of Plant Teachers: Entheogens as Cognitive Tools. Kenneth W. Tupper, University of British Columbia
Dwelling and Curriculum Making in Environmental Education. Greg B. Mannion, University of Stirling; Hamish Ross, University of Edinburgh
Discussant: Heesoon Bai, Simon Fraser University

54.063. Emerging Technologies and Their Implications for Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
VCC, Second Level, East Room 16; 10:35am to 12:05pm
Chair: Stephen L. Benton, The IDEA Center, Inc.
Participants:
Students’ Engagement in Technology Rich Classrooms and Professors’ Views of Effective Teaching. Engida Hailaye Gebre, McGill University; Robert J. Bracewell, McGill University; Alenoush Saroyan, McGill University
An Exploratory Study on the Effects of Professors’ Technology-Enhanced Feedback (TEF) Training With Disciplinary Differences and Course Level Relation on Students’ Perceptions of Their Learning With TEF. Jae Hoon Han, McGill University; Adam Finkelstein, McGill University; Cynthia B. Weston, McGill University
In-Class or Online Teacher Evaluation: Effective Teaching Is Always Discernable. Marcia E. Margolin, College of Saint Rose; Tervi Peters, Monmouth University; Kristi Pragnoli, College of Saint Rose; Donna Mitchell, Monmouth University
Comparing Significant Indicators of Effective Teaching in Face-to-Face, Online, and Web-Assisted Courses. Francis Njorge Kibaru, University of Missouri - Columbia; Julie A. Caplow, University of Missouri - Columbia
Discussant: Bonnie B. Mullins, Greensville Technical College

VCC, Second Level, East Room 18; 10:35am to 12:05pm
Chair: John S. Rogers, University of California - Los Angeles
Participants:
Placing Urban Parents at the Center of Teacher Education and Urban School Reform. Anthony Collatos, Pepperdine University; Raymundo Tellez, Pepperdine University; Sinai Shayun, Fusion Academy
Discussant: Susan Auerbach, California State University - Northridge

54.065. Education in the North: Challenges in Formal Education for Indigenous Peoples in Circumpolar Regions. SIG-Indigenous Peoples of the Americas; Symposium
VCC, Second Level, West Room 223; 10:35am to 12:05pm
Chair: Diane B. Hirshberg, University of Alaska Anchorage
Participants:
Indigenous Self-Determination in Education in Alaska: How Do We Get There? Diane B. Hirshberg, University of Alaska Anchorage; Alexandra R. Hill, The University of Alaska - Anchorage; Timothy Aqqukasuk Argeitinger, Harvard University
Recruiting Inuit Teachers in Nunavut. Paul Berger, Lakehead University
Aboriginal Training Partnerships for Arctic Extractive Industries. Andrew Peter Hodgkins, University of Alberta
The Impact of Capital and Habitus on Inuit Postsecondary Education. Helle Moeller, University of Alberta
Discussant: Michael Marker, The University of British Columbia
54.066. Measuring Student Home Background in Large Cross-National Studies: Conceptual and Methodological Issues. SIG-International Studies; Symposium
VCC, First Level, West Room 116&117; 10:35am to 12:05pm
Chair: Thomas F. Luschei, Claremont Graduate University
Participants:
Measuring Student Socioeconomic Status in Large Cross-National Studies: A Review and Critique of the Literature. Thomas F. Luschei, Claremont Graduate University; Loris Fagioli, Claremont Graduate University; Amita Chudgar, Michigan State University
Constructing Socioeconomic Status Measures Using the Trends in International Mathematics and Science Study Data. Amita Chudgar, Michigan State University; Chad Lee, Michigan State University; Thomas F. Luschei, Claremont Graduate University; Loris Fagioli, Claremont Graduate University
Measuring Family Socioeconomic Status in PIRLS (Progress in International Reading Literacy Study) 2006. Daniel H. Caro, IAEA Data Processing and Research Center; Diego Cortés, IAEA Data Processing and Research Center
A New Look at the Evaluation of Sociological Theories in International Large-Scale Educational Assessments. Daniel H. Caro, IAEA Data Processing and Research Center; Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement
Discussant: Eugenio Gonzalez, ETS

54.067. Negotiating Culture Across Content, Time, or Geography. SIG-International Studies; Paper Session
VCC, Second Level, West Room 205; 10:35am to 12:05pm
Chair: Kirsì A. Terrı, University of Helsinki
Participants:
Holocaust Education and Multicultural Education in a Diverse Germany. Debora Hinderliter Orloff, University of Houston - Clear Lake
Negotiating the Past: Students’ Response to Iranian Textbooks’ Portrayal of History. Maryam Soltan Zadeh, Florida International University
Understanding Cultural Differences in Mathematical Cognitive Strategies and Learning Cultures in Korea and the United States. Christine K. Yang, Northwestern University
Unraveled National Borders: Assessing Social Cohesion Among Immigrant Students in Europe. Laura Christine Engel, The George Washington University; Leslie Ratkowski, Indiana University; David Joseph Ratkowski, Indiana University
Discussant: Gustavo E. Fischman, Arizona State University

54.068. Massively Multiplayer Online Games, Teenage Guys, and Learning: Experiments in an After-School Game-Based Casual Learning Lab. SIG-Media, Culture, and Curriculum; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm
Chair: Constance Steinkuehler, University of Wisconsin - Madison
Participants:
Reading, Videogames and Interest. Constance Steinkuehler, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison
Collective Information Literacy. Crystle Ann Martin, University of Wisconsin - Madison
Social Reasoning in Virtual Worlds Versus Real Worlds. Amanda Kay Ochsner, University of Wisconsin - Madison; Sarah N.M. Chu, University of Wisconsin - Madison; Yoonsun Oh, University of Wisconsin - Madison
Epistemological Beliefs in Games Versus School. V. Elizabeth Owen, University of Wisconsin - Madison; Shannon Linehan Harris, University of Wisconsin - Madison
Discussant: Kurt D. Squire, University of Wisconsin - Madison

54.069. Advanced Topics in Multiple Regression Analysis. SIG-Multiple Linear Regression: The General Linear Model; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm
Chair: Haiyan Bai, University of Central Florida
Participants:
An Examination of Ordinal Regression Goodness-of-Fit Indices Under Varied Sample Conditions and Link Functions. Thomas J. Smith, Northern Illinois University; Cornelius Mark McKenna, Northern Illinois University
Interpreting Adjusted Means in Analysis of Covariance. Daniel J. Mundfrom, Eastern Kentucky University; Dennis L. Clason, New Mexico State University
Selecting a Two-Group Classification Weighting Algorithm: Take Two. John D. Morris, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University
Viewing Multiple Linear Regression Models through Multiple Lenses. Laura Nathans, University of North Texas; Fred Oswald, Rice University; Kim Nimon, University of North Texas
Determining the Number of Factors in Exploratory Factor Analysis: A Comparison of Several Methods. Robert Pearson, University of Northern Colorado; Daniel J. Mundfrom, Eastern Kentucky University; Adam Piccone, Datalogix
Hypothesis Testing in Regression Discontinuity Designs. Randall E. Schumacker, The University of Alabama; Isadore Newman, Florida International University
Discussant: William Holmes Finch, Ball State University

54.070. Online Teaching and Learning in K-12 Environments. SIG-Online Teaching and Learning; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 10:35am to 12:05pm
Chair: Karen P. Swan, University of Illinois at Springfield
Participants:
A Descriptive Analysis of Online Learning in American High Schools: Views From the Principal’s Office. Scott L. Day; University of Illinois at Springfield; Anthony G. Picciano, The Graduate Center - CUNY; Jeff Seaman, Babson College
The Nature of Adolescent Learner Interaction in a Virtual High School Setting. Jeref Borup, Brigham young University; Charles R. Graham, Brigham Young University; Randall S. Davies, Brigham Young University
Affective and Motivational Factors of Learning in Online Mathematics Courses. ChanMin Kim, The University of Georgia; Seung Won Park, University of Georgia; Joe Cozart, Georgia Virtual Learning
An Exploratory Study of the Role of Teaching Experience in Motivation and Academic Achievement in a Virtual Ninth-Grade English I Course. Julia Kathryn Carpenter, University of Florida; Cathy Cavanaugh, University of Florida
Counting a Dominant Narrative of Educational Reformers: Examining the Research on the Effectiveness of Virtual Schooling. Michael Kristopher Barbour, Wayne State University

54.071. Rocks Along the River: Developing Culturally Responsive and Socially Responsible Research Methods. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 10:35am to 12:05pm
Chair: Veronica E. Bloomfield, Chapman University
Participants:
Kaupapa Māori: The Research Experiences of a Research Whānau of Interest. Mere Berryman, University of Waikato
Conversion Experiences of American Muslims in the United States: Bridging the Distance Between White Male Subject and Brown Female Researcher Through Use of a Culturally Responsive Design. Dina M. Elreleyeb, Chapman University
An Aesthetic Methodology of Culturally Responsive Socially Responsible Research Practice. Debora Joy Nodelman, Chapman University
Learning to Follow: An Ethnographer’s Tales of Engagement. Lilia D. Monzo, Chapman University
Love as a Way of Knowing: The Transformative Power of Love in Culturally Responsive, Socially Responsible (CRSR) Methodologies. Norma Valenzuela, Chapman University
Discussant: Suzanne SooHoo, Chapman University

54.072. Research in Reading and Literacy SIG: Paper Session 1: Reading and Writing. SIG-Research in Reading and Literacy; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm
Chair: Kathleen M. Wilson, University of Nebraska - Lincoln
Participants:
Cross-Linguistic Transfer Research for Bilingual Children’s Literacy Development. Jackie Eunjung Relyea, University of North Carolina -
Chair: How Speech Enters Into Written Argumentation. Rosalind Horowitz, The University of Texas - San Antonio; Kalpana Mukunda Iyengar, The University of Texas - San Antonio; Shannon Blady, The University of Texas - San Antonio

Investigating the Impact of Images on Reading Comprehension Across Multiple Grades and Types of Image. Heather Hughes Koons, MetaMetrics; Allen Johnson, MetaMetrics; Robert F. Baker, MetaMetrics

Is Native Spanish Oracy Related to Young Latinos’ English-Reading Growth? Jackie Eunjung Relyea, University of North Carolina - Chapel Hill; Jill Fitzgerald, MetaMetrics and UNC Emeritus; Sandra García, University of North Carolina - Chapel Hill; Steven J. Amendum, North Carolina State University

The Effectiveness of Educational Technology Applications for Enhancing Reading Achievements in K-12 Classrooms: A Meta-Analysis. Alan Cheung, Johns Hopkins University; Robert Slavin, Johns Hopkins University

Validity of a Computer-Analytic Writing Ability Developmental Scale. Hal Burdick, MetaMetrics; Carl W. Swartz, MetaMetrics; A. Jackson Steener, MetaMetrics; Jill Fitzgerald, MetaMetrics and UNC Emeritus; Don Burdick, MetaMetrics; Sean Hanlon, MetaMetrics

54.073. Educational Effectiveness in Elementary Schools. SIG-School Effectiveness and School Improvement; Paper Session VCC, Second Level, East Room 12; 10:35am to 12:05pm

Chair: Marlene J. Darwin, American Institutes for Research Participants:

How to Improve Reading Comprehension in High-Risk Children? Gudrun Vanlaar, University of Leuven; Katrin Denes, University of Leuven; Maarten Fontijn, University of Leuven; Machteld Vandecandelaere, University of Leuven; Carl Lamote, Katholieke Universiteit Leuven

Exploring Young Learners’ Goal Orientations at Schools With Challenging Circumstances. Farah Jindani, University of Toronto; Eunice Eunhee Jang, University of Toronto

Investigating Contextual Effects With English Primary School Data. Ioulia Televantou; Herbert W. Marsh, University of Western Sydney; Benjamin Nagengast, Tuehingen University

The Relationship Between School Composition, School Processes, and Student Learning in Early Primary Education. Tinneke Boonen, Katholieke Universiteit Leuven; Jan A. Van Damme, Katholieke Universiteit Leuven; Patrick Mj Oghena, Katholieke Universiteit Leuven

School Reform in a High Poverty Elementary School: A Grounded Theory Case Study of Capacity Building. Stephanie L. Dodman, George Mason University

The Progress of Pupils in Their First School Year across Classes and Educational Systems. Peter B. Tymms, Durham University; Christine Merrell, Durham University; Helen R. Wildy, The University of Western Australia

Discussant: Daniel R. Muijs, University of Southampton

54.074. An Educational Renaissance? School Transformation, Turnaround, and Restart in Chicago and Philadelphia. SIG-School Turnaround and Reform; Symposium VCC, Second Level, West Room 204; 10:35am to 12:05pm

Chair: Kenneth K. Wong, Brown University Participants:

Chicago’s School Improvement Reforms: Student Population and Teacher Workforce Changes. Maria Luisa de la Torre, University of Chicago; Sanja Jagesic, Consortium on Chicago School Research At The University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago; Elaine M. Allensworth, University of Chicago; Michael Salmonowicz, Consortium on Chicago School Research At The University of Chicago; Coby Meyers, American Institutes for Research

Chicago’s School Improvement Reforms: Impact on Student Outcomes. Maria Luisa de la Torre, University of Chicago; Sanja Jagesic, Consortium on Chicago School Research At The University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago; Elaine M. Allensworth, University of Chicago; Michael Salmonowicz, Consortium on Chicago School Research At The University of Chicago; Coby Meyers, American Institutes for Research; Dean Gerardema, America Institutes for Research

“Teachers Are Calm, Kids Seem More Calm”: School Climate and Student Enrollment at Philadelphia’s Renaissance Schools. Deborah A. Good, Research for Action; Michael Norton, Research for Action; Eva Gold, Research for Action

“We Are Ready and Willing to Do the Work”: Teachers’ Experiences With the Early Stages of Turnaround in Philadelphia. Maia B. Cucchiara, Temple University; Erin Elizabeth Rooney, Temple University; Claire Robertson-Kraft, University of Pennsylvania

“We Really Want to See the School Succeed; That’s Number One”: Parent and Community Engagement in Philadelphia’s Renaissance Schools. Eva Gold, Research for Action; Deborah A. Good, Research for Action; Michael Norton, Research for Action

Discussant: Charles M. Payne, University of Chicago

54.075. Issues of Literacy and Science. SIG-Science Teaching and Learning; Paper Session Sheraton Wall Centre, Fourth Level, South Galiano; 10:35am to 12:05pm

Chair: Robert M. Talbot, University of Colorado - Denver Participants:

The Impact of Using a Structured Reading Framework on Students’ Conceptual Understanding. Jeong-yoon Jung, University of Iowa; Brian Hand, University of Iowa

Longitudinal Intervention Integrating Literacy and Science for Fifth-Grade Hispanic Current and Former English Learners. Fuhai Tong, Texas A&M University - College Station; Beverly J. Iby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University

Science Literacy Instruction on What? Multimodal Representations in the Earth Science Classroom. Amy Alexandru Wilson, Utah State University

The Impact of a New Instructional Model on Middle School Science Writing. Patrick James Enderle, Florida State University; Victor Dale Sampson, Florida State University; Hope Campbell, Florida State University; Schooling High School Students the Language of Science in a University Laboratory. Pei-Ling Hsu, University of Texas - El Paso

54.076. Measurement Issues in Survey Research. SIG-Survey Research in Education; Paper Session Marriott Pinnacle, Third Level, Shaunghessy I; 10:35am to 12:05pm

Chair: Amanda Mulcahy Maddocks, Concordia University Participants:


With Hiccups and Bumps: An Innovative Measure of Student Understanding of the Nature of Science. Sheilagh M. Peoples, Boston College; Katherine Shields, Boston College; Laura M. O’Dwyer, Boston College; Yong Wang, Boston College

Cross-Subject Variability in Factors Affecting the Validity of Teachers’ Reports of Instruction on Annual Surveys: Comparison of Mathematics and Literacy Instruction. Seong Won Han, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin

Discussant: Kathy E. Green, University of Denver

54.077. Technology, Instruction, Cognition and Learning SIG: Paper Session 3: Questioning Issues in Technology. SIG-Technology, Instruction, Cognition & Learning; Paper Session Pan Pacific, Restaurant Level, Oceanview 7a&; 10:35am to 12:05pm

Chair: Doug Hearing, Kennesaw State University Participants:

Faculty Attitudes Toward Learning Management Systems: An Analysis Using Technology Acceptance Model. Najfanath Fathoom, Auburn University Recent Advances in AuthorIT and TutorIT Make Traditional Intelligent Tutoring Systems Obsolete. Joseph M. Scandura, MERGE Research Institute

Structural Relationships Among Learners’ Locus of Control, Self-Efficacy, Task Value, and Learning Outcome in Online University. Young Ju Joo, Ewha Womans University; Kyn Yon Lim, Ewha Womans University; Hyun Nam Seol, Ewha Womans University; Na Yeon Yoo, Ewha Womans University; Ji Hyun Kim, Ewha Womans University; Eugene Agnes Lim, Ewha Womans University

The Effects of Content Acquisition Podcasts on Vocabulary Performance of
Adolescents in Secondary Coursework. Michael J. Kennedy, University of Virginia
Tracking Relationships between Game-play and Conceptual Knowledge in a Dynamic Geometry Game. Jonathan Vitale, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Michael I. Swart, Teachers College, Columbia University
Discussant: Kausali K. Wijekumar, The Pennsylvania State University

54.078. Coproduction Practices: Reconfiguring Professional Knowledge and Work. SIG-Workplace Learning; Symposium
VCC, First Level, West Room 113; 10:35am to 12:05pm
Chair: Tara Jane Fenwick, University of Stirling
Participants:
Conflicting Responsibilities in Coproduction: Police Practices of Work and Knowing. Tara Jane Fenwick, University of Stirling
Agency and Knotworking in Coproduction: Change Laboratory in an Academic Library. Annalisa Sannino, University of Helsinki
Coproduction of Assessment Practices: Challenges Emerging in Teachers’ Collaborative Work With “Assessment for Learning”. Monika Nerland, University of Oslo; Heye Yonne Hermanson, University of Oslo
Discussant: Kjell Rubenson, The University of British Columbia

Division and SIG Roundtables

54.079. Roundtable Session 84; Roundtable Session

54.079-1. Intellectual Currents in Educational History. Division F - History and Historiography; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Catherine A. Broom, The University of British Columbia - Okanagan
Participants:
Germans, Pathology, and the Laboratory: The Dissemination of Medical Discourses in Writing Pedagogy During the Late 19th Century. David L. Carlson, Arizona State University

54.079-2. Rethinking Desegregation. Division F - History and Historiography; Cosponsored with SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: V. P. Franklin, University of California - Riverside
Participants:
Black Teachers, Public Service Employment, and Urban Middle-Class Politics. Elizabeth Todd-Bredland, Governors State University
Multiple Agendas, Multiple Interests: Race and Independent Schools in the 1960s and 1970s. Michelle A. Purdy, Michigan State University

54.079-3. Negotiating Adolescent Development. SIG-Adolescence and Youth Development; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Myriam L. Baker, McREL
Participants:
Cyberbullying: Can Laboratory Research Contribute to Our Knowledge in This Field? Stephanie Pieschl, Westfälische Wilhelms-Universität Münster; Torsten Porsch, University of Münster
Identifying Relationally Aggressive Adolescent Girls: A Proposed Model Based on Perceptions of Girls and Teachers. Angela Page, University of Otago - New Zealand; Lisa F. Smith, University of Otago
In Our Own Voices: Black Adolescent Girls’ Facebook and Blog Usage. Ming Shi Trammel, The Ohio State University - Columbus; Monica L. Dillahunty, The University of Alabama - Huntsville
Is the Internet My Friend? A Look at the Moderating Role of Internet Use in the Social Lives of Adolescents. Monique Gagné, The University of British Columbia; Leigh Mijn Yang, The University of British Columbia; Sheereen Khan, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia
The Role of Unwanted First Sexual Experience in Predicting Situational Efficacy in Risky Sexual Choices Among Adolescents. Charles Ohugo Okonkwo, Ohio State University; Hui Jiang, The Ohio State University; Eric M. Anderman, The Ohio State University

54.079-4. Human Capacity Building in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Justina Osato Osa, Virginia State University
Participants:
Transitioning Under the Caribbean Sun: The Career Decision-Making Experiences of Emerging Adults in the Turks and Caicos Islands. Ramona Parkash Arora, McGill University
“We Can’t Hide”: Reframing Shame About Disability in Rural Namibia. Margaret Bartlett, Arizona State University
“We Don’t Have the Principals’ Handbook. . . .” Early Career Principals Tell on a Practice of Socializing Into Leadership. Laurette Maria Stacy Bristol, Charles Start University; Lauren clot Brown, Duquesne University; Taliya Randa Essmad, The University of Trinidad and Tobago

54.079-5. Moi: Indigenous Knowledges—Maths and Sciences. SIG-Indigenous Peoples of the Pacific; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: L. Laiana Kanoa-Wong, University of Hawaii - Manoa
Participants:
Cultural Landscape: Speaks to Me. Meremaihi Williams, Te Whare Wananga o Awanuiarangi
E Ho’omau! Improving Science Literacy Through Culture. Ormond W. Hammond, Pacific Resources for Education and Learning; Ellen Miyasato, Pacific Resources for Education and Learning
Mathematics and Culture in Micronesia. A.J. (Sandy) Dawson, University of Hawaii
Quanti-Native: Examining Hawaiian Mathematical Ideas. Eomailani Kukahiko, University of Hawaii - Manoa; Naleisha Kanoalulan Kanie kalai-Wai, University of Hawaii - Manoa; Sydney Kapuahananakuiakalai Coelho, University of Hawaii; Alexandra Puailulia K. Coelho, University of Hawaii - Manoa; Darienne Dey, University of Hawaii - Manoa; Raviri Stephen Tinirau, Massey University; Daniel Lipe, Ho’okolakūi: A’Aha Ho’olinaʻau ʻOwī

54.079-6. Sources and Consequences of Achievement Goals. SIG-Motivation in Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Nir Madjar, Monash University
Participants:
Effects of Tracking on Students’ Self-Concept, Intrinsic Motivation, and Achievement Goals During the Transition to Secondary School. Isabelle Paulick, Goettingen University; Rainer Watermann, University of Göttingen; Matthias Nickles, University of Freiburg
Investigating Stability and Change in Unit-Level Achievement Goals and Their Effects on Math Learning With Intelligent Tutors. Matthew L. Bernacki, University of Pittsburgh; Timothy James Nokes-Malach, University of Pittsburgh; Vincent Alleven, Carnegie Mellon University
Joining Forces: Connecting the Study of Rumination and Depression With the Study of Achievement Goal Orientation. Joan M. Martin, University of Victoria; Martin Van Boekel, University of Victoria/ University of Minnesota
Predicting Performance With a Task-Based Behavioral Measure of Achievement Goals. Jane Elizabeth Richey, University of Pittsburgh; Matthew L. Bernacki, University of Pittsburgh; Daniel M. Belenky, University of Pittsburgh; Timothy James Nokes-Malach, University of Pittsburgh

54.079-7. Professional Practice in Gifted Education: Examining the Work and Perspectives of Educators. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Lisa Hall Foster, Harvard University
Participants:
Measuring Middle School Students’ Reading Choices Relative to Achievement Levels. Joe Brandon Helbling, University of Connecticut; Catherine A. Little, University of Connecticut
More Than Knowing: Helping Teachers Understand the Needs of Highly Able Students in a New Select Entry School. Leonie Kronborg, Monash University; Margaret M. Plunkett, Monash University

Teachers’ Implicit Theories About Gifted Children and Youth. Franzes Preckel, University of Trier; Tanja Gabriele Baudouin, University of Trier

To Know Is Not Enough: Case Study Research About the Role of Principals in Gifted Education. Kimberly L. Chandler, College of William and Mary; Valjia C. Rose, University of Georgia

54.079-8. Online and Interactive Formative Assessments. SIG-Classroom Assessment; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Mary M. Chittooar, Saint Louis University

Participants:

Structural Assessment for Learning. David L. Trumpower, University of Ottawa; Gul Shahzad Sarwar, University of Ottawa; Harold Sharara, University of Ottawa; Osman Fellas, University of Ottawa; Mehmet Filiz, University of Ottawa

The Impact of Interactive Formative Assessment on Student Learning. Beverly M. Klecker, Morehead State University

The Relationship Between Teacher Online Formative Assessment Practices and Student Online Formative Assessment Scores. Aryn C. Karpinski, Kent State University; Jerome V. D’Agostino, Ohio State University; Anne-Evan K. Williams, The Ohio State University; Sue Ann Highland, Colorado Department of Education; Jennifer Mellott, Kent State University

54.079-9. Democratic Citizenship in Education Paper Discussion 2. SIG-Democratic Citizenship in Education; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville

Participants:

Community and Rights: Youth Defining Citizenship. Pamela J. Gordon

Overlooked? The Extracurricular Club as a Site for Civic Learning and Experience. Claire Elizabeth Crawford, Cardiff University

Social Citizenship and Migrant Youth’s Expressions of Learning. Maryam Nahavi, The University of British Columbia

Teachers’ and School Leaders’ Perceptions of Education and Democracy at Colegio Naleb Allison M. Borden, University of New Mexico

“Democracy Is Beautiful”: Moving Preservice Teachers From Knowing About to Acting Upon Schooling for Democracy. Edward Adam Janak, University of Wyoming

54.079-10. Examining Latino Student Populations. SIG-Hispanic Research Issues; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Sylvia Martinez, Indiana University

Participants:

Explaining the Discipline Outcomes for Latino Students in Massachusetts: Exploring the Connection Between English Proficiency and Discipline Patterns Among Latino Students. Michael Berardino, University of Massachusetts - Boston; Diana Salas Coronado, University of Massachusetts - Boston; Billie Gastic, Relay Graduate School of Education

Reading and Math Differences Between Hispanic and Students Labeled as Limited English Proficient: A Multiyear Analysis. Kristin Marie Craft, Sam Houston State University; John R. Slate, Sam Houston State University

Voices From the U.S. Hispanic Youth Entrepreneur Education (USHYEE) Student Chapter Program: Early Outcomes and Promising Practices. Samantha Murray, Baltimore City Public School System; Tamela Heath Hawley, Baltimore City Public School System

“It’s Like Giving Us a Car, Without the Wheels”: Early College High Schools as a Social Justice Policy Intervention. Leslie Ann Locke, Texas A&M University; Kathryn Bell McKenzie, Texas A&M University - College Station

54.079-11. Not Knowing and the Politics of Powerlessness in Empire. SIG-Ivan Illich; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Dilafraz R. Williams, Portland State University

Participants:

The Deschooled citizen: Educating the Citizen of Empire. Michael T. Hayes, Washington State University; Melissa Saul, University of Idaho

To Know Is Not Important: Ivan Illich and Jacques Rancière’s Relational Pedagogy. Matthew X. Curinga, Adelphi University

“More at Home, More Quiet, More Employed at the Work That Still Seems My Own to Do”: Reflections on Wendell Berry and Ivan Illich. Rene Galindo, University of Colorado; Madhu Suri SURI Prakash, The Pennsylvania State University; Dana L. Stuchul, The Pennsylvania State University

54.079-12. Contemporary Preparation Program Initiatives: Lessons Learned From School Leadership Programs. SIG-1.01 and Teaching in Educational Leadership; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Margaret Terry Orr, Bank Street College of Education

Participants:

Large-Scale Field-Based Projects/Internships. Stefanie Holzman, California State University - Dominguez Hills; Anthony H. Normore, California State University - Dominguez Hills; Antonia Issa-Lahera, California State University - Dominguez Hills


Evaluating School Leadership Preparation Programs. Karen L. Sanzo, Old Dominion University; Steve P. Myran, Old Dominion University

54.079-13. Current Research on Teachers’ Work. SIG-Teacher’s Work/Teachers Unions; Roundtable Session VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Christine Gardner, University of Tasmania

Participants:

Nonpermanent Teachers’ Access to Work-Related Learning. Katina E. Pollock, University of Western Ontario

Teachers’ Work as Curriculum Innovators in Alternative Schools. Nina Bascia, University of Toronto - OISE


Advocating for Teachers With Critical Quantitative Research: An Exploration. Ayana N. Kee, Harvard University

54.080. Roundtable Session 85: Roundtable Session

54.080-1. Entryways Into Academia: Complexities and Tensions. SIG-Narrative Research; Roundtable Session VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: Roland W. Mitchell, Louisiana State University

Participants:

A Narrative Inquiry Into the Corporate Unknown: Academic-Discipline Faculty Experiences Teaching in “Pathway” Programs. Carter Winkle, Barry University

Poetics as Narrative Form: Examining the Epistemological and Methodological Value. Patrick M. Jenlink, Stephen F. Austin State University


54.080-2. Bridging the Gap: Intermediary Roles Brokering Research Use in Education. SIG-Research Use; Roundtable Session VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: Todd Tywan, Pacific University

Participants:

The Emerging Role of Intermediary Organizations in Educational Policy, Research Utilization, and Production. Janelle T. Scott, University of California - Berkeley; Christopher A. Lubienski, University of Illinois at Urbana-Champaign; Elizabeth H. DeBray, University of Georgia; David Goldie; Hariva Jhabhor, University of California - Berkeley; Matthew Allen Linick, University of Illinois

State Education Agency Searches for and Uses of Research Evidence. Ryan Fink, University of Pennsylvania; Elliot H. Weinbaum, U.S. Department of Education

Research Mediation in Education: A Cross-Case Analysis of 44 Knowledge Mobilization Intermediaries Across Canada. Amanda Cooper, OISE/University of Toronto

54.080-3. Promoting Active Agency in Educational Leadership-Preparation Policy Making: Furthering Discussion in the
54.080-4. Antiracism, Diversity, and Critical Race Theory: Perceptions From the Field. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm
Chair: Joy C. Phillips, East Carolina University
Participants:
State-Mandated Educational Leadership Program Redesign: A View From Florida. Meredith L. Mounford, Florida Atlantic University
State-Mandated Educational Leadership Program Redesign: A View From Kentucky. Tricia Browne-Ferrigno, University of Kentucky
State-Mandated Educational Leadership Program Redesign: A View From New Jersey. Virginia Doolittle, Rowan University

54.081. Roundtable Session 86; Roundtable Session
54.081-1. School Engagement. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm
Chair: Angela M. O'Donnell, Rutgers University
Participants:
Enhancing School Engagement Through the Arts in the Primary Grades: Validating Diverse Expressions of Knowledge. Briana Marie Hinga, University of California - Irvine; Liane R. Brouillette, University of California - Irvine; George Paskas, University of California - Irvine; Doug Grove, Orange County Department of Education
Identity and Motivation for Engagement Within a Professional Online Community of Practice. Haley Kay Steele, The University of Texas - Austin; Todd C. Reimer, Metropolitan State College of Denver
Self-Expression and Student Engagement: A Contextual Analysis of High School Classrooms. Kristy S. Cooper, Michigan State University
Shifting Student and Teacher Roles: The Effects of Youth-Led Participatory Action Research in Two Urban High Schools. Dana Wright, Connecticut College
54.081-2. Technological Applications in Science Learning and Instruction. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm
Chair: Noemi Wyight, University at Buffalo - SUNY
Participants:
Examining Teachers’ Development of Technological Pedagogical Content Knowledge for Using a Three-Dimensional Interactive Computer Simulation to Support Science Learning. Yen-Ling Lee, University of Washington
Smart Classrooms for Knowledge Communities: Learning Across Contexts in Secondary Science. Mike Tissenbaum, University of Toronto; Michelle Lui, OISE/University of Toronto; James D. Slotta, University of Toronto

54.082. Roundtable Session 87; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm
Chair: Robert James Helfenbein, Indiana University - IUPUI
Participants:
Mixed, Blended Nation, and the Politics of Multiraciality. Nana Osei-Kofi, Iowa State University
Attributions and Challenges of Class in the Context of a Neoliberal Discourse on Education: Making Class in Swedish PBS Television About Education. Eva Reimers, Linköping University
Just Images: Knowing and Imagining Visual Narratives of Education. Richard T. Johnson, University of Hawaii; Sarah Jane Twomey, University of Hawaii - Manoa; David W. Kugler, College of the Marshall Islands
“Waiting for Superman”: A Cultural Studies Analysis in the Nightmare of the Present. Robert James Helfenbein, Indiana University - IUPUI; Gabriel Stephen Heddleston, Indiana University

54.082-2. Instructional Technology SIG: Electronic Portfolios, Interaction, and Teacher Training: Their Impacts on Student Cognitive and Affective Variables. SIG-Instructional Technology; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm
Chair: Ian A. Lubin, Georgia Southern University
Participants:
Interaction in Online Learning: A Comparative Study on the Impact of Communication Tools on Student Learning, Motivation, Self-Regulation, and Satisfaction. Mahnaz Moallem, University of North Carolina - Wilmington; Raymond Pastro, University of North Carolina - Wilmington; Florence Martin, University of North Carolina - Wilmington
The Development of Technological Pedagogical Content Knowledge in Instructors By Participating in Quality Matters Training and Peer Collaboration. Cheryl L. Ward, University of Akron; Xin Liang, The University of Akron; Wendy Lamper, Instructional Service - University of Akron
The Reality of Assessing “Authentic” Portfolios: Can Electronic Portfolios Serve as a Form of Standardized Assessment of Literacy and Self-Regulated Learning at the Elementary Level? Eva Mary Bures, Bishop’s University; Alexandra Barclay, Mount Saint Vincent University; Philip C. Abrami, Concordia University; Vivek Venkatesh, Concordia University; Elizabeth J. Meyer, California Polytechnic State University; San Luis Obispo

54.083. Roundtable Session 88; Roundtable Session
54.083-1. Service-Learning and Experiential Education Roundtable. SIG-Service-Learning & Experiential Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm
Chair: Kathleen Tice, The University of Texas - Arlington
Participants:
Communities of Practice and Cultural Historical Activity Theory as Theoretical Frameworks for the Analysis of Service Learning. Christopher George Pupik Dean, University of Pennsylvania
The Other Voice in Service-Learning: Examining Community Partners’ Perspectives on the Outcomes of Service Experiences. Stephanie Smith Budhai, Drew University

54.083-2. Evaluating Social and Emotional Learning Programs 2: Program Outcomes for Students and Teachers. SIG-Social and...
Emotional Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm
Chair: Kim A. Schonert-Reichl, The University of British Columbia
Participants:
Integrating Social-Emotional Learning and Literacy: Findings From Two Years of Implementing SELF (Social-Emotional Learning Foundations) Lessons in Kindergarten. Ann P. Daunic, University of Florida; Nancy Corbett, University of Florida; Stephen W. Smith, University of Florida; Tia Navelene Barnes, University of Florida; Donna L. Plats, University of Florida; Pam Chalfant, University of Central Florida; Lourdes Santiago-Proventud, University of Florida
Examining the Effects of a Mindfulness-Based Stress-Reduction Program for Teachers on Coping Processes. Cynthia Taylor, Portland State University; Jessica L. Harrison, Portland State University; Jeff Beers, Portland State University; Kimberly Schonert-Reichl, The University of British Columbia; Robert William Roese, Portland State University
Do Specific Practices from the Responsive Classroom Approach Predict Quality of Teacher-Student Interactions? Sara E. Rimm-Kaufman, University of Virginia; Timothy Walter Curby, George Mason University; Tashia Aby, University of Virginia; Ross Allen Andrew Larsen, University of Virginia

54.084. Scientifically Based Research and Research Quality; Roundtable Session

54.084-1. Scientifically Based Research and Research Quality, SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm
Chair: Carolyn N. Stevenson, Kaplan University
Participants:
Ten Years After Scientifically Based Research: Is It the Cure or the Disease? Jessica Lynn Van Cleave, University of Georgia
Aced Out: Censorship of Qualitative Research in the Age of “Scientifically Based Research”. Deborah A. Ceglovski, Ball State University; Chiara D Bacigalupa, Sonoma State University; Emery Peck, Ball State University
Under The Big Tent: Criteria and Ethics in Qualitative Research. Jenny Gordon, Binghamton University - SUNY, Jean A. Patterson, Wichita State University

Division and SIG Posters

54.085. Poster Session 13; Poster Session

54.085-1. Investigations of Teacher Education Program Design and Innovations, Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Posters:
2. Designing a Virtual Learning Community for Elementary Mathematics Teachers. Megan Schleppenbach, University of Chicago; David Beer, University of Chicago
3. Exploring “the Ripple in the Pond”: What Do We Know About Teacher Change Agents? Karrin Lukacs, Shemandoah University
4. Frankie Stein’s E-Portfolio: A Creative Ethnography Unstitching a Teacher’s Body of Knowledge. Timothy F. Hopper, University of Victoria; Katherine J. Sanford, University of Victoria; Sarah Bonsor Kariki, University of Victoria
5. Interaction and Critical Thinking: Comparison of Student Moderation in an Online Course for K-12 Educators. Joan Thomann, Lesley University
6. Looking in the Wrong Mirror? The Use of Self-Assessments in Teacher Aptitude Testing. Michaela Maria Koeller, University of Kiel; Uta Klussmann, University of Kiel; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education
8. Tackling Teacher Recruitment and Preparation Challenges: The Effectiveness of Teaching Fellows in North Carolina Schools. Kevin Christopher Bastian, University of North Carolina; Gary Henry, University of North Carolina; Adrienne A. Smith, Horizon Research
10. Virtual Technology-Enhanced Attainable Mathematics (V-TEAM): An Integrated Mathematics Lesson Study Project. Pamela L. Whitehouse, West Virginia University; Ugar Kale, West Virginia University; Sarah Selmer, West Virginia University; Johanna Bolyard, West Virginia University; Malayna Bernstein, West Virginia University

54.085-2. Teacher Commitment, Retention, and Staffing in the United States and Abroad, Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Posters:
11. Addressing Quality Teaching in Hard-to-Staff Settings: The Exceptional Teachers for Disadvantaged Schools Project. Bruce Munro Burnett, Queensland University of Technology; Jo Lampert, Queensland University of Technology
12. How Mentors Learn: Exploratory Analysis of Mentor Teachers’ Professional Learning Conversations. Frances June Langdon, University of Auckland; Annaline Flint, University of Auckland; Alexis Ryde, University of Auckland
13. Teacher Attrition and Retention: Root Causes to Solutions. Christine Ruth Pabusco, University of New Mexico
14. Teacher Education and the Choice for a Career in Teaching: A Predictive Study. Isabel Rots, Ghent University; Antonia Aelterman, Ghent University; Geert Devos, Ghent University
15. Teacher Sorting Across Schools in Chile: Variation in Teachers’ Background and Education. Carolina Miles, NORC at the University of Chicago; Soledad Ortuzar, The Pontifical Catholic University of Chile; Carolina Flores, The Pontifical Catholic University of Chile
16. The Development of Beginning Physics Teachers’ Content Knowledge Over the First Three Years of Teaching. Jennifer J. Neakrase, New Mexico State University; Julie A. Luft, University of Georgia
17. The Emotionality of Leaving Teaching: The Role of Emotions on Early Career Teachers’ Decisions to Leave. Aubrey Schoepner Torres, Education Development Center, Inc.
18. The Impact of Certification Status on Special Educators’ Predicted Level of Retention. Leman Kaniturk Kose, University of Rochester
19. The Influence of Induction Programs on Beginning Teachers’ Well-Being and Professional Development: A Mixed-Methods Study. Klaus Van Veen, University of Leiden; Chantal Kessels, ICLON, Leiden University; Douwe Bepst, Eindhoven University of Technology; Nico Verloop, Leiden University
20. “I Know Is Not Enough: Mentoring Interns Through a Liminal Phase. Teresa Moore, Central Queensland University; Pam S. Gargett, CQUniversity
21. Toward a Model of Factors Influencing Teacher Motivation and Professional Commitment. Breana Sylvester, The University of Texas - Austin; Jaehak Jung, The University of Texas - Austin
22. Using Evaluation Research to Improve Mentoring Program Outcomes. Tyonka Perkins, University of Indianapolis; Jennifer A. Drake, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis; Gina Gabriele Romano, University of Indianapolis

VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
23. Barriers Yet Interest: Institutional Advancement Officers’ Engagement of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Alumni in Philanthropy. Noah Daniel Drezer, University of Maryland - College Park; Jay Garvey, University of Maryland

54.085-4. Action Research Posters: Many Ways to Learn About Practice, SIG-Action Research; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Posters:
54.085-6. Cognition and Assessment Poster Session. SIG-Cognition and Assessment; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
43. Validity of Inferences From Game Play: An Examination of Cognitive Processes. Kristen E. Dierco, Pearson; Dennis Charles Frezzo, Cisco Systems Inc

54.085-7. Division C, Section 5 Poster Session. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm
Poster:
44. Facilitating Transactive Memory System (TMS) Through Computer-Supported Collaboration Script in Multidisciplinary Learning. Omid Noroozi, Wageningen University; Harm Biemans, Wageningen University; Armin Weinberger, Saarland University; Martin Mulder, Wageningen University; Mohammad Chizari, Tarbiat Modares University

Monday, 12:25 pm

Goverance Meetings and Events
55.001. SIG Leadership Orientation: Session 3. AERA Governance; Governance Session
VCC, First Level, Room 116&117; 12:25-1:55pm
Chair: Sharon H. Ulanoff, California State University - Los Angeles

Presidential Sessions
VCC, First Level, West Ballroom A; 12:25-1:25pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Gary A. Orfield, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Chandra Muller, The University of Texas – Austin; Nancy Cantor, Syracuse University; William T. Trent, University of Illinois at Urbana-Champaign

VCC, First Level, West Ballroom A; 12:25-1:55pm
Chair: Cynthia B. Dillard, The University of Georgia
Participants: George J. Dei, OISE/University of Toronto; Cynthia B. Dillard, The University of Georgia; Joyce E. King, Georgia State University; Cynthia A. Tyson, The Ohio State University - Columbus; Handel K. Wright, The University of British Colombia

AERA Sessions
55.012. AERA Distinguished Contributions to Research in Education Award (2011) Address: Catherine Snow. AERA Sessions; Invited Session
VCC, First Level, West Ballroom C; 12:25-1:55pm
Chair: P. David Pearson, University of California - Berkeley
Speaker: The Value of Practitioner-Research Partnerships: Literacy Improvement as a Demonstration Case. Catherine Snow, Harvard University

55.013. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: An Open Discussion Forum. AERA Sessions; Invited Session
VCC, Second Level, West Room 207; 12:25-1:55pm
Chair: Dorothy L. Expelage, University of Illinois at Urbana-Champaign
Participants: Ron Avi Astor, University of Southern California; Devor G. Cornell, University of Virginia; Paul Pateau, Boston College; Matthew J. Mayer, Rutgers University; Elizabeth J. Meyer, California Polytechnic State University; San Luis Obispo; Brendesha M. Tynes, University of Southern California

55.014. International Perspectives on Research Integrity and the Conduct of Education Research. AERA Sessions; Invited Session Co-sponsored With AERA Ethics Committee and World Education Research Association
VCC, Second Level, Room 212&213; 12:25-1:55pm
Chair: Carolyn D. Herrington, Florida State University
Participants: Melissa S. Anderson, University of Minnesota; Ingrid Gogolin, University of Hamburg; Teresa Bracho Gonzales, Latin American Faculty of Social Sciences; Kathy Sanford, University of Victoria; Christine Halse, Deakin University

55.015. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited
55.016. GSC Division C Fireside Chat: Turning Research Into Results: Handling the Complexity of Learning. Graduate Student Council; Fireside Chat Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm Chairs: Yin Wah B. Kreher, Syracuse University; Angela Shelton, Temple University Participant: Richard E. Clark, University of Southern California

55.017. GSC Division F Fireside Chat: Marginality and Historical Inquiry: On the Possibility of Educating for Change. Graduate Student Council; Fireside Chat VCC, Second Level, West Room 204; 12:25-1:55pm Chairs: Nashwa Salem, OISE/University of Toronto; Jacob Benjamin Starsky, University of Washington Participants: Ruben Donato, University of Colorado - Boulder; Annette M. Henry, The University of British Columbia; David Gumaro Garcia, University of California - Los Angeles; Helen S. Raptis, University of Victoria

55.018. Graduate Student Council Take-A-Break. Graduate Student Council; Graduate Student Seminar VCC, Second Level, West Room 211; 12:25-1:55pm Chair: Nicholas Daniel Hartley, University of Wisconsin - Milwaukee


55.020. The Effectiveness of Italian Educational Policies Toward Reaching the ET2020 (Education and Training 2020) European Objectives in Education and Training. International Relations Committee; Symposium VCC, Second Level, East Room 9; 12:25-1:55pm Chair: Kenneth K. Wong, Brown University Participants: The Effects of Remedial Exams on Student Achievement: Evidence From Upper Secondary Schools in Italy. Erich Battistin, The Research Institute for the Evaluation of Public Policies; Ilaria Covizzi, The Research Institute for the Evaluation of Public Policies; Antonio Schizzerotto, The Research Institute for the Evaluation of Public Policies Reducing the Gap? The Effects of EU Funds for Improving Education in Southern Italy. Patrizia Falzetti, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Laura Palmerio, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Barbara Romano, University of Genova; Daniele Vidoni, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione Teacher Professional Development and Its Effects on Students: Evidence From the M@t.abel Program in Italy. Gianluca Argentin, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione, Aline Pennisi, Ministry of Finance; Daniele Vidoni, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione Are Schools Adding Value? Preliminary Results of a System-Wide Program for Promoting Educational Meritocracy in Italy. Giovanni Abbiati, University of Milan; Elena Meroni, University of Padova Discussant: Beatrice D’Hombres, European Commission - JRC

55.021. Using Video to Increase the Impact of Your Research. Communication and Outreach Committee; Invited Session VCC, First Level, West Room 121&122; 12:25-1:55pm Chairs: Peter Smagorinsky, University of Georgia; Larry McQuillan, American Institutes for Research Participants: Joanne C. Larson, University of Rochester; Stanton Worthing, University of Pennsylvania

Committee Sessions

International Organization Sessions
Division Sessions

55.023. A Manifesto for Education: A Critical Discussion. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:25-1:55pm
Chairs: Gert J.J. Biesta, University of Stirling; Carl Anders Safstrom, Mälardalen University
Participants:
Can the Very Thought of Education Break Bricks? Mario Dipaolantonio, York University
The Importance and Impossibility of Theorizing Education Educationally. Thomas S. Popkewitz, University of Wisconsin
The Educational in Education, Out in the Blue? A Response From Mathematics Education. Paola Valero, Aalborg University

55.024. Race, Gender, and Power in Reimagining the History of American Curriculum. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 12:25-1:55pm
Chair: Boni Wozolek, Kent State University/ Medina City Schools
Participants:
Historical Inquiry as Everyday Practice: The Internal Past. Ann G. Winfield, Roger Williams University
A Curriculum for Growth: James Baldwin on the Evasiveness of White Innocence. Jeffery M. Frank, Sweet Briar College
Educating for Prosperity: A Historical Analysis of Education as the Panacea for Poverty. Elizabeth Ocampo Gomez, Universidad Veracruzana
Education at the Margins: A Century of Curricular Change at Women's and Historically Black Colleges. Wade M. Cole, University of Utah
Once a Year to Be Black: Carter G. Woodson, Curriculum, and Teaching During Black History Month. LaGarrett Jarriel King, The University of Texas - Austin; Keffreyln D. Brown, The University of Texas - Austin
Discussant: William H. Watkins, University of Illinois at Chicago

55.025. The True Cost of Failed Policies: Research and Organizing for Increased Investment in Proven Reforms. Division B - Curriculum Studies; Workshop
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm
Chair: Shaka Rawls, University of Illinois at Chicago
Participant: Charles M. Payne, University of Chicago
Participants:
The Emerging Field of Cost-Analysis Research on School Discipline Policies: Opportunities, Potentials, and Challenges. Jim Freeman, Advancement Project
Youth Organizing for Increased Investment in Student Supports and Violence Prevention in Chicago. Emma Tai, VOYCE

55.026. Digital Media and Discourses of Power in Adolescent Literacy Instruction: From Resistance to Readiness. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm
Chair: Deborah P. Berrill, Trent University
Participants:
Bringing the Bard to Life Through Digital Media. Janette Michelle Hughes, University of Ontario Institute of Technology
A Renaissance of Text: Adolescent Digital Authoring in the Classroom Virtual Space. Anne Michelle Burke, Memorial University
Digital Writing: A Portal Into Literacy Engagement and Success for Adolescents Who Are Struggling Readers. Deborah P. Berrill, Trent University

55.027. Exploring Influences of Game Types and Design Decisions: Issues of Learning, Interaction, and On/Offline Boundaries. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm
Chair: Charles K. Kinzer, Teachers College, Columbia University
Participants:
Playing History. Jessica Hammer, Teachers College, Columbia University
Studying the Impact of Input Method on the Modality Principle. Seungoh Paek, Teachers College, Columbia University; Antonios Saravans, University of Oxford; John B. Black, Teachers College, Columbia University
Examining an Educational Massively Multiplayer Online Role-Playing Game (EdD-MMORPGs) as a Motivational After-School Learning Tool. Kuo-Hsun Hung, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Cheng-Ling Alice Chen, Teachers College, Columbia University
Shaping the Play Experience: Examining Feedback and Choice in Games for Learning. Charles K. Kinzer, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Selen Turkay, Teachers College, Columbia University; Nigun Gunbas, Teachers College, Columbia University; Pantiphar (Dao) Chantes, Teachers College, Columbia University
Adolescents and Boundary-Crossing Competence in Massively Multiplayer Online Role-Playing Games. Aaron Chia Yuan Hung, University of Washington
Discussant: Matthew X. Curinga, Adelphi University

55.028. Jan Hawkins Award Address: Melissa Gresalfi. Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm
Chair: Shelley Pasnik, Education Development Center, Inc.
Speaker: Melissa Sommefeld Gresalfi, Indiana University

55.029. Science Education, Capital, and Power. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm
Chair: Jim Ryder, University of Leeds
Participants:
The Mis-selling of Science Education: Bourdieu’s Notion of Cultural Capital and its Implications for the Science Curriculum. Stephanie Clausen, Stanford University; Jonathan F. Osborne, Stanford University
P/power as an Analytic Lens for Equity Research: Uses of Time and Space in Two Diverse Elementary Science Classrooms. Heidi Carlone, University of North Carolina - Greensboro; Angela Johnson, Saint Mary’s College of Maryland; Julie Lynn Haun-Frank, Old Dominion University
Recognizing Multiple Identity Trajectories in Science That Urban Middle School Girls Author and Its Role in Science Learning. Hosun Kang, University of Washington; Angela Calabrese Barton, Michigan State University; Edna Tan, University of North Carolina at Greensboro; Juanita Beatriz Bautista Guerra, Michigan State University; Caitlin Brecklin, Michigan State University
A Critical Assessment of Diverse Youths’ Learning and Identity Work in Science in Informal Environments. Irene Rakmil, University of Montreal

55.030. Spatial Thinking in Chemistry. Division C - Learning and Instruction Co-sponsored with SIG-Science Teaching and Learning; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 12:25-1:55pm
Chair: Mary Hegarty, University of California - Santa Barbara
Participants:
Spatial Abilities and Chemistry Achievement: Contributions and Limitations of Correlational Studies. Mary Hegarty, University of California - Santa Barbara
Sex Differences in Strategy Use for Spatial Problem Solving in Chemistry. Mike Stieff, University of Illinois at Chicago
Diagram Translation With Concrete Models: Why Are Helpful Tools Not Used? Andrew T. Stull, University of California - Santa Barbara; Shamin Padakkar, University of California - Santa Barbara
Models in the Classroom—Help or Hindrance? A Look at the Variables That Influence Students’ Success on Representational Translation Tasks in the Chemistry Classroom. Bryna Kami, University of Maryland - College Park; Bonnie L. Dixon, University of Maryland - College Park
Pan Pacific, Lobby Level, Crystal Pavilion C; 12:25-1:55pm
Chair: Ginger Weade, Ohio University
Participating: Ethnography as a Logic of Inquiry. Judith L. Green, University of California - Santa Barbara
Where to Look for “Global” and “National” Cultures. Kathryn M. Anderson-Levitt, University of California - Los Angeles
Reading Comprehension As Intertextual Practice: An Ethnographic Perspective. David M. Bloom, The Ohio State University (Re)Entering a Field 20 Years Later: Challenges of (Re)Learning to Research Literacy Practices. Maria L. Castanheira, Federal University of Minas Gerais
Researching Continuities and Discontinuities Within Teacher Education Programs. Laurie Joy Katz, The Ohio State University
Cross-Case Analysis of Academic Literacies Across Disciplines in High School and University Settings. Brian V. Street, Kings College, London

55.032. Exploring the Current Status of Formative Assessments in California’s P-12 Schools as Compared With Schools Nationwide: A National Science Foundation-Funded Project. Division D - Measurement and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 12:25-1:55pm
Chair: Julio E. Lopez-Ferrao, National Science Foundation
Participating: 1. Formative Assessment in Mathematics: The Data Collection Methodology. Paul E. Heckman, University of California - Davis
3. What Does Mathematics Formative Assessment Look Like From a Principal’s Perspective? Kimberly Mundhenk, University of California - Davis
4. Formative Assessment Use: A Snapshot From State Departments of Education. Nancy A. Ewers, University of California - Davis
5. Survey Development for Measuring Math Formative Assessment Use in Schools. Nicole Blalock-Moore, University of California - Davis
6. The current state of mathematics formative assessments in the United States as provided by test publishers. Thomas Anh Shirley, University of California - Davis
7. What is Formative Assessment? Definitions and Practices from the Literature and the Field. Nazanin Zargarpour, Claremont Graduate University; Barbara Marino, Claremont Graduate University; Holly Holloway-Friesen, Azusa Pacific University; Sladjana Sandy Rakich, San Diego State University
8. Using Focus Groups to Inform Survey Development: The Dilemma of Formative Assessment. Veronica Ortiz, Claremont Graduate University; Nazanin Zargarpor, Claremont Graduate University; David Mendelsohn, Claremont Graduate University
Discussant: Julio E. Lopez-Ferrao, National Science Foundation

Marriott Pinnacle, Third Level, Pinnacle I; 12:25-1:55pm
Chair: Clifton F. Conrad, University of Wisconsin - Madison
Studying Lives: Ethical Imperatives and Opportunities in the Postmodern Condition. Ryan Evelyn Gildersleeve, The University of Texas - Arlington
A Critical Ethnographer Tells Life Stories: Attempts at Equality and Engagement With African American Women. Rachelle Winkle-Wagner, University of Nebraska
Situating Privilege in Stories About Oppression: Reflecting on the Challenges of (Re)presentation. Michelle M. Espino, University of Georgia
Discussant: Clifton F. Conrad, University of Wisconsin - Madison

55.034. Motivation and Engagement in Adolescence and Emerging Adulthood. Division E - Counseling and Human Development; Paper Session
VCC, Second Level, East Room 11; 12:25-1:55pm
Chair: Cynthia Hudley, University of California - Santa Barbara
Participants: Adolescent Educational Success and Mental Health Vary Across School Engagement Profiles. Mong-Te Wang, University of Michigan
The Role of Mastery Goal Orientation, Self-Efficacy, and Disruptive Behavior on the Achievement of Latino Immigrant Background Students. Nida Rintbapal, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara
Calling and Career Outcome Expectations: The Mediating Role of Self-Efficacy. Jose F. Domene, University of New Brunswick

55.035. School Accountability: Methods, Mandates, and Curriculum. Division F - History and Historiography Cosponsored with Division B - Curriculum Studies, SIG-Law and Education, SIG-Research in Reading and Literacy, SIG-Literature and SIG-School Effectiveness and School Improvement, SIG-Writing and Literacies; Paper Session
VCC, Third Level, West Room 305; 12:25-1:55pm
Chair: Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne
Participants: The Pupils’ Reading Circle: Combating the Dime Novel During the Turn of the 20th Century. Mindy Spearman, Clemson University
Rereading Our Past: The Cognitive Demands of Reading and Reading Comprehension, 1900-2010. David A. Gamson, The Pennsylvania State University; Xiaofei Lu, The Pennsylvania State University; Sarah Anne Eckert, Notre Dame of Maryland University; Hilary Knipe, New York University; Perri Hammerslag, The Pennsylvania State University
The Old Woman, Her Pig, and the Public Good: The Campaign for Spanish Language Education, 1914-1945. Donald Jeffrey Bale, Michigan State University
Discussant: Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne

55.036. Division G Early Career Mentoring Luncheon. Division G - Social Context of Education; Mentoring Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 12:25-1:55pm

55.037. Division G Vice Presidential Address. Division G - Social Context of Education; Invited Session
VCC, Second Level, West Room 202&203; 12:25-1:55pm
Chair: Luis C. Moll, The University of Arizona

Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy II; 12:25-1:55pm
Chair: Denise Perritt, James Madison University
Participants: Social Network Analysis of Communication Patterns Within Professional Learning Communities. Adam C. Sheppard, University of California - Irvine; Nayssan Safavian, University of California - Irvine; Alejandro Sofia Albarran, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine
Professional Development in Reading for Content Area Teachers:
Examining Teachers’ Ways of Acting on Knowledge. Vicki L. Zygouris-Coe, University of Central Florida

Evaluation of the Using Data Professional Development Program: Year 1, Implementation Fidelity and Evaluation Design. Linda Cavalluzzo, CNA; Laura M. Holian, CNA


Discussant: Denise C. Pervitt, James Madison University

55.039. High School Reform: Examining Factors Related to Attendance, School Engagement, and Credit Recovery. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm

Chair: Bradley J. McMullen, Wake County Public School System

Participants:

Examining Influential Factors on the Types of Student Departure From Public High Schools. Haiyan Bai, University of Central Florida; Quan Li, University of Central Florida; Melody Bowdon, University of Central Florida; Nan Hua, University of Houston; Rex E. Culp, University of Central Florida; Donna Leissinger, University of Central Florida

Impact of a High School Reform Model on Facilitators and Indicators of Student Engagement. Julie A. Edmunds, University of North Carolina - Greensboro; John T. Wille, University of North Carolina at Greensboro; Nina Arshavy, University of North Carolina - Greensboro; Andrew Dallas, University of North Carolina - Greensboro

Exploring the Causes and Consequences of Chronic Absenteeism in a San Francisco Bay Area Community. Monika Sanchez, Stanford University; Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University

Assessing the Efficacy of Online Credit Recovery in Algebra I for At-Risk Ninth Graders. Jessica Heppen, American Institutes for Research; Kirk Walters, American Institutes for Research; Elaine M. Allensworth, University of Chicago; Amber Sitzel Pareja, University of Chicago; Nicholas Andrew Soresnen, American Institutes for Research; Anja Kurki, American Institutes for Research; Suzanne Stachel, American Institutes for Research; Takako Nom, University of Chicago

Discussant: Joanne Lee, Mathematica Policy Research, Inc

55.040. Instructional and Technological Innovations in Education. Division I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm

Chair: Katherine M. Edmondson, Cornell University

Participants:

The Effects of a Narrative Introduction on Medical Students’ Clinical Knowledge in a Multimedia Learning Environment. Hyucksoo S. Song, Georgian Court University; Michael Nick, New York University; Umut Sarpel, New York University; Martin V. Pusic, Teachers College, Columbia University; Jan L. Plass, New York University; Adina L. Kalet, New York University

Why Animate? A Review of Instructional Design Features in Medical Animations. Sara Kim, University of California - Los Angeles; Rikke Ogawa, University of California - Los Angeles; Jessie Kim, University of California - Los Angeles; Jade March, University of California - Los Angeles; Elena Stark, University of California - Los Angeles

Using Design-Based Instruction to Increase Engineering Adaptive Expertise in Teachers. Pat Ko, The University of Texas - Austin; Stephanie Baker Peacock, The University of Texas - Austin; Taylor Martin, The University of Texas - Austin

Teacher Learning as Group Composition: Thinking With the Theater Arts. David Allen, College of Staten Island - CUNY

Discussant: Luann Wilkerson, University of California - Los Angeles

55.041. College Student Involvement: Exploring Contexts and Outcomes. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: Melissa D. Hurst, University of Virginia

Participants:

Best Practices in Living-Learning Programming: Results From a Multiple Case Study. Karen K. Inkelaar, University of Virginia; Jay Garvey, University of Maryland; Claire Kathleen Robbins, University of Maryland

Environmental Engagement Demand Differences Among Holland Academic Environments. Derek Keith Lester, Texas A&M University - Commerce; Mario Martinez, University of Nevada - Las Vegas

Understanding the civic development of undergraduates. Matthew Hartley, University of Pennsylvania; Christopher C. Morphe, University of Iowa

Unraveling the Effect of Academic Motivation Gain and Cocurricular Involvement. Jui-Sheng Wang, University of Iowa; Ernest T. Pancarella, University of Iowa

Discussant: Thomas F. Nelson Laird, Indiana University


VCC, Second Level, West Room 208&209; 12:25-1:55pm

Chair: Laura W. Perna, University of Pennsylvania

Participants: John Q. Easton, Institute of Education Sciences; Kendall Guthrie, The Bill & Melinda Gates Foundation; Susan D. Johnson, Lumina Foundation; Joan Ferrini Mundy, National Science Foundation

55.043. Policy Learning and Change in the United States. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 206; 12:25-1:55pm

Chair: Jason Alis Coupet, University of Illinois at Chicago

Participants:

Assessment and Placement for Incoming Community College Students: Developments and Innovations in Eight Different States. Katherine L. Hughes, Teachers College, Columbia University; Michelle Hodara, Teachers College, Columbia University; Melinda Meachar Karp, Columbia University

Policy Change in College Admissions: An Application of Punctuated Equilibrium Theory and Policy Design Theory. Grant Blume, University of Washington; Tory Brundage, University of Washington

Research-Policy Connection in the Statehouse: Understanding the Impact of Information in Higher Education Finance Policy. Erik C. Ness, University of Georgia; Mary Caroline Milan, University of Georgia

"Advocacy Philanthropy" and the Public Policy Agenda: The Role of Modern Foundations in American Higher Education. Cassie E. Hall, Claremont Graduate University; Scott L. Thomas, Claremont Graduate University

Discussant: Brian Pusser, University of Virginia

55.044. Understanding Student Loan Default and the Impact of Compulsory Remediation. Division J - Postsecondary Education; Paper Session

VCC, Second Level, East Room 8&15; 12:25-1:55pm

Chair: Tanya J. Garcia, State Higher Education Executive Officers

Participants:

College on Credit: Student and Institutional Factors Associated With Student Loan Default. Natalie Jane Brown, University of Utah; Nicholas Hillman, University of Utah

Constructing Cohort Default and Repayment Rate Metrics Taking Into Account Student and Institutional Characteristics. Mark Schneider, American Institutes for Research; Lu Michelle Yin, American Institutes for Research

Evaluation of the Basic Skills Math Sequence in California: Evidence From Los Angeles. Tatiana Merguza, University of Southern California; Johannes Bos, American Institutes for Research; George Prather, Los Angeles Community College District

The Effects of Compulsory Remediation on Persistence and Time to Baccalaureate Degree. Eric Grodsky, University of Minnesota; Michal Kurlaender, University of California - Davis; Jessica S. Howell, University of Virginia

Discussant: Sara Goldrick-Rab, University of Wisconsin - Madison

55.045. Counting on Us: Stretching Our Pedagogical Boundaries in Mathematics Teacher Education. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 221; 12:25-1:55pm

Participants:

Elementary Teachers’ Curriculum Design and Pedagogical Reasoning for Supporting Students’ Comparison and Evaluation of Evidence-Based
Explanations. Mandy Biggers, University of Iowa; Cory T. Forbes, University of Iowa; Laura Zangori, University of Iowa

Examining Teacher Knowledge and Classroom Practices During Inquiry
Teaching on the Equal Sign. Helena P. Osana, Concordia University; Allyson Cooperman, Concordia University; Emmanuelle Adrien, Concordia University; Vanessa Rayner, Concordia University; Jeffrey Bisanz, University of Alberta; Rebecca Watchorn, University of Alberta; Jody Sherman Levos, LeapFrog

Teaching Mathematics to the Net Generation: The Technology-Rich Mathematics Classroom. Janet Gordon-Fournier, Montana State University; Robin Angotti, University of Washington - Bothell

The Development of Beginning Mathematics Teachers’ Pedagogical Content Knowledge. John K. Linnan, University of Missouri; Matthew Michael Webb, University of Northern Iowa; Kathryn B. Chval, University of Missouri; Fran Arbaugh, The Pennsylvania State University; Rebecca Brunton, University of Missouri; Cynthia E. Taylor, Millersville University of Pennsylvania

55.046. Cross-Race Mentoring and Mentoring of K-12 Novice Teachers. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 222; 12:25-1:55pm
Chair: Donna Marie Johnson, York College - CUNY
Participants:
Black Teacher Educators and White Preservice Teachers: Four Lessons for Effective Cross-Race Mentoring. Valerie Hill-Jackson, Texas A&M University; Omah M. Williams, Texas A&M University; Marlon C. James, Loyola University Chicago

Reflections From White Preservice Teachers on Learning From Coaching Teachers of Color. Tambara O. Jackson, University of South Carolina; Maylin Cognaggio, University of South Carolina; Melissa Larkin, UVA & University of South Carolina; Ella Moore, University of South Carolina

The Impact of Preservice Preparation and Early Career Support on Novice Teachers’ Career Intentions and Behaviors. Karen J. DeAngelis, University of Rochester; Jing Che, University of Rochester; Andrew Wall, University of Illinois at Urbana-Champaign

The Need for Mentoring Student Teachers: Findings From a Leadership Preparation Program at a Historically Black University. Deborah Lynn Harris, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University; Patricia Ann Smith, Prairie View A&M University; Curtis Hill, South Arkansas Community College; Viveca Grant, Prairie View A&M University

“Collaboration Doesn’t Exist”: So What Now? Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Ashley Summer Boyd, University of North Carolina-Chapel Hill; Kristen Bell Hughes, University of North Carolina - Chapel Hill; Ritsa Mallous, University of North Carolina - Chapel Hill; Harriet Able, University of North Carolina - Chapel Hill

Discussant: Deborah Lynn Harris, Prairie View A&M University

55.047. Technology as a Course Innovation: Insights From Diverse, Urban Preservice Teacher Education Programs. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 215&216; 12:25-1:55pm
Chair: Sherry B. Graves, Hunter College - CUNY
Participants:
The Implementation of Podcasts for Preservice Training in Special Education. Ellen Trief, Hunter College School of Education
Using Wikis to Develop Teachers’ Content and Technology Knowledge. Jenny Tuten, Hunter College - CUNY; Deborah Ann Jensen, Hunter College - CUNY

The Role of Culturally Responsive Instructional Design in the Preparation of Preservice Teachers. Gess Leblanc, Hunter College - CUNY; Sherry B. Graves, Hunter College - CUNY

Use of Targeted Video for Facilitating Preservice English Teachers’ Understandings of Critical Pedagogy in Urban Classrooms. Melissa Schieble, Hunter College - CUNY; Jody Nicole Pollock, Hunter College - CUNY

Making Teaching Transparent: The Use of Accessible Video Models in Pre-Student Teaching. Laura Baecher, Hunter College - CUNY; Shiao-Chuan Kang, Hunter College - CUNY

Discussant: Mario Antonio Kelly, CUNY

55.048. Urban Teacher Residencies, Year 1: Looking Across Models and Contexts. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 220; 12:25-1:55pm
Chair: Kathryn Jill Strom, Montclair State University; Monica Taylor, Montclair State University
Participants:
Introduction to the Urban Teaching Residency: Looking Across Models and Contexts. Kathryn Jill Strom, Montclair State University; Monica Taylor, Montclair State University

A Year in the Third Space: The Praxis of Inquiry. Monica Taylor, Montclair State University; Emily J. Klein, Montclair State University; Kathryn Jill Strom, Montclair State University; Linda Whalen Abrams, Montclair State University

Aligning Visions of Situated Learning: A National Approach to Urban Teacher Residencies. Shari Steinke, Harvard University; Verna Green, Urban Teacher Residency United


Contextualized Teacher Education and the San Francisco Teacher Residency Program. Peter W. Williamson, University of San Francisco

Los Angeles Math and Science Residency Programs: Balancing Context, Content, and Practice. Katharine Clemmer, Loyola Marymount University

Discussant: Kenneth Zeichner, University of Washington

VCC, Second Level, East Room 14; 12:25-1:55pm
Chair: Brian Stecher, RAND Corporation
Participants:
Replicating Reforms: Early Findings From the Intensive Partnership Sites Evaluation. Mary Martinez-Wenzl, University of California - Los Angeles; Jennifer Sloan McCombs, RAND Corporation
Composite Measures of Teacher Effectiveness. Daniel McCaffrey, RAND Corporation
The Principal’s Role in Improving Teacher Effectiveness. Gina S. Ikemoto, New Leaders

Understanding the Experiences of First-Year Principals in Urban School Districts. Susan Burkhauser, RAND Corporation; Susan Gates, RAND Corporation; Laura S. Hamilton, RAND Corporation

Discussant: Brian Stecher, RAND Corporation

55.050. Policy Issues Related to Teacher Evaluation. Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 17; 12:25-1:55pm
Chair: Peter A. Youngs, Michigan State University
Participants:
Constructions of Value-Added Measurement and Teacher Effectiveness in the Los Angeles Times: A Discourse Analysis of the Talk Surrounding Measures of Teacher Effectiveness. Rachael Gabriel, University of Connecticut

How Does Performance Evaluation Affect Teacher Motivation? Lessons From YES Prep Public Schools. Claire Robertson-Kraft, University of Pennsylvania

Teacher Evaluation in Four High-Performing Urban Charter Schools. Morgan L. Donaldson, University of Connecticut

Value Added Is Not Enough. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Katherine Kresin Delaney, University of Wisconsin - Madison; Cynthia Lorena Romero-Escobar, University of Wisconsin - Madison

Discussant: Raegen Miller, Center for American Progress

SIG Sessions

55.051. The Why, How, and Lessons Learned From Meta-Analysis of Action Research. SIG-Action Research; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm
Chair: Emily Alana James, Walden University
Participants:
What Did the Teachers Learn That Added Value? A Metathematic Analysis of Action Research Findings. Joseph M. Shosh, Moravian College

Transformational Change: Personal, Organizational, and Scholarly. Margaret M. Riel, Pepperdine University
Published Action Research: Living Up to Its Ideals? Emily Alana James, Walden University

Discussant: Jean McNeill, York St John University

55.052. Current Issues in Catholic K-12 Schools. SIG-Catholic Education; Paper Session
VCC, Third Level, West Room 302; 12:25-1:55pm
Chair: Pamela M. Christian, Azusa Pacific University
Participants:
Achievement Trends Over Time: Exploring Student Achievement Between Catholic and Public Education. Honey Hengameh Ghods, Michigan State University; Brian Joseph Boggs, Michigan State University; Daniel Clark, Michigan State University
Being Who I Am or Who You Want Me to Be: Racial Identity Development of African American Males at a Suburban Jesuit High School. Robert Weldon Simmons, Loyola University Maryland
Catholic Schools: Impact and Opportunity for Access to Postsecondary Education. Ignacio Higareda, Loyola Marymount University; Shane P. Martin, Loyola Marymount University; Jose M. Chavez, Loyola Marymount University; Karen Holyk-Casey, Loyola Marymount University
Leadership Speaks: A National Survey of Catholic Primary School Principals. James Mario Frabaut, University of Notre Dame; Anthony C. Holter, University of Notre Dame; Ronald J. Nuzzi, University of Notre Dame
Urban Catholic School Enrollment Shifts in the Wake of Charter Schools. Richard Joseph Waddington, University of Michigan

55.053. Open Access and Scholarly Communications in Education. SIG-Communication of Research; Invited Session
Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm
Chair: Jorge Enrique Delgado, University of Pittsburgh
Participants:
Education Scholars’ Approaches and Practices Toward Open Access Publishing. Lori Michelle Ellingford, Arizona State University
Could AERA Do More to Advance the Communication of Research? John M. Willinsky, Stanford University
How Sustainable Are Open Access Journals in Education? The Case of Education Policy Analysis Archives. Gustavo E. Fischman, Arizona State University

55.054. Issues in Constructivist Practice. SIG-Constructivist Theory, Research, and Practice; Paper Session
VCC, Second Level, East Room 16; 12:25-1:55pm
Chair: Gloria Jean Gresham, Stephen F. Austin State University
Participants:
Differences in Language Development of Three- and Four-Year-Old Children in a Constructivist Context. Jannah Walters Nerren, Stephen F. Austin State University; Carolyn Davidson Abel, Stephen F. Austin State University
Preservice Teachers’ Perspectives on Blogging: Fostering Constructivist Practice Through Technology. Jan Renee Dinsmore, Eastern Oregon University; Amanda Alice Villagomez, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University
To Know Is Not Enough: The Effects of Constructivist Versus Instructivist Computer-Assisted Instruction on Academic Achievement. Tieja Thomas, Concordia University; Carol Sparkes, Concordia University; Kristopher Alexander, Concordia University; Renee Jackson, Concordia University; Eleni Mandel, Concordia University; Constanza Silva, Concordia University; Timothy Walker, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University
Who Am I and How I Teach: Rural Teacher Identity Development to Promote Social Change. Tawnya L. Lubbes, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University; Jan Renee Dinsmore, Eastern Oregon University
Discussant: Khendu Gyabak, The University of Texas - El Paso

55.055. “Something Doesn’t Feel White”: Racial Affect, White Dissonance, and the Possibility for Challenging Whiteness in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Third Level, West Room 306; 12:25-1:55pm
Chair: Zeus Leonardo, University of California - Berkeley
Participants:
Overcoming Vulnerability in the Face of Whiteness: How a Critical Understanding of White Psychology Can Strengthen the Resolve of Educators of Color in the Academy. Virginia Necochea, University of New Mexico
Racial Arrested Development: Campus Ecology, White Entitlement, and Social Comfort in Higher Education. Nolan L. Cabrera, The University of Arizona; Jeremy D. Franklin, University of Utah; Jesse S. Watson, University of Southern California
Getting Slammed: White Depictions of Interracial Dialogues as Arenas of Violence. Robin DiAngelo, Westfield State University
Loving Whiteness to Death: A Critical Examination of White Sadomasochistic Emotionalty. Cheryl E. Matias, University of Colorado - Denver; Rickie Lee Allen, University of New Mexico
Discussant: David Gillborn, Institute of Education - London

55.056. Stories of/in Equity and Social Justice in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session
VCC, Third Level, West Room 303; 12:25-1:55pm
Chair: Lucinda G. Heimer, Wheelock College
Participants:
Recognizing the Language and Literacy Resources of Young Children With Lesbian Mothers. Caitlin Law Ryan, East Carolina University
The New Factory Floor? Social Class and Childcare. Tarrow Andrew, Monash University
The Stories Children Play: How Storytelling Empowers Voice in Young Children. Marni Binder; Ryerson University
“This Hallway Is Really a Space Portal!” Young Children’s Artistic Practice of Rewriting Story Lines. Dana Frantz Bentley, Buckingham, Browne, and Nichols School

55.057. Assessing Kindergarten Readiness and Development. SIG-Early Education and Child Development; Paper Session
VCC, Second Level, West Room 223; 12:25-1:55pm
Chair: Mary Bowne, South Dakota State University
Participants:
Assessing Kindergarten Readiness to Improve Understanding of Children and Schools. Tricia Giovacco Johnson, University of Wyoming
Examining How Teachers’ Curricula Planning Affects English Language Learners in a Social Studies Classroom. Angela Gonzalez, The University of Texas - Brownsville
Development in Chinese and American Kindergartners. Lindsay H. Bell, University of Michigan; Neo W.L. Ngan, University of Washington; Su Li, Institute of Psychology, Chinese Academy of Sciences; Frederick J. Morrison, University of Michigan
Children’s School Readiness: A Typological Approach for the Prediction of Later Achievement. Mayra Mascareño, University of Groningen; Simone Doolaard, University of Groningen; Roel J. Bosker, University of Groningen
Children’s Perspectives on Kindergarten: Understanding How Children Think and Talk About “Going to School”. Lacey Elizabeth Peters, Arizona State University; Beth Blue Swadener, Arizona State University
Discussant: Burhanettin Keskin, Columbus State University

55.058. Debates, Dialogues, and Discussions on What It Means to Teach Culturally and Linguistically Diverse Students. SIG-Education and Student Development in Cities; Paper Session
VCC, Second Level, West Room 219; 12:25-1:55pm
Chair: Iris C. Rotberg, The George Washington University
Participants:
Examining How Teachers’ Curricula Planning Affects English Language Learners in a Social Studies Classroom. Angela Gonzalez, The University of Texas - Brownsville
Grappling With Language Barriers: Implications for Professional Development of Immigrant Teachers. Inna Abramova, Arizona State University; Beth Blue Swadener, Arizona State University
Research Into Action: Rural Area in Honduras in Need of Community Schooling. Eloisa Maria Rodriguez
State Identity and Ethnic Identity in State Education: Case Study of Hui Minority Students in Eastern China. Xiuxiang Wang, Purdue University; JoAnn I. Phillion, Purdue University

Monday Afternoon, April 16, 2012
55.059. An Integrated Approach to Contemplative Practice: The Mindful and Dialogical Explorations of a “Collaboratory”. SIG-Holistic Education; Demonstration/Performance

VCC, Third Level, West Room 304; 12:25-1:55pm

Chair: Karen Fiorini, Simon Fraser University

Participants: Charles F. Scott, Simon Fraser University; Avraham A. Cohen, City University of Seattle (Vancouver BC, Canada); Hesooon Bai, Simon Fraser University; Tom E. Culham, Simon Fraser University; Sean Roswell Park, Simon Fraser University; Shahar Rabi, Simon Fraser University; Saskia Tait, Simon Fraser University

Discussant: Daniel J. Vokey, University of Prince Edward Island

55.060. Special Topics in Large-Scale Assessment: Large Scale Assessment SIG. SIG-Large Scale Assessment; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 12:25-1:55pm

Chair: Joanne L. Jensen, WestEd

Participants:
Finding Local Use in International Large-Scale Assessments. Leslie Rutkowski, Indiana University; David Joseph Rutkowski, Indiana University; Laura Christine Engel, The George Washington University

Online Achievement Assessment of Young Students (Grades 1, 2, and 3). Christine M. Mills, ETS

Differentiated Performance on a High-Stakes Test: An Issue of Opportunity to Learn in Turkey. Nedim Yel, Arizona State University; Sultan Turkan, ETS

Investigating Native Hawaiian Students’ Reading Achievement From 2002 to 2009: A Multilevel Cohort Analysis of the Hawaii State Assessment Under No Child Left Behind. Malkeet Singh, Pacific Resources for Education and Learning; Shuqiang Zhang, University of Hawaii - Manoa

55.061. Inclusive Leadership Promoting Social Justice Praxis. SIG-Leadership for Social Justice; Symposium

VCC, Second Level, East Room 18; 12:25-1:55pm

Chair: Saratasha L. Green, The University of Alaska - Anchorage

Participants:
Leading Inclusive Reform for Students With Disabilities: A School and System-Wide Approach. George Theoharis, Syracuse University; Julie N. Causton-Theoharis, Syracuse University

All Kids Can Be Readers: The Marriage of Reading First and Inclusive Education. Christine Elaine Ashby, Syracuse University

Leadership Training to Meet the Needs of Our LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) Youth. Frank Hernandez, Hamline University; Donald J. Fraynd, Chicago Public Schools


Refusing Deficit Ideology: A “Cultural Funds” Approach to Class Equity in Schools. Paul Cameron Gorski, George Mason University

Discussant: Martin Scanlan, Marquette University

55.062. Factors Influencing Teaching Choice (FIT-Choice): International Perspectives. SIG-Lives of Teachers Cosponsored with SIG-Motivation in Education; Symposium

VCC, Second Level, West Room 214; 12:25-1:55pm

Chair: Ahmet Kilinc, Ah Evren University

Participants:
Motivations for Choosing Teaching as a Career: Comparing Australian, U.S., German, and Norwegian Teacher Candidates. Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University; Uta Klussmann, University of Kiel; Mareike Kunter, Max Planck Institute for Human Development; Beate Beyer, University of Leipzig; Ulrich Trautwein, Universität Tubingen

Why Enter Teaching in the Republic of Ireland? Manuela Heinz, National University of Ireland - Galway, Ireland

Aspirations and the Factors Influencing High Achievers’ Choice to Teach: The Cambridge University PGCE (Post-Graduate Certificate in Education) Trainee. F. Darleen Opfer, RAND Education; Elaine G. Wilson, University of Cambridge; Peter Gronn, University of Cambridge

Factors Influencing Teaching Choice in a Turkish Context. Ahmet Kilinc, Ah Evren University; Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University

Motivation to Teach: Profiles of Chinese Teacher Candidates. Emily Lin, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Liu Hui, Guangzhou University

Discussant: Leonard George Cairns, Monash University

55.063. Mentoring Children and Young Adults: Benefits and Impact. SIG-Mentorship and Mentoring Practices; Paper Session

VCC, Second Level, East Room 13; 12:25-1:55pm

Participants:
What’s in It for Me? Preservice Teachers’ Perceptions About Mentoring At-Risk Youth. Ruben Garza, Texas State University - San Marcos; Daniel Fallon Pacer, Texas State University - San Marcos

College Mentors for Kids: Examining the Impact of Mentoring From Three Perspectives. Kyle Ann Hartley, Indiana University; Anne-Marie Ruddy, Indiana University; Megan Weikel, Indiana University


Building a College-Going Culture With Student Mentors. Kri Noel Burkander, Michigan State University; Barbara Schneider, Michigan State University

Discussant: Marie Catherine White, Nyack College

55.064. The Trickle-Down Effect: Working in Teacher Education to Create a Culture of Peace. SIG-Peace Education; Paper Session

VCC, Second Level, East Room 19&20; 12:25-1:55pm

Participants:
Music and Peace Values in Action: A Transformative Pedagogy in a Southeast Asian Liberal Arts College. Juliana Moomete Santic Manrique, St. Scholastica’s College - Manila; Angelina Gutierrez, Saint Scholastica’s College Manila

Peace-Building Indicators for a Culture of Peace Through Education: Framework and Instrumentation. Carme Boque Torremorell, University Ramon Llull; Montserrat Alguacil Nicolas, University Ramon Llull;

Teaching for Forgiveness Among Teachers in Three Arab Countries. Ilham Nassar, George Mason University; Mohammed Abunimer, American University; Shelley Wong, George Mason University

The problem of teacher education in/or peace education contexts. Zvi Bekerman, Hebrew University of Jerusalem; Michalinos Zembylas, The Open University of Cyprus

Teaching About Israel-Palestine in the United States: An Interdisciplinary Approach. Elizabeth Tauba Ingenthron, Graduate Theological Union

Discussant: Candice C. Carter, University of North Florida

55.065. Measuring Problem-Based Learning Processes From the Angle of Students and Teachers. SIG-Problem-Based Education; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm

Chair: Sofie Loyens, Erasmus University; Woei Hung, University of North Dakota

Participants:
A Multilevel Analysis of Problem-Based Learning Design Characteristics. Kimberly S. Scott, Northwestern University

Faculty Conceptualizations and Management of Predominant Tensions Encountered With Problem-Based Learning Implementation in the Early Years of Engineering Education Programs. Angela van Barneveld, Purdue University; Johann Stoebel, Purdue University

Comparing Technology-Related Teacher Professional Development Designs: A Multilevel Study of Teacher and Student Impacts. Andrew Walker, Utah State University; Mimi M. Recker, Utah State University; Ye Lei, Utah State University; Linda Sellers, Utah State University; Heather Leary, University of Colorado - Boulder; M Brooke Robertson, Utah State University

Self-Directed Learning in Problem-Based Learning: A Meta-Analysis. Heather Leary, University of Colorado - Boulder; Andrew Walker, Utah State University; Brett E. Shelton, Utah State University
55.066. Critical Qualitative Research and the Corporatized University: On a Collision Course. SIG-Qualitative Research; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:25-1:55pm
Chair: Yvonna S. Lincoln, Texas A&M University - College Station
Participants:
Critical Qualitative Research and the Neoliberal Assemblage in Higher Education: Territorializing and Deterioritizing. Gaile S. Cannella, University of North Texas
Creating a Research and Resistance Agenda for Critical Qualitative Higher Education Research. Yvonna S. Lincoln, Texas A&M University - College Station
Small Is Beautiful: In Defense of the Diversity of Qualitative Research. Harry Torrance, Manchester Metropolitan University
Policy, Praxis, and Research in the 21st-Century University. William G. Tierney, University of Southern California
Key Tasks for Critical Qualitative Research in the Face of Corporate Ideology and Market Fundamentalism. Gary L. Anderson, New York University; Jannel T. Scott, University of California - Berkeley

55.067. Transactions of Thought and Action: A Mediated Discourse Analysis Workshop. SIG-Qualitative Research; Workshop Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:25-1:55pm
Chair: Teresa R. Fisher, Georgia State University
Participant:
Transactions of Thought and Action: A Mediated Discourse Analysis Workshop. Heather Lynn Lynch, Georgia State University

55.068. Rural Education and Teachers. SIG-Rural Education; Paper Session VCC, Second Level, East Room 10; 12:25-1:55pm
Chair: Kimberly L. Jones, Trimble Local Schools
Participants:
Early Career Teacher Work Within Rural Schools: You Need an Anchor. Carol Marchel, Winthrop University
Storylines About Rural Teachers in the United States: A Synthesis of the Research Literature. Amy Johnson Lachuk, University of South Carolina; Megan Burton, Auburn University; Kara D. Brown, University of South Carolina
Leadership in Rural Schools and Communities: Attracting and Retaining Teachers. Gruene Lock, Edith Cowan University; Simone Jane White, Monash University; Bill Green, Charles Sturt University; Jo-Anne Reid, Charles Sturt University; Wendy Joan Hastings, Charles Sturt University; Maxine C. Cooper, University of Ballarat
A Narrative Inquiry Into Rural Teachers’ Experiences in Professional Learning Communities. Essie Lom, University of New Brunswick
Empowering Information Technology Teachers in Rural Schools: A Needs Analysis. Elsa Mentz, North-West University; Marietjie Havenga, North-West University; Desmond Wesley Govender, University of KwaZulu-Natal; Irene Govender, University of KwaZulu-Natal; Betty Breed, North-West University
The Rural Balancing Act: Understanding Challenges of Gifted Teachers in Rural Schools. Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Marguerite Brunner, University of Virginia

Chair: Martin Gau, The University of British Columbia
Participants:
Uncovering the Influence of Social/Emotional School Readiness on Grade 12 Achievement and Likelihood of Incarceration. Barry Forer, The University of British Columbia; Paul Kershaw, The University of British Columbia
Using Cross-Cultural School Readiness Analyses to Inform Community Initiatives. Constance Milbraith, The University of British Columbia; Martin Gau, The University of British Columbia; Clyde Hertzman, The University of British Columbia
Children’s Well-Being: Social Relationships Mediate the Effects of Income. Martin Gau, The University of British Columbia; Anne Gadermann, Harvard University; Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia

55.070. Special Education and Cultural Diversity. SIG-Special Education Research; Paper Session VCC, First Level, West Room 113; 12:25-1:55pm
Participants:
Don’t Believe the Hype: Justified Young, Black, and Male in Special Education. Larry C. Bryant, University of North Texas; Bryan Ervin Cichy, Saint Cloud State University
The Effect of Full-Day Kindergarten on the Special Education Status of Black Elementary Students. John M. Weathers, University of Colorado - Colorado Springs; Sandra S. Meagher, University of Colorado
Promoting Ecological Perspectives: A Study in Reducing Overrepresentation of Minority Students in Special Education. Patricia Ann Hoffman, Minnesota State University - Mankato; Carrie Chapman, Minnesota State University - Mankato; Anne P. Dahan, Minnesota State University; Daria Paul Dona, Minnesota State University - Mankato
Culturally Responsive School-Wide Positive Behavioral Supports: An Equity-Oriented Systemic Change Model to Address Minority Disproportionality. Aydin Bal, University of Wisconsin - Madison
Students With Traumatic Brain Injury Returning to School: Perspectives of African American Males and Their Parents and Caregivers. Barbara Richey, Roosevelt University; Susan J. Katz, Roosevelt University

55.071. Structural Equation Modeling With Ordinal/Categorical Data. SIG-Structural Equation Modeling; Paper Session Marriott Pinnacle, Third Level, Durandave; 12:25-1:55pm
Chair: Min Liu, University of Hawaii - Manoa
Participants:
Examining Alternative Strategies to Accommodate Categorical Data. Christine DiStefano, University of South Carolina; Grant B. Morgan, University of South Carolina
Use of Ad Hoc Fit Indexes With DWLS (Diagonally Weighted Least Squares) Estimation. Deborah L. Bandalos, James Madison University
One-Step Ordinal Structural Equation Modeling Using Latent Trait Scores: A Bayesian Perspective. Pranab K. Natesan, University of North Texas
Evaluating Model Fit With Ordered Categorical Data Within a Measurement Invariance Framework: A Comparison of Estimators. Daniel Sass, The University of Texas - San Antonio; Tom Schmitt; Herbert W. Marsh, University of Western Sydney
Discusant: Jeffrey R. Harring, University of Maryland

Chair: Heidi L. Andrade, University at Albany - SUNY
Participants:
A Teacher Rating Scale to Examine Student Self-Regulation in Math Contexts. Gregory L. Callan, University of Wisconsin - Milwaukee; Timothy J. Cleary, University of Wisconsin - Milwaukee
Interactions Between Multi-Agent Adaptive Hypermedia Environments and Learner Characteristics on Note-Taking and Learning. Gregory Trevors, McGill University; Melissa Duffy, McGill University; Roger Azevedo, McGill University
Student Regulation as Measured by the Strategic Learning Questionnaire. Lindsay McCardle, University of Victoria; Allyson F. Hadwin, University of Victoria; Philip H. Winne, Simon Fraser University
Discusant: Stephen J. Pape, University of Florida
55.073. The Story of Systems Thinking in Schools. SIG-Systems Thinking in Education; Demonstration/Performance
Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm
Chair: Janice E. Noga, Pathfinder Evaluation and Consulting
Participants: Mary Scheetz, Ritenour School District; Beverly Nance, Maryville University
Discussant: Janice E. Noga, Pathfinder Evaluation and Consulting

55.074. Transformative Calls for Educational Reform in Urban Contexts. SIG-Urban Learning, Teaching, and Research; Paper Session
VCC, Second Level, East Room 12; 12:25-1:55pm
Chair: Fatima Pirbhaili-Ilich, University of Regina
Participants:
Beyond University Classrooms: Building the Capacity of Urban Principals in Underperforming Schools Through Leadership Coaching. Beth Brigante Higbee, San Bernardino County Superintendent of Schools; Susan R. Warren, Azusa Pacific University; Virginia Elizabeth Kelsey, Claremont Graduate University; Patricia Mark, San Bernardino County Superintendent of Schools; Deidra Price, San Bernardino County Superintendent of Schools; Ying Hong Jiang, Azusa Pacific University
Changing Perspectives and Career Trajectory of African-American Preservice Teachers in an Urban Education Immersion Course. Lynnette K. Mawhinney, The College of New Jersey; Loribet Mulero; Cynthia Perez, The College of New Jersey
Experiencing Agency Within an Urban Education Doctoral Program: A Hermeneutic Phenomenological Case Study. Bethany Lyn Salyers, University of North Carolina - Charlotte
International Teachers, Teach For America, and the Political Spectacle of Recruitment for Urban Schools. Alyssa Hadley Dunn, Georgia State University; Kara M. Kavanagh, Georgia State University
“Tumaround” Urban Elementary Schools: What Administrators and Teachers Experienced While Leading Change. Jennifer Ingrid Friend, University of Missouri - Kansas City; Jesse Riggs, University of Missouri - Kansas City; Megan Kean, University of Missouri - Kansas City
Discussant: Mohammad Khalifa, Michigan State University

55.075. Research Review and Methods in Workplace Learning. SIG-Workplace Learning Cosponsored with SIG-Career and Technical Education; Paper Session
VCC, First Level, West Room 111&112; 12:25-1:55pm
Chair: Martin Mulder, Wageningen University
Participants:
Workplace Learning Research: Article Characteristics in the Workplace Learning Journal During the Past Three Years. James E. Bartlett, North Carolina State University; Michelle Elizabeth Bartlett, University of Louisville
Intimate Outsiders: A Practice Theoretical Ethnography of Child and Family Nurses’ Learning and Work. Nick Hopwood, University of Technology - Sydney
Evaluating Critical Incidents in the Post-Formation Phase: An Aspect of Entrepreneurial Expertise? Karin Heinrichs, University Frankfurt am Main
Discussant: Mohammad Khalifa, Michigan State University

55.076. (Im)materializing Literacy: Making Sense of New Contexts for Research. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm
Chair: Cathy Burnett, Sheffield Hallam University
Participants:
The Significance of Relationships Between Material and Immaterial Dimensions of Space to Meaning-Making. Cathy Burnett, Sheffield Hallam University
Materializing Literacies in Homes and Communities: How Literacies Are Materialized in Things. Kate Pahl, The University of Sheffield
Screen-Based Texts Mediate Reality in Ways That Prompt Shifting Relationships Between the Material and Immaterial. Guy Merchant, Sheffield Hallam University
Discussant: Julia Davies, The University of Sheffield

55.077. Adolescent Language Learners Engaging in Literacy Practices: Multilingual Pathways to Writing. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm
Chair: Melinda E. Martin-Beltran, University of Maryland - College Park
Participants:
Raising Standards and Reducing Literacy: Writing Practices in New Mainstream Subject-Matter Classrooms. Kerry Anne Enright, University of California - Davis
Revealing and Mobilizing Multilingual Funds of Knowledge Among Adolescent Language Learners. Melinda E. Martin-Beltran, University of Maryland - College Park
From Middle School to El Noviciado (The Novitiate): An Adolescent English Language Learners’ Multilingual Journey in Writing. Amanda Kibler; University of Virginia
The Role of ELL (English Language Learner) Students’ First Language (L1) in Their English Writing Development. Danling Fu, University of Florida
Discussants: Linda Harklau, University of Georgia; Margaret R. Hawkins, University of Wisconsin - Madison

Division and SIG Roundtables

55.078. Roundtable Session 90; Roundtable Session

55.078-1. Learning, Knowledge Production, and Research in Social Movement/Civil Society Milieux. SIG-Adult Literacy and Adult Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Aziz Choudry, McGill University
Participants:
Against Carceral Common Sense: Learning to Teach Prison Abolitionism on the Inside-Out. Lena Carla Palacios, McGill University
Social Movements, Resistance, and Participatory Research in Postapartheid South Africa. Salim Vally, University of Johannesburg
Learning in North-South NGO (Nongovernmental Organization) Partnerships: Making Sense of the Local Through the Translocal. Erin Sirett, McGill University
Building Counter-Power From the Ground Up: Contesting NGOization Through Social Movement Learning and Knowledge Production. Aziz Choudry, McGill University

55.078-2. Visualizing Spaces of Possibility Within Schooling. SIG-Arts-Based Educational Research; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Gene R. Diaz, Lesley University
Participants:
Creating Space for Possibility: Transformative Practice in an Elementary Visual Art Studio. Debora Joy Nodelman, Chapman University
Participatory Video in Educational Research: A Possibility of Creating Participatory Culture With Parents? Kyung-Hwa Yang, McGill University
The In-Visibility of School Closure. Natalie Leblanc, The University of British Columbia

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Adriana Villavicencio, New York University
Participants:
Arizona’s Safe Schools Initiative: Baseline Knowledge for Reducing School Violence. Carolyn A. Brown, Fordham University

Audience, Artifacts, and Assessment: How “Making Student Work Public” Sustains School Reform and Shapes Student Participation. Alison Rheingold, University of New Hampshire

The Changing Face of School Segregation in U.S. Schools: Segregation, Desegregation, and Resegregation. Kristi J.R. Phillips, Brigham Young University; Shana L. Prithesh, Old Dominion University; Mikaela J. Dufar, Brigham Young University

The Impact of Poverty on the Distribution of Educational Resources in Ontario: New Data and Implications for Policy. Kelly A. Gallagher-Mackay, OISE/University of Toronto; Annie Kidder, People for Education; Fei Wang, OISE/University of Toronto; Lindsay Cornish, People for Education; Laurie Matheson, People for Education; Gay Stephenson, People for Education

Evaluating Community Partnerships: Investigating Team Building in a Community Program and School Partnership in Chicago. Holly A. Downs, University of North Carolina - Greensboro; Korinne Chiu, University of North Carolina - Greensboro; Amanda Glascoat, City Year Chicago; Carlyl Siuta, City Year Chicago; Lauren Fluegge, University of North Carolina - Greensboro

55.078-4. Improving the Landscape: Avenues Toward Student Achievement. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Linda R. Vogel, University of Northern Colorado
Participants:
Differentiated Effects of Adolescents’ Demographic Characteristics and School Experiences on Their Engagement and Academic Outcomes. Samuel M. Zheng, Toronto District School Board; Erhan Sinay, Toronto District School Board; Roula Anastasakos, Toronto District School Board
Harnessing the Power of Extrinsic Motivation for Student Achievement: An Urban High School Improvement Effort. Josh Emmet, Point Loma Nazarene University; Dean McGee, Kern High School District
Improving College-Ready Transition Programs: A Case Study of Current Practices. Sharon Lamar Alexander, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Marilyn M. Butler, Sam Houston State University
School Instructional Effectiveness and Student Learning in Reading and Math. Ronald H. Heck, University of Hawai'i - Manoa
The Frontier of Educational Change: Leadership of Standards-based Student Grouping. Linda R. Vogel, University of Northern Colorado

55.078-5. Instructional and Transformational Leadership. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Alexandra E. Pavlakis, University of Wisconsin - Madison
Participants:
Perceptions of Principal Attributes in an Era of Accountability. Jahmal I. Mosley, University of Massachusetts - Amherst; Mary Lynn Boscardin, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts - Amherst
Principal Theories of Practice: Mapping the Cognitive Structure and Effects of Instructional Leadership. Gary W. Houchens, Western Kentucky University; John L. Keedy, University of Louisville
Principals’ Interpersonal Skills in Addressing Performance Issues. Viviane M. Robinson, University of Auckland; Deidre Le Fevre, University of Auckland
Still Waiting for “Superprincipal”: Policy Maker Expectations Regarding School-Based Leaders, 2001-2010. Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro; Deborah Lynn West, Eastern Kentucky University
The Impacts of Transformational School Leadership on Student Learning: A Meta-Analytic Review. Jingping Sun, OISE/University of Toronto; Kenneth A. Leithwood, OISE/University of Toronto

55.078-6. On Becoming a School Principal: Novice Principals Make Sense of a New Role. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: James P. Spillane, Northwestern University
Participants:
Crossing Over to the Principal’s Office: How Novice Principals Make Sense of Schools’ Pluralistic Institutional Environment. James P. Spillane, Northwestern University; Lauren M. Anderson, University of Southern California
New Principals and Teacher Development: Conceptions, Changes, and Challenges. Leigh Mesler Parise, Northwestern University
New Principals and Local School Councils: Walking the Line Between Administrative and Political Control. Linda C. Lee, Northwestern University; Rebecca Jane Lowenhaupt, Boston College; Allison W. Kenney, Northwestern University
Deciding to Remain in Post: Factors Considered by Inexperienced Head Teachers in Scotland. V. Darleen Opfer, RAND Education; Peter Gronn, University of Cambridge, Kevin Lowden, University of Glasgow

55.078-7. Principalsship Roundtable. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Laura B. Lang, Florida State University
Participants:
A Quantitative and Qualitative Examination of Principal Turnover. Edward J. Fuller, The Pennsylvania State University; Michelle D. Young, University Council for Educational Administration
Distributed Leadership: Rhetoric or Reality? Joe Corrigan, University of Alberta
Effects of Leadership Practices on Lesson Planning in High School Science Departments. Linda C. Brazdil, Northwestern University; Steven McGee, Northwestern University
Leading a School in France: An Observational Study of Principals’ Day-to-Day Work. Pierre Tulasztki, University of Kiel - Institute of Education

55.078-8. School Networks and Sustainable Educational Change. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Wiel M. Vugeliers, University of Amsterdam
Participants:
U.S. Teacher Unions as Drivers of Innovation and Improvement: The Growth of Regional Networks of the Teacher Union Reform Network. Tom Alvarez, Boston College; Carrie Fuller, Boston College; Dennis Lynn Shirley, Boston College
Networks and School Development: Enhancing Education for Identity in the Finnish Schools. Eero T. Ropo, University of Tampere; Veli-Matti Yrjanainen, University of Tampere
Thinking Schools and Learning Communities: Sustaining School Network Leadership through Partnership Initiatives. William Y. Wu, Hong Kong Baptist University
Creating Meaningful Change Through P20 Innovation Lab Networking. Mary John O’Hair, University of Kentucky
Sustainability in School Networks: Agency and Structure. Wiel M. Vugeliers, University of Amsterdam; Henk Zijlstra, Werkplaats

55.078-9. Social Networks and the Use of Research by Schools, Districts, and State Education Agencies. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Vivian Tseng, William T. Grant Foundation
Participants:
High School Reform in Large Urban Systems: Examining Underlying Interpersonal Relationships. Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester; Dwayne Olando Constantine Campbell, University of Rochester
Relationships Among Social Networks, Social Capital, and Research Use in State Education Agencies. Carol A. Barnes, University of Michigan; Elliot H. Weinbaum, U.S. Department of Education
Divergent Thinking Among Deaf and Hearing Adolescents: A Twofold Approach. Christopher Stanzone, Georgia State University; Susan M. Perez, University of North Florida; Amy R. Lederberg, Georgia State University

Implementing Phonologically Based Reading Instruction in a Sign Bilingual Setting. Gregory R. Hancock, University of Maryland

Teacher’s Perceptions on the Use of American Sign Language (ASL) Phonological Instruction in an ASL/English Bilingual Deaf Education Program. Peter Crume, Georgia State University

55.080. Roundtable Session 92; Roundtable Session

55.080-1. New Media Arts Practices Across Educational Contexts. SIG-Arts and Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Marie-France Berard, The University of British Columbia

Participants:
Model New Media/Video Programs in Art Education. Joanna Miriam Black, University of Manitoba

Learning in Places: Profiles of Community-Based New Media Arts Practices. Kit M. Grauer, The University of British Columbia; Ching-Chu Lin, The University of British Columbia; Juan Carlos Castro, Concordia University

New Opportunities for Interest-Driven Arts Learning in a Digital Age. Kylie A. Pepper, Indiana University - Bloomington; Michael Downton, Indiana University; Diane Lynn Glosson, Indiana University; Rafi Santo, Indiana University - Learning Sciences; Charlene Ann Volk, Indiana University

55.080-2. Evolving Contexts in Educational Technology: Design, Integration, and Evaluation. SIG-Computer and Internet Applications in Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Bradford Hosack, University of Minnesota

Participants:
Analyzing Computer Technology and Achievement in Early Childhood. Ernest S. Johnson, University of California - Irvine

Bridging the Gap: E-Portfolios Fostering 21st-Century Skills in Studio Art Courses. Josh Yavelberg, George Mason University

Data, Design, and Narrative: The Role of InfoVis in Online Learning Research and Integration. Charles DeVaughn Miller, University of Minnesota; Bradford Hosack, University of Minnesota; Lucas Lecheler, University of Minnesota

Moral Education: Communicating Care in an All-Online Course. Amy Louise Pittenger, University of Minnesota; Doneka R. Scott, University of Minnesota

Using Digital Writing to Create an Authentic and Collaborative Learning Experience. Amy Louise Pittenger, University of Minnesota

55.081. Roundtable Session 93; Roundtable Session

55.081-1. Instructional Technology SIG: Multimedia and Publishing in Instructional Technology. SIG-Instructional Technology; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm
Chair: Sarah McPherson, New York Institute of Technology

Participants:
An Analysis of a Decade of Research in Instructional Design and Technology. Richard E. West, Brigham Young University; Jereed Borup, Brigham young University

Examining the Impact of Adaptively Faded Worked Examples on Student Learning Outcomes. Raymond Flores, Wichita State University; Fethi A. Imam, Texas Tech University; Fatih Ari, Texas Tech University; Steven M. Crooks, Texas Tech University; Douglas J. Simpson, Texas Tech University; Zongxi Lin, Texas Tech University

Where Should Educational Technologists Publish? Albert Dieter Ritzhaupt, University of Florida; Christopher Davis Sessums, University of Florida; Margeaux C. Johnson, University of Florida

55.081-2. Developing Media Literacy in the Classroom. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm
Chair: Rebecca A. Goldstein, Montclair State University

Participants:
A Phenomenological Exploration of Novice English/Language Arts Teachers’ Experiences With Media Literacy. Allison Huie, Texas A&M University

Designing and Sharing New-Media Language-Arts Modules Aligned to Common Core Standards. Daniel T. Hickey, Indiana University; Jenna McWilliams, Indiana University; Rebecca Itoo, Indiana University

News Literacy: Using Media Literacy Frameworks to Analyze the Pedagogical Experiment of Stony Brook University. Jennifer Fleming, California State University; Long Beach

55.082. Roundtable Session 94; Roundtable Session

55.082-1. Technology Instruction, Technological Pedagogical Content Knowledge, and Teacher Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm
Chair: Nicolaos C. Valanides, University of Cyprus

Participants:
Blogging as an Agent of Change in Teacher Identity, TPACK (Technological and Pedagogical Content Knowledge), and Practice. Doug Hearington, Kennesaw State University; Anissa Lokay-Vega, Kennesaw State University

Teacher Candidates’ Technology Integration Into Teacher Learning. Shaoan Zhang, University of Nevada - Las Vegas; Wu He, Old Dominion University; Neal Strudler, University of Nevada - Las Vegas


55.082-2. Online in Higher Ed: Teacher Faculty and Student Insights. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm
Chair: Sara L. Dexter, University of Virginia

Participants:
Knowing Is Not Enough, Interaction Is Crucial: Adopting Socioconstructivist Approaches in a Virtual Graduate Seminar. Annie Saint-Jacques, Laval University

The Tyranny of E-learning in Teacher Education: the Faustian Bargain of Convenience at the Cost of Critical Discourse. Shawn Lennie, OISE/University of Toronto; Nick J. Scarfo, University of Ontario Institute of Technology

What is it like for Faculty Members to Participate in Online Social Networks? Royce Kinnmons, The University of Texas - Austin; George Veletsianos, The University of Texas - Austin

Division and SIG Posters

55.083. Poster Session 14; Poster Session

55.083-1. Postsecondary Research 2. Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm
Posters:
1. A Study of Underrepresented Minority Students’ Transition to College in STEM Field Mixed-Method Approach. David Berube, Loyola Marymount University; Edward C. Mosteig, Loyola Marymount University; Hui-Jeong Woo, Loyola Marymount University

2. At the Intersection of Class and Disability: College Access for Students With Learning Disabilities. Heather Haeger, Indiana University

3. Attributes of High-Achieving Latino First-Generation Students From a College in the Southern United States. Maria Raquel Tello, South Texas College; Gerri Marie Maxwell, Texas A&M University - Kingsville

4. Comparing Grade-Point Averages of Black Greek Letter Organizations in Predominantly White Institutions and Historically Black Colleges and Universities. Crystal Renee Chambers, East Carolina University; MaryBeth Walpole, Rowan University; Catrina Davis, East Carolina University

5. Degrees of Differentiation by Tier: The Mission(s) of Higher Education. Amy Elizabeth Stich, University at Buffalo - SUNY; Todd Reeves, Boston College


10. Exploring the Difficulties of First-Year University Students From Low Socioeconomic Status in Mexico. Marisol Silva Layá, Universidad Iberoamericana; Adriana Rodríguez-Fernández, Universidad Iberoamericana; María Jo Athie, The University of British Columbia

11. Hidden Voices: Two-Year Students at Four-Year Institutions. Henrietta Williams Pickon, Northwestern State University of Louisiana


13. Hispanic Graduation Rates at Texas Community Colleges. Shelley Cox, Sam Houston State University; Sheila Ann Jowyer, Sam Houston State University; John R. Slate, Sam Houston State University

14. The Relationship Between the Student-School Counselor Ratio and Students’ Postsecondary Preparation and Participation. Chenoa Woods, University of California - Irvine; Thurston Domina, University of California - Irvine

15. The Influence of Family Dynamics on Second-Generation Cambodian Immigrants’ Educational Experience: A Comparative Case Study. Nikum Pong, University of Washington


55.083-2. Poster Session: Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

17. Age-Related Differences in the Relation Between Motivation to Learn and Training Transfer in Adult Education. Andreas Gegenfurtner, TU München; Marja M.S. Vauras, University of Turku

18. Boosting High-Success-Expectancy Student Performance: Effects of Utility and Goal Manipulations. Jeffrey John Kosovich, James Madison University; Amanda Marie Durik, Northern Illinois University; Chris S. Hulleman, James Madison University

19. Descriptive and Experimental Investigations of Writing Self-Beliefs and College Cheating. Valerie A. Sotardi, The University of Arizona; Heather Sue Dawson, The Ohio State University - Columbus

20. The Relations Between Students’ Beliefs About Writing, Writing Appreciation, and Their Use of Writing Strategies. Joanne Sanders-Reio, Florida International University; Thomas G. Reio, Florida International University; Isadore Newman, Florida International University; Xuan Jiang, Florida International University

21. Causal Ordering of Reading Achievement and Reading Self-Concept: A Four-Wave Longitudinal Study. Jan Retelsdorf, IPN – Leibniz Institute for Science and Mathematics Education; Jens Moeller, University of Kiel; Olaf Koeller, Leibniz Institute

22. I Can Read With My Eyes Shut: Using Journaling to Scaffold Reading Theory Instruction. Meghan Margaret Parkinson, University of North Florida; Heather Rogers Haverback, Towson University; Emily W. Fox, University of Maryland

23. Patterns of Self-Efficacy Among College Students in Developmental Reading. Susan Chambers Cantrell, University of Kentucky; Sharon Bridges, University of Kentucky; Pamela Jane Clause, Eastern Kentucky University; Pam Correll, University of Kentucky; Kim Creech, University of Kentucky; Danielle Owens, University of Kentucky

24. Reading Background, Understandings of Reading, Self-Perception as Reader, and Reading Behaviors in Adult Competent Readers. Emily W. Fox, University of Maryland

25. Relations of Achievement Goal Orientation and Perceived Classroom Goal Structure to Self-Reported Use of Reading Strategies. Helene E. Delpeche, University of Delaware; Carol A. Wong, University of Delaware

26. Regulation of Motivation: Predicting Homework Motivation Management at the Secondary School Level. Ruiping Yuan, Mississippi State University; Jianzhong Xu, Mississippi State University; Jianxia Du, Mississippi State University

27. Precursors to Boredom: Sinking Motivation and Achievement. Virginia Man Chung Tze, University of Alberta; Lia Marie Daniels, University of Alberta

28. The Effects of Self-efficacy, Intrinsic Value, and Flow on Academic Achievement among Community College Students. Young Ju Joo, Ewha Womans University; Nari Kim, University of Wisconsin - Oshkosh; Nam Hee Kim, Ewha Womans University; Dong Sim Kim, Ewha Womans University; Sun Yi Cho, Ewha Womans University; Sang Yoon Han, Ewha Womans University

29. The Interplay Between Students’ Achievement Motivation and Academic Performance: A Longitudinal Study. Christian Brandmo, University of Oslo; Gunnar Bjornebeek, The Norwegian Centre for Child Behavioral Development

30. Disentangling the Effects of Interest and Choice on Learning, Engagement, and Attitude. Terri L. Flowerday, University of New Mexico; Duane F. Shell, University of Nebraska - Lincoln

31. The Development of a Multidimensional Measure of Procrastination and Timely Engagement: A 2-by-2 Model of “When” and “Why”. Randen Strunk, Oklahoma State University; Yoonjung Cho, Oklahoma State University; Misty R. Selee, Oklahoma State University; Stacey L. Bridges, Oklahoma State University

32. Control and Value as Antecedents of Trait-Based and State-Based Achievement Emotions. Madeleine Bieg, University of Konstanz; Thomas Goetz, University of Konstanz; Kyle Hubbard, McGill University; Melanie M. Keller, University of Konstanz

55.083-3. Motivation in Education Poster Session 2. SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

33. Classroom Interest From 4th to 12th Grade. David A. Bergin, University of Missouri; Christi Crosby Bergin, University of Missouri; Ze Wang, University of Missouri

55.083-4. Poster Session. SIG-Self-Study of Teacher Education Practices; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

34. Maintaining a Focus on Scholarship in Teacher Education: Challenges to Self-Study and to Teacher Education Practice When Being Dean. Renee T. Clift, The University of Arizona; John Loughran, Monash University; Geoffrey E. Mills, Southern Oregon University

55.083-5. Motivation in Education Poster Session 3. SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

35. Math Intelligence Is Fixed and Girls Have Less: Mind-SetS, Gender Stereotypes, and Standardized Math Performance. Leigh Ann Mingle, University of Illinois; Allison M. Ryan, University of Illinois at Urbana-Champaign; Katherine E. Ryan, University of Illinois at Urbana-Champaign; Genevieve Henricks, University of Illinois at Urbana-Champaign

55.083-6. Division C, Section 1 Poster Session. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

36. Teacher Perceptions and Contributions in a Formative Long-Term Vocabulary Intervention. Camille Blachowicz, National Louis University; James F. Baumann, University of Missouri - Columbia; Patrick C. Manyak, University of Wyoming
**Monday, 1:00 pm**

### Professional Development Courses

#### 56.010. An Introduction to Latent Class Analysis in Mplus. Professional Development and Training Committee; Professional Development Course

- **Fairmont Waterfront, Concourse Level, MacKenzie 1; 1:00-5:00pm**
- **Directors:** Karen L. Nylund-Gibson, University of California - Santa Barbara; Katherine E. Masyn, Harvard University

#### 56.011. Researching Multiliteracies in Urban Classrooms and Out-of-School Contexts. Professional Development and Training Committee; Professional Development Course

- **Fairmont Waterfront, Concourse Level, MacKenzie 2; 1:00-5:00pm**
- **Directors:** Dana Walker, University of Northern Colorado; Deborah Romero, University of Northern Colorado
- **Instructor:** Jennifer Douglas-Larson, Boulder High School

#### 56.012. To Know Is Not Enough: Applied Autoethnography in Research and Teaching. Professional Development and Training Committee; Professional Development Course

- **Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 1:00-5:00pm**
- **Directors:** Sherick A. Hughes, University of Maryland; Julie L. Pennington, University of Nevada - Reno

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**Monday, 2:15 pm**

### Governance Meetings and Events

#### 57.001. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session

- **Pan Pacific, Restaurant Level, Oceanview 3; 2:15-3:45pm**
- **Chair:** William Cope, University of Illinois at Urbana-Champaign

#### 57.002. AERA Technology Committee: Closed Meeting. AERA Governance; Governance Session

- **Pan Pacific, Restaurant Level, Oceanview 6; 2:15-3:45pm**
- **Chair:** Judith L. Green, University of California - Santa Barbara

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### Presidential Sessions

#### 57.010. International Perspectives on Implementation and Effectiveness of Teacher Evaluation Models. Presidential Session Cosponsored with Division H - Research, Evaluation and Assessment in Schools and Division L - Educational Policy and Politics, AERA Sessions

- **VCC, Second Level, West Room 215X&216; 2:15-3:45pm**
- **Chairs:** Zsuzsanna R. Szabo, Marist College; Burcu Kaniskan, Pearson
- **Participants:**
  - Washington Teacher/Principal Evaluation Project. W. Christopher Brandt, American Institutes for Research; Cynthia Ann DuBois, American Institutes for Research
  - The Evaluation of Teachers and Schools Using Growth Models: Hope Versus Reality. Robert W. Lissitz, University of Maryland
  - Unfinished Business: Teacher Evaluation and Effectiveness in Finland. Pasi Sahlberg, Center for International Mobility and Cooperation

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**Monday Afternoon, April 16, 2012**

### 57.011. Perpetuating Inequities: Cross-National Circumstances. Presidential Session

- **VCC, First Level, West Room 109&110; 2:15-3:45pm**
- **Chairs:** Cynthia A. Tyson, The Ohio State University - Columbus; Robert J. Tierney, The University of Sydney
- **Participants:**
  - Rethinking Diversity: The American Case. Kris D. Gutierrez, University of Colorado - Boulder
  - “Mirror, Mirror, on the Wall . . . “: Reflecting Inequity in Canada. Annette M. Henry, The University of British Columbia
  - Compounding Inequities: Australia’s Widening Gaps. Robert J. Tierney, The University of Sydney
  - Equity as Critical Praxis in the Self-Development of an Indigenous University in New Zealand: Te Whare Wananga o Awanuiarangi. Graham H. Smith, Te Whare Wananga o Awanuiarangi
- **Discussant:** Michael W. Apple, University of Wisconsin - Madison

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### 57.012. Practitioner Researchers: Hybrid Roles in the Generation and Use of Research Knowledge. Presidential Session

- **VCC, First Level, West Ballroom A; 2:15-3:45pm**
- **Chairs:** Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania
- **Participants:**
  - Dialect, Difference, and Discursive Tension in a Ninth-Grade Literacy Class. Robin M. Hennessy, Boston Public Schools
  - Building a Brotherhood? A Teacher Researcher’s Study of the Construction of Gender at an All-Boys Catholic Secondary School. Kirstin Pesola McEachern, Boston College
  - What Does It Mean to Be Literate in This Class? A Teacher-Researcher’s Investigation of Scripted, Thematic, and Improvisational Curricula. Rebecca Akin, Oakland Unified School District / Stanford University
  - Hybrid Learning in a School-University Partnership: Teacher Research Integrating Common Core Standards, Scripted Curricula, and Innovative Practice. Diane Waff, University of Pennsylvania
- **Discussants:** Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania

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### 57.013. Taking Back the City: Critical Geography and Research in Urban Communities. Presidential Session

- **VCC, First Level, West Ballroom C; 2:15-3:45pm**
- **Chair:** Joanne C. Larson, University of Rochester
- **Participants:**
  - Spaces of Geographic Convergence Culture. Joanne C. Larson, University of Rochester
  - Space-Creating Stories: Community Change Activists’ Claims and Dreams for Their Neighborhoods. Nancy Ares, University of Rochester
  - Networking Opportunities to Learn and to Become: Examining How Immigrant Youth in The Netherlands Use New Media in the Production of Social Space. Kevin M. Leander, Vanderbilt University; Mariette de Haan, Utrecht University
  - The Relationship Between Racial and Economic Segregation in Schools and Their Corresponding Attendance Boundaries. Salvatore Saporito, College of William and Mary
  - Cultivating Sociospatial Justice Dispositions by Unpacking Urban Geo-Histories. SJ Miller, Indiana University of Pennsylvania
- **Discussant:** Edward Soja, University of California - Los Angeles
Presidential Session Cosponsored with Social Justice Action Committee  
VCC, First Level, West Room 114&115; 2:15-3:45pm  
Chair: Richard P. Duran, University of California - Santa Barbara; Arneatha F. Ball, Stanford University  
Participants: Arneatha F. Ball, Stanford University; Augustine Francis Romero, Tucson Unified School District; Julio Cammarota, The University of Arizona; Christine E. Sleeter, California State University - Monterey Bay; Bryan McKinley Jones Brayboy, Arizona State University

VCC, Second Level, West Room 220; 2:15-3:45pm  
Chair: Wendy L. Poole, The University of British Columbia  
Participants: Jody Billingsley, The University of British Columbia; John Mann, The University of British Columbia; Sarah Mackenzie, The University of British Columbia; Bernadette Ouellet, The University of British Columbia; Danica Palmer, The University of British Columbia  
Participants:  
Conceptualization of the Group Inquiry Project in UBC’s Educational Administration and Leadership Program. Wendy L. Poole, The University of British Columbia  
Challenges of Supervising Community-Engaged Group Research Projects. Harjeet Gill, The University of British Columbia  
What Have Students Learned from the Group Inquiry Experience. Marilynine Waitham, UBC

57.016. Ethics of Care: Theory Into Practice—Challenges and Rewards.  
AERA Sessions; Invited Session  
VCC, Second Level, West Room 212&213; 2:15-3:45pm  
Chair: Ann Chinnery, Simon Fraser University  
Participant: Christie Whitly, Skison Ministry of Education  
Participants:  
Walking the Talk: The Challenges of Enacting Care Ethics. Kumari Beck, Simon Fraser University  
Care-Consciousness and Enabling Conditions of Care. Heesoon Bai, Simon Fraser University  
Engaging Marginalized Students Through the Ethics of Care. Wunda E.M. Cassidy, Simon Fraser University  
Caring for “the Other” When You Are Not “the Other.” Kel McDowell, West Vancouver School District  
Discussant: Nel Noddings, Stanford University

57.017. Linguistic Diversity: A Global Challenge for Education. AERA Sessions; Invited Session Cosponsored With the World Education Research Association  
VCC, First Level, West Room 121&122; 2:15-3:45pm  
Chair: Liesel Ebersohn, University of Pretoria  
Participants:  
Linguistic Diversity Management in a German Urban Area: Interdisciplinary Approaches to Multilingualism. Ingrid Gogolín, University of Hamburg  
Working Towards Sustainable Multilingualism in Urban Settings. Rahat Naqvi, University of Calgary  
Multilingualism in an Intercultural University: An ethnography of linguistic and cultural diversity discourses and practices. Gunther Dietz, Universidad Veracruzana Intercultural  
Discussant: James Cummins, University of Toronto - OISE

57.018. Mentoring Across Professions and National Borders: Expanding the AERA International Mentoring Network. AERA Sessions; Invited Session  
VCC, Second Level, West Room 207; 2:15-3:45pm  
Chair: Sarah K. McMahan, Texas Woman's University; Mark J. Hager, Menlo College  
Participants: Nova Dominguez, University of New Mexico; Susan Brondyk, Michigan State University; Gitran Fransson, University of Gavle; Andre M. Green, University of South Alabama; Susan D. Myers, Texas Tech University; Andrea M. Kent, University of South Alabama

57.019. Research on Schools, Neighborhoods, and Communities: A New AERA Publication. AERA Sessions; Invited Session  
VCC, First Level, West Room 116&117; 2:15-3:45pm  
Chair: Cherry A. McGee Banks, AERA Books Editorial Board and University of Washington - Bothell  
Editor: William F. Tate, Washington University in St. Louis  
Discussants: Gary A. Orfield, University of California - Los Angeles; Barbara Schneider, Michigan State University; Jeffrey R. Henig, Teachers College, Columbia University

57.020. What We Know About Successful STEM Education: The 2011 National Research Council (NRC) Report and Beyond. AERA Sessions; Invited Session  
VCC, Third Level, West Room 306; 2:15-3:45pm  
Chair: Robert M. Hauser, National Research Council, National Academy of Sciences  
NRC Committee Participants: Adam Gamoran (Committee Chair), University of Wisconsin - Madison; Barbara M. Means, SRI International  
Discussants: Janice M. Earle, National Science Foundation; Edgar B. Hatrick, III, Loudoun County Public Schools; Sharon J. Lynch, The George Washington University

57.021. Evaluation of Performance-Driven School Accountability Interventions in Korea Versus the United States. International Relations Committee; Symposium  
VCC, First Level, West Room 111&112; 2:15-3:45pm  
Chair: Jaekyung Lee, University at Buffalo - SUNY  
Participants:  
Preliminary Findings of a Multisite Study of the Implementation and Effects of Supplemental Educational Services. Patricia Burch, University of Southern California; Carolyn Heinrich, The University of Texas - Austin  
After-School Program in Korea: What It Looks Like and How Effective It Is. Yang-Boon Kim, Korean Educational Development Institute; Hye Sook Shin, Korean Educational Development Institute; Hynjung Im, Korean Educational Development Institute; Jeeyoung Namgu, Korean Educational Development Institute; Sooyyang Yang, Korean Educational Development Institute  
Tracking the Impact of School AYP (Adquate Yearly Progress) Interventions Under No Child Left Behind. Jaekyung Lee, University at Buffalo - SUNY; Hyejin Shin, University at Buffalo - SUNY; Laura Casey-Amo, University at Buffalo - SUNY  
Evaluating Academic Improvement Target Program in Korea. Sung-Hyun Cha, Korean Educational Development Institute; Byeongsheol Min, Seoul National University  
Discussants: Kenneth K. Wong, Brown University; Mark L. Davison, University of Minnesota

57.022. GSC Chair Fireside Chat: Demystifying the Publishing Process: Insights From Journal Editors on Writing, Editing, and Revising Manuscripts for Submission. Graduate Student Council; Fireside Chat  
VCC, Second Level, West Room 211; 2:15-3:45pm  
Chairs: Huriya Jabbar, University of California - Berkeley; Amy Stornaiulo, University of California - Berkeley; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee  
Participants: Rebecca Angiuano, University of California - Berkeley; Arturo Cortez, University of California - Berkeley; P. David Pearson, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley

57.023. GSC Division B Fireside Chat: The Interpersonal Is Political: Navigating LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues and Research in the 21st-Century Academy. Graduate Student Council; Fireside Chat  
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm  
Chairs: Ronald Kenneth Porter, University of California - Berkeley; Yoonjung
Participants: Lance Trevor-McCready, OISE/University of Toronto; Cindy Cruz, University of California - Santa Cruz; Therese M. Quinn, School of the Art Institute of Chicago; Timothy G. Larrabee, Oakland University

57.024. Pathways to Success in Academia: Experiences of Women of Color in a College of Education. Committee on Scholars and Advocates for Gender Equity in Education Co-sponsored with Committee on Scholars of Color in Education; Symposium
VCC, Second Level, West Room 224; 2:15-3:45pm
Chair: Ivelisse Torres-Fernandez, New Mexico State University
Participants:
Reflections of an Early Career Latina in Academia: Issues, Challenges, and Lessons Learned. Ivelisse Torres-Fernandez, New Mexico State University
Negotiating Gender and Vested Interests of Colonization as a Female Native American Faculty Member. Jeanette Haynes Writer; New Mexico State University
My Journey as a Latina Immigrant Junior Faculty of a Hispanic-Serving Institution: Challenges, Advantages, and Learning. Lida J. Uribe-Flórez, New Mexico State University
A Latina Speaks: Experiences in Higher Education. Maria D. Mercado, New Mexico State University
Discussants: Heather A. Oesterreich, New Mexico State University; Michelle G. Knight, Teachers College, Columbia University

State and Regional Educational Research Associations

Fairmont Waterfront, Concourse Level, Malaspina; 2:15-3:45pm
Chair: Harry L. Bowman, Council on Occupational Education
Participants:
Southwest Educational Research Association—The Use of Effect-Size Estimates to Evaluate Covariate Selection and Bias Reduction in Propensity Score Matching. Forrest Lane, University of Southern Mississippi; Robin K. Henson, University of North Texas
South Carolina Educators for Practical Use of Research—latent profile analysis, Cluster Analysis, and Two-Level Affective Learning-Based Typology of Students in Compulsory Physical Education. Collin Webster, University of South Carolina; Glenn Weaver, University of South Carolina; Diana Luminita Mindrila, University of South Carolina
South Carolina Educational Research Association—Native Hawaiian Students’ Reading Performance on the Hawaii State Assessment From Elementary to High School: A Cross-Classified Multilevel Study. Malkeeth Singh, Pacific Resources for Education and Learning; Shuqiang Zhang, University of Hawaii - Manoa
Discussant: Christa R. Winter, Springfield College

Division Sessions

57.026. Coaching for Administrator Preparation and Leadership Development: Learnings, Benefits, and Challenges. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 9; 2:15-3:45pm
Chair: Arnold B. Danzig, Arizona State University
Participants:
Coach Perspectives on Changes in Personal Leadership. Ann O’Doherty, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin; Margaret Terry Orr; Bank Street College of Education
Coaching Principal Interns: How External Coaches Deepen Theory-Practice Connections in a Principal Preparation Program. Arnold B. Danzig, Arizona State University
Coaching for Professionalism and Growth. Megan Tschannen-Moran, College of William and Mary
Coaching School Leaders: Experiences of Administrators and Coaches. Michael Silver, Seattle University; Chad Lochmiller, Washington University
Coaching Novice Principals in a University-District Partnership: Coming to an Understanding of Goals and Results. Lynda Tredway, University of California - Berkeley

57.027. Organizing High Schools and Classrooms for Latina/o Student Educational Success: College-Going Cultures/Resources and Instructional Scaffolding. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 8&15; 2:15-3:45pm
Chair: Rodney T. Ogawa, University of California - Santa Cruz
Participants:
High-Leverage Factors for Organizing High Schools and Classrooms for Latino Students’ Educational Success. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz
Organizing Schools/Classrooms With a College-Going Culture for Latina/o Students: Cultural Capital, Compartment, and Complexity. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz; Steven Z. Athanases, University of California - Davis
Instructional Scaffolding for Latina/o Students: Building Toward Disciplinary Literacy and Academic Rigor. Steven Z. Athanases, University of California - Davis; Luciana C. De Oliveira, Purdue University; Serena Padilla, University of California - Santa Cruz
College Lab as Resource for Latina/o Students: Accessing Social Capital and Multicultural Navigators. Rodney T. Ogawa, University of California - Santa Cruz; Betty Achinstein, University of California - Santa Cruz; Marnie Curry, University of California - Berkeley; Ana Paulina Moreno, University of California - Santa Cruz
Discussant: Ana Maria Villegas, Montclair State University

57.028. Understanding School Improvement in Chaotic Conditions. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 2:15-3:45pm
Chair: Gary L. Anderson, New York University
Participants:
Building Capacity for Curriculum Change in High-Poverty Culturally Diverse Arizona Schools. Jeffrey V. Bennett, The University of Arizona; Rose M. Ylimaki, The University of Arizona; Thad M. Dugan, The University of Arizona; Jing Jing Fan, The University of Arizona
Improving Schools in Challenging Circumstances: A Comparative Case Study at Eight German Schools. Christina Punke
Parsing Disciplinary Disproportionality: Contributions of Behavior, Student, and School Characteristics to Suspension and Expulsion. Russell J. Skiba, Indiana University; Megan Trachok, Indiana University; Timothy Louise Baker, Indiana University; Choong Chung, Indiana University
The Troublesome Nature of Change in Schools: From a Punitive Approach to Restorative Practice. Lisa Vinnicombe, Deakin University; Andrea Marlene Gallant, Deakin University
Discussant: Gary L. Anderson, New York University

57.029. Complexities of Student (Dis)Engagement. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm
Chair: Kathleen M. Gallagher, OISE/University of Toronto
Participants:
Appropriate Methods to Empower Children as Curriculum Codesigners. Natasha Blanchet-Cohen, Concordia University
Fitting In When Pulled Out: The Social Experiences of Middle School Students With Disabilities. Lisa Ann Johnson, University of Minnesota
Representing Uncertainty in the Sexuality Curriculum: Understanding Conflicts Over Meaning in a Participatory Media Project. Karyn E. Sandlos, School of the Art Institute of Chicago (SAIC)
Presenting Hermeneutic Phenomenology: Experiences of Hospitality by Racialized Student Teachers on Canadian School Landscapes. Rochelle Marie Skogen, University of Alberta; Paulin Mulatris, University of Alberta

Drama and Digital Methods in Participatory Multisite Ethnography: Ongoing Engagement with Public Pedagogy. Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, OISE/University of Toronto; Bureu Yaman Nieloulogi, University of Toronto

Discussant: Gregory James Dimitriadis, University at Buffalo - SUNY

57.030. Reclaiming Education: Youth Counternarratives in the Neoliberal Reform Era. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm

Chair: Ollan A. Poon, University of California - Los Angeles

Participants:
Building Urban Scholars: The Black Male Youth Academy. D’Artagnan Scoza, University of California - Los Angeles
Charter School “Miracle” Youth Participatory Action Research and Education Reform in Post-Katrina New Orleans. Jacob Cohen, Vietnamese American Young Leaders Association; Ollan A. Poon, University of California - Los Angeles
Navigating a Violent Production: Students, Race, Violence, and School Discipline. Connie Wio, University of California - Berkeley
Te Ara Tino Rangatiratanga: Our Pathway to Self-Determination. Ann Milne, Kia Aroha College

Discussants: K. Wayne Yang, University of California - San Diego; Eve Tuck, SUNY - College at New Paltz

57.031. Division C Vice Presidential Address: Gale M. Sinatra. Division C - Learning and Instruction; Invited Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm

Chair: P. Karen Murphy; The Pennsylvania State University

Speaker:

57.032. Intersecting the Global and Local: Education and Nation Building. Division F - History and Historiography Copresented with SIG-Dewey Studies; Paper Session VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: Lauri Johnson, Boston College

Participants:
Maori Witnesses to the Industrial Revolution: Forbidden Desires. Alison Jones, University of Auckland; Kuni Himetauri Jenkins, Te Whare Wananga o Awanuiarangi
Local Associations, National Identities: Exploring the Public Sphere in John Dewey’s Visit to Turkey. Jeremy Cole, Georgia State University
“Willing Enthusiasts” and “Lame Ducks?” Capturing the History of Teacher Professional Development in England and Wales, 1920-1975. Wendy Robinson, University of Exeter
Social Change and English, 1945-1965. David Crook, Brunel University; John Hardcastle, University of London

Discussant: Lauri Johnson, Boston College


Chair: Stanton Wortham, University of Pennsylvania

Participants:
Policy Discourses and Schooling for New Populations of English Learners. Stacey J. Lee, University of Wisconsin - Madison
Discursive Flows: Ecologies of Schooling for English Learners in Non-Gateway Communities. Margaret R. Hawkins, University of Wisconsin - Madison
Narrating the Place of Immigrants in Town History: Stories From the New Latino Diaspora. Stanton Wortham, University of Pennsylvania; Catherine R. Rhodes, University of Pennsylvania
Narrative Latino High School Students Considering Identity and Belonging Through Comparative Study of Newcomer Youth in South Africa. Edmund F. Hamann, University of Nebraska - Lincoln; Saloshna Vandeyar, University of Pretoria; Janet Marie Eckerson, University of Nebraska - Lincoln

Discussant: Sofia A. Villenas, Cornell University

57.034. Drawing on Funds of Knowledge to Engage in Research: Latina Scholars in an Intergenerational Dialogue. Division G - Social Context of Education; Symposium VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: Sonia Nieto, University of Massachusetts - Amherst

Discussants: Luis C. Moll, The University of Arizona; Antonia Darder, Loyola Marymount University

57.035. Getting Over Being Racialized: Critical Perspectives on Mentoring. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: George W. Noblit, University of North Carolina

Participants:
A Critique of Mentoring. George W. Noblit, University of North Carolina
Not Easily Broken: Examining the Persistence of Mentor-Mentee Relationships on Student Achievement. Shanye C. Campbell, University of North Carolina - Chapel Hill
The Contradictions of Mentoring and African American Parenting. Dana C. Griffin, University of North Carolina - Chapel Hill
Latino Males in the Southeastern United States: A Borderlands Analysis of Mentoring. Juan Fernando Carrillo, University of North Carolina - Chapel Hill
Preparing Mentees of Color for Mentoring. Amy Hahn Senta, University of North Carolina - Chapel Hill; Danielle Parker-Robinson, University of North Carolina - Chapel Hill

Discussant: Michelle Jay, University of South Carolina

57.036. Performance as a Social Context for Transformative Educational Praxis. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 205; 2:15-3:45pm

Chair: Lois Holzman, East Side Institute

Participants:
Performative Inquiry Encounters Education. Lynn Margaret Fels, Simon Fraser University
Arts for Social Change: Bridging the Silos. Judith Marcuse, Simon Fraser University
Actorvism: Change With Attitude. Andrew Burton, Street Spirits Theatre Company
Performing/Playing/Pretending: Vygotsky Meets Social Therapeutics. Lois Holzman, East Side Institute

57.037. Voices From the “New American Mainstream”: Lessons for the Teachers of Today’s Immigrant Youth. Division G - Social Context of Education; Symposium VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chairs: Michael Sadowski, Bard College; Adam Samuel Winslow Sawyer, Bard College

Participants:
Habits and Attitudes of Successful International Students: Implications for Teachers and Teacher Educators. Michael Sadowski, Bard College
“Don’t Be Like Me”: The Paradox of Strong Ethnic Identity Among Mexican American Youth in New York City. Francisco X. Gaytan, Northeastern Illinois University
Whose Mainstream? Untangling Privilege and Adaptation Among White European Immigrant Youth. Ramona M. Fryja, Bucknell University
White Teachers and Latino/a Youth: Toward a New Social Contract in California’s Breadbasket. Adam Samuel Winslow Sawyer, Bard College

Discussant: Angela Valenzuela, The University of Texas - Austin

57.038. Examining Assessment for Learning in the Schools. Division H - Research, Evaluation and Assessment in Schools; Paper Session Marriott Pinnacle, Third Level, Shaughnessy 1; 2:15-3:45pm

Chair: Jim R. FLatitz, University of Louisiana at Lafayette - retired

Participants:
Best Assessment Experiences. Joanne L. Reid, Brock University; Susan Drake, Brock University; Danielle Beckett, Brock University
Enhancing the Use of Assessment for Learning: Addressing Challenges Facing South African Teachers. Anil Kanjee, Tshwane University of
57.039. Lessons Learned: Evaluating the Impact of School Reform. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Chair: Karrin Lukacs, Shenandoah University
Participants:
Assessing the Effectiveness of a GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program: An Evaluative Case Study. Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute; Malu Fang, Educational Policy Institute; Shawn Dickerson, Educational Policy Institute
The Effect of Texas High School Project Programs on Student Outcomes. Haiwen Wang, SRI International; Viki M. Young, SRI International; Krstin Klopfenstein, The University of Texas - Dallas; Priyanka Singh, The University of Texas - Dallas
SciTech: Initial Outcomes of a Magnet School Start-Up. Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute; Malu Fang, Educational Policy Institute
Individualized Teaching in Transitions: An Empirical Study of Teachers’ Activities During Transition. Katherin Racherbäumer; University Duisburg - Essen
The Impact of Project-Based Learning on New Tech High School Implementation: Results From a Student Survey. Gina Gabriele Romano, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis; Tyonka Perkins, University of Indianapolis
Discussant: Eric Barel, Partners in School Innovation

57.040. Comparative Perspectives on Faculty Hiring and Retention. Division J - Postsecondary Education; Paper Session
Chair: Ronald Brown, Northeastern University
Participants:
Organizational Commitment of Faculty in Public Comprehensive Universities: Implications for Teaching, Research, and Service. Jay R. Dee, University of Massachusetts - Boston; Nancy Ludwig, Northeastern University; Cheryl Joy Daly, Western Carolina University; Yishun Chin, University of Massachusetts - Boston
Recruitment and Retention of California Community College Faculty: An Excellent Career Find After the Fact. John R. Shoup, California Baptist University; Lori O. Keeler, Riverside Community College District
Retaining International Faculty: Effects of Workplace Perceptions and Satisfaction on Campus Commitment. Janet H. Lawrence, University of Michigan; Sergio Celis, University of Michigan; Hee Sun Kim, University of Michigan; Ximeng Tong, University of Michigan
The Faculty Hiring Networks in Academia: A Comparative Study on Chile and Korea. Sergio Celis, University of Michigan; Jeongeun Kim, University of Michigan
Discussant: John S. Levin, University of California - Riverside

57.041. Division J Professional Development Session: Preparing for Tenure: Career Advice From Senior Professors. Division J - Postsecondary Education; Invited Session
Chair: Mark E. Engberg, Loyola University Chicago
Participants: Jeffrey F. Milem, The University of Arizona; Anna Neumann, Teachers College, Columbia University; Daniel Gilbert Solorzano, University of California - Los Angeles

57.042. Radicalized, Fundamentalist, and Terrorist: Muslim College Students and Their Ascribed Identities. Division J - Postsecondary Education; Symposium
Chair: Darnell G. Cole, University of Southern California
Participants:
Sticks and Stones May Break my Bones, but Words Will (Never?) Hurt Me! Shafqa Ahmadi, University of Southern California
What’s Religion Got To Do With It? Darnell G. Cole, University of Southern California
Discursive Constructions of Good Muslims and Normal Americans: Ethnographic Data on Campus Culture. Shabana Mir, Oklahoma State University
Strategic Deployments and Engagements of Americanism and Citizenship Among Muslim College Students. Arshad Intiaz Ali, Teachers College, Columbia University
Discussant: Shafqa Ahmadi, University of Southern California

57.043. Teaching and Learning Across the Disciplines. Division J - Postsecondary Education; Paper Session
Chair: Barbara F. Tobolowsky, The University of Texas - Arlington
Participants:
An Emergence of a Community of Practice: Five Engineering Faculty Coauthoring Electronic and Dynamic Textbook Material in Energy Sustainability. Mehmet C. Ayar, Texas A&M University; Bugrhanal Yalvac, Texas A&M University - College Station; Christine Ehlig-Economides, Texas A&M University; Dennis L. Smith, Texas A&M University
Faculty Learning, New Technologies, and Emerging Communities of Practice. Zoe Fowler, Independent Researcher; Grant Stanley, Liverpool John Moores University; Jean M.F. Murray, University of East London; Ohven McNamara, University of Manchester; Marion Jones, Liverpool John Moores University
How Do Faculty in the Natural Sciences and Humanities Conceptualize Critical Thinking? Mark C. Nicholas, Oklahoma State University
Faculty Perceptions of Teaching and Learning. Donald E. Scott, University of Calgary; Shellyann Scott, University of Calgary
Discussant: Thomas F. Nelson Laird, Indiana University

57.044. Writing in Undergraduate and Graduate Education. Division J - Postsecondary Education; Paper Session
Chair: Mary T. Hall, University of Virginia
Participants:
College Writing Placement Exams and the Cause of Access: An Opportunity for Improvement. Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California; Gisele Ragusa, University of Southern California
Examining First-Year Nondominant Students’ Experiences as Academic Writers: An Identity Perspective. Dora Panayotova, University of California - Santa Cruz
Student Perceptions of College Writing. Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California
Toward the Building of a Collaborative Doctoral Writing Culture. E. Marcia Johnson, University of Waikato
Discussant: Carol E. Kasworm, North Carolina State University

57.045. English Language Learner Policy Implementation at the State and Local Levels: The National Evaluation of Title III. Division L - Educational Policy and Politics; Symposium
Chair: Jennifer A. O’Day, American Institutes for Research
Participants:
State and District Implementation of English Language Learner Identification, Placement, Programming, and Exit. Laura Golden, American Institutes for Research
Standards, Assessments, and Accountability for the Improvement of Learning Outcomes of English Language Learners. Courtney Tanenbaum, American Institutes for Research; Andrea Boyle, American Institutes for Research
State and District Capacity to serve English Language Learners. Kerstin A. Carlson Le Floc’h, American Institutes for Research
Discussants: Elizabeth Eisner, U.S. Department of Education; Kenji Hakuta, Stanford University

57.046. School Choice and School Improvement. Division L - Educational Policy and Politics; Symposium
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
School Choice Debates, Research, and Context: Toward Systematic Understanding and Better Educational Policy. Mark Berends, University of California - Los Angeles
of Notre Dame; Marisa A. Cannata, Vanderbilt University; Ellen B. Goldring, Vanderbilt University

Does Intradistrict Transfer Make the Grade? A Case Study of the Effects of School Choice on Achievement. Kristie J.R. Phillips, Brigham Young University; Charles S. Hausman, Eastern Kentucky University; Elisabeth Larsen, Brigham Young University

Academic Preferences in Choosing Charter Schools: Do Parents Do as They Say? Marc L. Stein, Johns Hopkins University; Ellen B. Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University

Does Charter School Competition Impact Principal Behavior? Marisa A. Cannata, Vanderbilt University

Does Parental Choice Foster Segregated Schools? Helen F. Ladd, Duke University

Discussants: Henry M. Levin, Teachers College, Columbia University; Jane Hannaway, The Urban Institute

**SIG Sessions**

**57.047. Teachers, Schools, and Adolescents Working Together.** SIG-Adolescence and Youth Development; Paper Session

Chair: Kristen P. Goessling, The University of British Columbia

Participants:

Constructing Beneficial Interpersonal Boundaries Within Positive Student-Teacher Relationships. Rebecca Ann Munnell McQuigg, University of Pittsburgh; Christy Galletta Horner, University of Pittsburgh; Jason B. Colditz, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh

Measuring the Effects of Teacher-Created Student Engagement Strategies for Sixth-Grade Students With Reading Difficulties. Delia Cuellar, University of Oregon

Relationships Matter: Illuminating the Voices of Teachers Who Go the Extra Mile. Eileen Diamond, Miami University

Schooling Gender. Sarah Flett Prior, Arizona State University

Students Trust in Their Teachers and How It Influences Their Self-Efficacy and Achievement. Jill Karp, Sachem Union Free School District; Albert F. Inserra, Dowling College; Elsa-Sofia Morote, Dowling College

Discussant: Reva Kuma, University of Toledo

**57.048. Textile Messages: Dispatches From the World of E-Textiles and Education.** SIG-Advanced Technologies for Learning; Symposium

Chair: Kylie A. Peppler, Indiana University - Bloomington

Participants:

LilyPad Arduino: Rethinking the Materials and Cultures of Educational Technology. Leah Buchey, MIT Media Lab

Making the Connections: Crafting, Circuitry, and Coding in High School E-Textile Workshops. Yasmin B. Kafai, University of Pennsylvania; Deborah A. Fields, University of Pennsylvania; Kristin Anne Searle, University of Pennsylvania

Bringing E-Textiles Into Engineering Education. Michael Eisenberg, University of Colorado - Boulder; Ann Eisenberg, University of Colorado - Boulder; Yingdan Huang, University of Colorado - Boulder

E-Textiles for Educators: Participatory Simulations With E-Puppets. Kylie A. Peppler, Indiana University - Bloomington; Joshua Adam Daniel, Indiana University; Diane Lynn Glosson, Indiana University

Discussant: Michael S. Horn, Northwester University

**57.049. The Development of Vocabulary and Comprehension in Spanish-Speaking English-Language Learners.** SIG-Bilingual Education Research; Symposium

Chair: Diane L. August, Center for Applied Linguistics and The American Institutes for Research

Participants:

Spanish-Speaking Language Minority Learners’ Reading Development: Early Childhood Through Adolescence. Nonie K. Lesaux, Harvard University; Jeannette Mancilla-Martinez, University of Illinois at Chicago

Dual Language Intervention for Improving the Vocabulary Skills of Bilingual Kindergarteners: A Longitudinal Study. Mariela M. Paez, Boston College; Lianna Pizzo, Boston College; Kavita Venkatesh, Boston College

Development of High-Frequency Academic Vocabulary in Primary Grades Spanish-Speaking English Language Learners. Diane L. August, Center for Applied Linguistics and The American Institutes for Research; Christopher Daniel Barr, University of Houston; Lauren Arzri, Center for Applied Linguistics

Words in Motion: An intervention to promote the academic vocabulary development of adolescent native Spanish-speakers. Elizabeth R. Howard, University of Connecticut; Igone Artegogitia, Center for Applied Linguistics; Eileen Gonzalez, University of Connecticut; Jennifer D. Green, University of Connecticut

Discussant: Catherine Snow, Harvard University

**57.050. Understanding the Cognitive Processes Tapped by Complex Assessments.** SIG-Cognition and Assessment; Paper Session

Chair: Russell Almond, Florida State University

Participants:

Maximizing Substantive Input From Content Experts With the pG-DINA Model. Jinsong Chen, Rutgers University; Jimmy de la Torre, Rutgers University

Reducing Construct Irrelevant Variance in Large-Scale Science Items Using Principles of Universal Design for Learning and Evidence-Centered Design. Britte Haugan Cheng, SRI International; Elizabeth Murray, CAST; Sr Research Scientist; Geneva D. Huertel, SRI International; Liliana Ructtinger, SRI International; David Rose, CAST, Inc.

The Effect of In-Game Errors on Learning Outcomes. Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chang, University of California - Los Angeles

Using Evidence-Centered Design to Broaden the Range of Cognitive Performances in College Tests. Louise G. Yarnall, SRI International; Larry Gallagher, SRI International; Geneva D. Huertel, SRI International

Discussant: Enis Dogan, Achieve, Inc.

**57.051. Perceiving Affordances in Activity Systems.** SIG-Cultural Historical Research; Paper Session

Chair: Anthony T. Perone, University of Illinois at Chicago

Participants:

Activity Settings as Contexts for Motivation: Reframing “Goal Structures” as Dilemmas Within and Between Activities. Jayson Seaman, University of New Hampshire; Alison Rheingold, University of New Hampshire; Michael J. Middleton, University of New Hampshire

Replacing the U.S.-Dakota War Hanging Monument: A Study in the Power of Red Pedagogy. Rick J. Lybeck, University of Minnesota

Triadic zones of proximal development in the perpetuation of advantage: Schooling the social classes. Carolyn P. Panofsky, Rhode Island College; Jennifer A. Valebonaour; The University of British Columbia

Discussant: Katherine E. Brown, California State University - San Marcos

**57.052. (Re)imagining Foucault: New Directions in Foucauldian Scholarship.** SIG-Foucault and Contemporary Theory in Education; Paper Session

Chair: Dawnene D. Hassett, University of Wisconsin - Madison

Participants:

Michel Foucault and Ricardo Massa: Education as a Dispositif. Daniele Sartori, University of Milano - Bicocca

Plastic-Fiction: Foucault and James. Sam Rocha, Wabash College

Visual regimes and visual technologies in digital classrooms: Exploring educational uses of new media. Ines Dussel, FLACSO Argentina

**57.053. Validity of Accommodations for English Language Learners in NAEP.** SIG-Inclusion & Accommodation in Educational Assessment

Chair: Peggy C. Carr, U.S. Department of Education

Participants:

Effectiveness, Validity, and Comparability of Accommodated and Nonaccommodated Assessments for English Language Learner Students in NAEP. Jamal Abedi, University of California - Davis
57.054. To Know Is Not Enough: Engaging in Courageous Conversations for the Good of All. SIG-Leadership for Social Justice; Demonstration/Performance
VCC, Second Level, East Room 18; 2:15-3:45pm
Chair: Carolyn M. Shields, Wayne State University
Participants: Sex Panics, Secularism, and Debates About Sexuality Education. Mary Louise Rasmussen, Monash University
Where the Boys Are (Not) Sexualization Scars and the Normalization of Masculinity. Gail Hawkes, School of Behavioural, Psychological and Social Sciences; Danielle Egan, Faculty of Gender and Society Studies
The Negotiation of Upper-Middle-Class Teen Girls’ Heterosexualities in a Context of “Sexualized Culture”. Naomi Holford, Cardiff University
Sexualization, Violence, and Girl Power: Mapping Schizoid Sexual Assemblages in and Beyond Schools. Jessica Lenore Ringrose, Institute of Education - London; Emma Renold, Cardiff University
Discussant: Miriam E. David, Institute of Education - London

57.055. Sexuality, “Sexualization,” and Media Sex Panics: The Implications for Young Sexualities Research and Sexuality Education. SIG-Media, Culture, and Curriculum; Symposium
Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm
Chair: Emma Renold, Cardiff University
Participants: Sex Panics, Secularism, and Debates About Sexuality Education. Mary Louise Rasmussen, Monash University
Where the Boys Are (Not) Sexualization Scars and the Normalization of Masculinity. Gail Hawkes, School of Behavioural, Psychological and Social Sciences; Danielle Egan, Faculty of Gender and Society Studies
The Negotiation of Upper-Middle-Class Teen Girls’ Heterosexualities in a Context of “Sexualized Culture”. Naomi Holford, Cardiff University
Sexualization, Violence, and Girl Power: Mapping Schizoid Sexual Assemblages in and Beyond Schools. Jessica Lenore Ringrose, Institute of Education - London; Emma Renold, Cardiff University
Discussant: Miriam E. David, Institute of Education - London

57.056. Mixed Methods: Policy, Practice, Strategies, and Critical Stances. SIG-Mixed Methods Research; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 2:15-3:45pm
Chair: Lisa Hall Foster, Harvard University
Effect of Cartoons and Revised Definitions on the Acquisition of Vocabulary Among Fifth-Grade Students. Cindy Lee Beng, Sam Houston State University; Mary E. Robbns, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University
Mixing Messy Data: Understanding the Effects of Classroom Interventions on Higher Level Thinking. Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University
Policy, Scientifically Based Research, and Randomized Control Trials: “The Gold Standard”? Thomas W. Christ, University of Bridgeport
Strategies Used by Selected Leading Mixed Methodologists in Mixed Research Courses. Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frei, Lamar University; Nancy L. Leech, University of Colorado Denver; Kathleen M.T Collins, University of Arkansas
Discussant: Nataliya V. Ivankova, The University of Alabama - Birmingham

57.057. Moral Motivation: State of the Art in an Upcoming Research Field. SIG-Moral Development and Education; Symposium
VCC, Third Level, West Room 304; 2:15-3:45pm
Chair: Karin Heinrichs, University Frankfurt am Main
Participants: Moral Stages and Strategies: Disentangling the Problem of Moral Motivation and Moral Responsibility. Gerhard Minnameier, Goethe-University of Frankfurt am Main
Happy Victimizer and Moral Motivation: Findings and Interpretations. Gertrud Nunner-Winkler, Ludwig-Maximilians-Universität München
The Neurobiology of Moral Mind-Sets. Darcia F. Narvaez, University of Notre Dame; Jeffrey Brooks, University of Notre Dame
Moral Motivation and Sports. Clark Power, University of Notre Dame
Discussant: Fritz K. Oser, University of Fribourg

VCC, Second Level, West Room 208&209; 2:15-3:45pm
Chair: David Scott Yeager, Stanford University
Participants: How to Excite School Motivation With Open Pathways to Future Goals. Mesmin Destin, Northwestern University; Daphna Oyserman, University of Michigan
If “We” Can Do It, Then So Can “I”: Identity-Based Motivation and Gender in the Classroom. Kristen Elmore, University of Michigan; Daphna Oyserman, University of Michigan
The Cutting Edge: Values Affirmations in Surgical Training. Arghavan Salles, Stanford University; Claudia Mueller; Stanford University; Geoffrey L. Cohen L. Cohen, Stanford University
Invoking High Standards and Assurance Increases African-American Students’ Motivation and Achievement. David Scott Yeager, Stanford University

VCC, Second Level, West Room 223; 2:15-3:45pm
Chair: Adria R. Hoffman, University of Mary Washington
Participants: Arts Administrators’ Beliefs About Policy. Lauren Kapalka Richerne, Arizona State University
Investigating Selective Practices in High School Choral Ensembles: An Inclusive Case Study. Elizabeth Cassidy Parker, Columbus State University
Music Education to Serve the Public Good. J. Scott Goble, The University of British Columbia
Discussant: Sandra L. Stauffer, Arizona State University

57.060. Promoting Social Transformation From Education: The Role of Successful Educational Actions. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm
Chair: Javier Diez-Palomar, Autonomous University of Barcelona
Participants: Why Student Grouping Matters: Mixture, Streaming, Inclusion: Reproducing or Overcoming Inequality From the Classroom. Rosa Valls Carol, Universitat de Barcelona; Elena Duque Sánchez, Universitat de Girona; Silvia Molina Rodolán, Universitat Rovira i Virgili
Interactive Groups: From Banking Education to Dialogic Learning in the Classroom. Cristina Petreñas, Universitat de Barcelona; Sandra Racionero-Plaza, University of Wisconsin-Madison
Making Their Voices Really Count: Family and Community Participation That Makes a Difference. Sandra Girbés, Universitat de Barcelona; Carme Garcia Yeste, Universitat Rovira i Virgili
Dialogic Literary Gatherings: Reading the Classics and Tearing Down Elitist Walls. Patricia Melgar Alcantud, Universitat de Girona; Itxaso Tellado, University of Vic
Sociopolitical Impact of INCLUDE-ED: The Role of the Critical Communicative Methodology. Rocio Garcia-Carrion, Universitat de Barcelona; Carmel Ann Mulcahy, Dublin City University; Oscar Prieto, Universitat de Girona
Discussant: Shirley R. Steinberg, University of Calgary

57.061. The Development of Mathematical Cognition: Multidisciplinary Approaches. SIG-Research in Mathematics Education; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm
Chair: Jere Confrey, North Carolina State University
Participants:
Grounding Geometry: Justifications in Concrete Embodied Experience: The Link Between Action and Cognition. Candace Wolington, University of Wisconsin - Madison; Rachaya Srisurichan, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison

Fractional Operations and Computational Procedures. Jaclyn M. Gammano, University of Georgia; David R. Liss, University of Georgia; Leslie Philip Steffe, University of Georgia

Analyzing the Competence of Picture-Text-Integration: A Multilevel Climate Exchange for Language and Learning: A Dialogic Approach to Understanding Gifted Students' Approaches to Exams. VCC, First Level, West Room 113; 2:15-3:45pm

Research on the Superintendency: Voices From the Field. John W. Hunt, Southern Illinois University - Edwardsville; Sandra G. Watkins, Western Illinois University; Jenny S. Tripes, Bradley University

Restructuring the Superintendency: Voices From the Field. John W. Hunt, Southern Illinois University - Edwardsville; Sandra G. Watkins, Western Illinois University; Jenny S. Tripes, Bradley University

Innovative Governance? Operational Implications From the First National School Board Survey. Thomas L. Alsbury, Seattle Pacific University; Meredith L. Mountford, Florida Atlantic University; Mary L. Delagardelle, Ihoa State Board Foundations

57.062. Research in Reading and Literacy SIG: Paper Session 2: Reading and Writing. SIG-Research in Reading and Literacy; Paper Session Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm

Chair: Francine H. Hultgren, University of Maryland

Participants:
A Comparison of Responsive Interventions on Kindergarteners’ Early Reading Achievement. Mary E. Little, University of Central Florida; Deborah C. Simmons, Texas A&M University; Michael D. Coyne, University of Connecticut; Leslie Simmons, Texas A&M University; Omaym Kwok, Texas A&M University - College Station; Minjun Kim, Texas A&M University - College Station

Climate Change for Language and Learning: A Dialogic Approach to Learning Academic and Scientific Language. Diana J. Aya, University of Oslo - Norway; Jessica K. Parker, Sonoma State University

Analyzing the Competence of Picture-Text-Integration: A Multilevel Approach. Holger Horz, University Frankfurt am Main; Mark Daniel Ullrich, University Frankfurt am Main; Wolfgang Schnitz, University of Koblenz-Landau

Concept Mapping and Questioning on Students’ Organization and Retention of Different Types of Science Knowledge. Jaime Berry, Texas A&M University; Erin M. McTigue, Texas A&M University; John P. Heffelfeld, Texas A&M University

Using the Stages as a Reading and Writing Problem-Solving Strategy With On-Grade-Level 10th Graders. Wayne H. Staten, University of Maryland

Text Types, Fluency, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills): What Impacts Comprehension? Stephen B. Kucer, Washington State University - Vancouver

57.063. Affective Issues for Gifted Students: Motivation, Attitude, and Sources of Stress. SIG-Research on Giftedness, Creativity, and Talent; Paper Session VCC, First Level, West Room 113; 2:15-3:45pm

Chair: Jennifer Katz, University of Manitoba

Participants:
Can We Teach Excellence to Already High-Performing Students? Understanding Gifted Students’ Approaches to Exams. Gabriel B. Reedy, Kings College, London; Geoffrey Peddie, JFS School

Challenging Gifted University Students. Karin Scager, Utrecht University; Sanne Akkerman, Utrecht University; Albert Pilot, Utrecht University; Theo Wubbel, Utrecht University

Cyberbullying and Academic Achievement: Research Into the Knowledge of Consequences and Cyberbullying Behavioral Patterns. Melissa S. Mitchell, RSU #24; DeL L. Sigele, University of Connecticut

School Attitude Assessment Survey, Revised: Comparisons of High School Students in Advanced Placement and International Baccalaureate Programs. Robert F. Dedrick, University of South Florida; Elizabeth Shaunesy, University of South Florida; Shannon M. Saldo, University of South Florida; John M. Ferron, University of South Florida; Sarah Fefer, University of South Florida; Rachel Roth, University of South Florida; Nicole Land, University of South Florida; Kelly Wagner, University of South Florida; Matthew Hart, University of South Florida

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

57.064. The Future of School Districts and the Superintendency: Issues of Governance, Restructuring, Induction, and Technology. SIG-
57.067. Alternative Appraisals: Semiotics and Assessment. SIG-Semiotics in Education; Paper Session
Sheraton Wall Centre, Third Level, North Parksville; 2:15-3:45pm
Chair: Elvira K. Katic, Ramapo College
Participants:
Alternative Assessment Portfolios: The Good, the Bad and the Ugly. Nancy S. Stockall, Sam Houston State University
Social Semiotics at Display: A Multimodal Analysis of a Child’s Writing. Jennifer Moon Ro, SUNY - College at Fredonia
Discussant: Reed Stevens, University of Washington
Chair: 57.069. Affordances, Constraints, and Consequences of Technology
57.068. The Dynamics of Racial and Ethnic Inequalities in Schools and Neighborhoods. SIG-Sociology of Education; Paper Session
VCC, Second Level, West Room 221; 2:15-3:45pm
Chair: Lisa Bass, University of Oklahoma
Participants:
In, Out, and In-Between: The Educational Experiences of the Roma Indigenous Minority in Cyprus. Loizos Symeou, European University Cyprus; Eleni Theodorou, European University
Investigating Educational Aspirations of Latino/Mexican Adolescents in Eastern North Carolina and Mexico. Diane Rodriguez, East Carolina University; Kenneth J. Luterbach, East Carolina University; Cathy Kea, North Carolina Agricultural and Technical State University; Stanley C. Trent, University of Virginia; Gloria Deetta Campbell-Whatley, University of North Carolina - Charlotte
Racial/Ethnic Variation in Academic Self-Concept Formation and Effects During Elementary and Middle School. Jacob Hibel, Purdue University; Daphne M. Penn, Purdue University
The Role of Neighborhood Capital in Teenagers’ Education Outcomes. Randall F. Clemens, University of Southern California
Discussant: Kurt Reusser, University of Zurich

57.069. Affordances, Constraints, and Consequences of Technology Integration. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm
Chair: Steven R. Terrell, Nova Southeastern University
Participants:
Affordances and Constraints of Technology Integration in Elementary Schools. Mandy O. Taylor, University of North Carolina - Greensboro
The Remote Networked Schools Model for sustainable and scalable collaborative learning and knowledge building. Therese Laferriere, Laval University; Alain Breuleux, McGill University; Stephane Allaire, Université du Québec à Chicoutimi; Christine Hamel, Université Laval; Sandrine Turcotte, University of Quebec - Outaouais
Primary and Secondary Virtual Learning in New Zealand: Examining the Process of Achieving Maturity. Michael Kristsopher Barbour; Wayne State University; Derek Wenmoth, Core Education Ltd; Niki Davis, University of Canterbury
Discussant: Neal Strudler, University of Nevada - Las Vegas

57.070. Translating Thought Into Action: How Digital Video Use Benefits Teachers. SIG-Technology, Instruction, Cognition & Learning; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm
Chair: Niels C. Brouwer, Radboud University Nijmegen
Participants:
How Do Thoughts Translate Into Preservice Teachers’ Professional Vision? Stefanie Schaefer, TU München; Kathleen Stuermer, TU München; Geraldine Andrea Blomberg, Technische Universität München; Tina Seidel, TU München
Video and Practice-Based Teacher Preparation: Effects on Teaching and Self-Reflection Abilities. Rossella Santagata, University of California - Irvine; Cathery Yeh, University of California - Irvine
Classroom Videos as a Tool for Reflection and Professional Development in History Education. Monika Waldis, University of Zuerich; Corinne Wyss, University of Teacher Education
The Impact of Learning to Notice Mathematics Teaching and Learning on Preservice Teachers’ Classroom Practice. Elizabeth A. van Es, University of California - Irvine
Self-Viewing With Structured Viewing Guides. Niels C. Brouwer, Radboud University Nijmegen
Discussant: Kurt Reusser, University of Zurich

57.071. Activist Literacies: theorizing Literacy in and Across Communities of Practice. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm
Chair: Darryl Hall, Indiana University - Bloomington
Participants:
New Literacy Studies, New London, and Their Discontents: Theorizing Literacy From and in Practice. Rob Simon, University of Toronto; Gerald Campano, University of Pennsylvania
Immigrant Youth Activism and Literacies of Agency. Mary Yee, University of Pennsylvania
Inquiring Through Community: Reframing Literacy Practices Through Collaborative Inquiry. Lenny Sanchez, University of Missouri
Mode-Switching: Immigrant Students Blend Semiotic Resources to Author Their Experiences. Maria Paula Ghiso, Teachers College, Columbia University; David Eric Low, University of Pennsylvania
Discussant: Brian V. Street, Kings College, London

Division and SIG Roundtables

57.072. Roundtable Session 95; Roundtable Session

57.072-1. Indigenous Cultures and Knowledge—and Teacher Education.
Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Reyes V. Quezada, University of San Diego
Participants:
Confronting the Assumptions Underpinning Mathematics Education in Remote Indigenous Communities: When “Knowing” Is Not Enough. Dianne E. Siemon, Royal Melbourne Institute of Technology
The Ideological Becoming of International Graduate Assistants in a U.S. University: Insights for Diversifying the Faculty of Teacher Education Programs. Mary Louise Gomez, University of Wisconsin - Madison; Amy Johnson Lachuk, University of South Carolina
The Journey Is Not So Far: A Self-Study on Critical Perspectives in Teacher Education. Umar Kooni Pantaleon-Umangay, Charles Sturt University
O I Matou e Faiia: Dreaming of Better Ways to Prepare Teachers in the Pacific. Holly M. Manaseri, University of Hawaii - Manoa; Kelly Drew Roberts, University of Hawaii - Manoa
Lessons From the Field of Learning Science: How Teachers Can Learn From Context to Improve Their Practice. Zanette Johnson, Stanford University

57.072-2. Making Productive Use of New Instructional Techniques for Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Participants:
Creating an Online Instructional Environment That Fosters an Inquiry Stance About Teaching and Learning. Jill Bryant, Willamette University; Alisa J. Bates, Willamette University
American Voices: Teaching American History. Grants Rethink History Education and Professional Development. Christine Beaudry, University of Houston; Samuel Richard Brover, University of Houston; Cameron S. White, University of Houston; Angela L. Miller, Houston Independent School District; Sara G. Mcneil, University of Houston; Sabrina Marsh, University of Houston; Amy Denise Mulholland, University of Houston
Creating an Identity in a Blended Teacher Professional Development Program for Teachers of English Language Learners. Lauren M. Shea, University of California - Irvine
Transforming Online Teaching: A Multifaceted Perspective of Cyber Content and Communities. Nancy L. Williams, University of South Florida

57.072-3. Narrative Inquiry, Self-Efficacy, and Learning From
**Experienced Teachers.** Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Kristin Lesseig, Washington State University Vancouver

Participants:
Community and Possible Selves: Implications for Mid-Career Teacher Seminars. Romena Marie Holbert, Wright State University
The Passion of Teaching: Learning From An Older Generation of Teachers. Marilyn Jean Pietsch, Charles Sturt University; Nineta Santoro, Charles Sturt University; Tracy Borg, Charles Sturt University
A New Approach to the Study of Teacher Self-Efficacy and Writing. Stacy Hughey Surman, The University of Alabama
Exploring the Tacit: A Narrative Inquiry Into Two Beginning Teachers’ Meaning Making From Classroom Events. Christi Edge, Northern Michigan University
Examining a Framework for Guiding Teacher Reflections. Cynthia C. Minchew Deaton, Clemson University

57.072-4. New Possibilities in Social Studies Education. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Wayne Journell, University of North Carolina - Greensboro

Participants:
Rethinking “General Audience”: A Comparison of Film Usage Between Honors and General-Level Social Studies Classes. Lisa Brown Buchanan, University of North Carolina - Greensboro; Wayne Journell, University of North Carolina - Greensboro
Developing Historical Reading and Writing: Relationships Among Professional Development, Fidelity of Implementation, and Student Learning. Susan De La Paz, University of Maryland; Mark K. Felton, San José State University; Robert G. Croninger, University of Maryland - College Park; Chauncey B. Monte-Sano, University of Maryland
Developing Responsible Global Pedagogy: Readings of Diverse High Schools Students’ Interpretation of Global Issues. Binaya Subedi, The Ohio State University; Johnny Merry, Ohio State University; Nathan Taylor; The Ohio State University
Elementary Teachers’ Strategies for Integrating the Arts Into the Social Studies Curriculum. Joyce H. Burstein, California State University - Northridge; Greg Knotts, California State University - Northridge
Geographic Tools Encourage Children’s Spatial Questions. Reese H. Todd, Texas Tech University

57.072-5. Research on Integrating Technology in Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Brendesha M. Tynes, University of Southern California

Participants:
An Investigation of the Digital Media Practices of Preservice Teachers. Maryellen Ohrnberger, Arizona State University; Elisabeth R. Hayes, Arizona State University
Cognitive Consequences of Using Case-Based Supplemental Instruction in Teacher Education: The Role of Real and Virtual Peer Discussions. Kira Joy Carbonneau, University of New Mexico; Carolyn J. Hushman, University of New Mexico
Exploring and Comparing the Discourse of Students’ Online and Face-to-Face Discussions. Sally Frances Heineke, Sam Houston State University; Joan A. Williams, Sam Houston State University; Chad Allen Rose, Sam Houston State University
Innovating Professional Book Discussion Through Blogging: Teaching Candidates Exploring 21st-Century Learning. Sandra M. Webb, Georgia College & State University

57.072-6. Research on the Development of Teacher Beliefs, Knowledge, and Efficacy. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Toni Griego-Jones, The University of Arizona

Participants:
Beyond Scores: What Performance Assessments Make Visible About Preservice Teachers’ Knowledge and Practices. Anissa R. Stewart, University of California, Santa Barbara; Jennifer Noel Salazar; Katherine Joy Nilsen, University of California - Santa Barbara; Nicole Marie Merino, University of California - Santa Barbara
Pouring the Apprenticeship of Observation Into the Preservice Blender: Mix, Crush, or Puree? Ashley Summer Boyd, University of North Carolina-Chapel Hill; Julie Ellison Justice, Vanderbilt University; Janice L. Anderson, University of North Carolina - Chapel Hill; Jennifer Jones Gorham, University of North Carolina - Chapel Hill; Steven Wall, University of North Carolina - Chapel Hill; Kathleen Nichols, University of North Carolina - Chapel Hill; Jonathan Barbieri, University of North Carolina - Chapel Hill
Teacher Candidates’ Beliefs About Dispositions: Where Do We Go From Here? A.J. Zenkert, Boise State University
What the Filling in the “Compliment Sandwich” Entails: Preservice Teachers’ Views of Constructive Criticism. Carlton Jing Fong, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin
“I Will Stick to My Guns”: Preservice Teachers’ Thinking About Agency and Professional Decisions. J. Spencer Clark, Utah State University

57.072-7. Rethinking Resistance, Transforming Beliefs: Research on the Identity Constructions of Beginning Teachers. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Kristin L. Buras, Georgia State University

Participants:
Content Knowledge and Pedagogical Content Knowledge of Teachers: The Role of Teacher Education. Dirk Richter, Humboldt University Berlin; Thilo Kleikmann, Leibniz Institute; Mareike Kunter, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development
Preservice and First-Year School Supports Affecting Beginning Teachers’ Feelings of Preparedness. Laura Lee Neerygard, Vanderbilt University
Reconceptualizing Resistance in Order to Better Prepare White Teachers for Urban Schools. John Lockhart, Pacific University

57.072-8. Teacher Discourse on Issues of Race and Ethnicity in Rural and Urban Programs. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Anita A. Wager, University of Wisconsin

Participants:
Ethnicity and the Literary Aesthetic: White Preservice Teachers Developing Cultural Competence Through Story. Wendy J. Glenn, University of Connecticut
Raising Race Questions. Ali Michael, University of Pennsylvania
Talking About Race and Social Justice in Rural and Urban Teacher Education Programs. Marga Madhuri, University of La Verne; Keonghee Yao Han, University of Wyoming

57.072-9. Teacher Identity and Disposition in Diverse Learning Contexts. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Tonda Liggett, Washington State University - Vancouver

Participants:
“Nice White Ladies”: Operationalizing the Empathy Effect on Student-Teacher Interactions With Black Male Students. Chezare Warren, University of Illinois at Chicago
A Survey Approach on the Effect of Critical Liberal Education on Undergraduate Teacher-Citizen Predisposition. Christina Chavez-Reyes, California State Polytechnic University, Pomona
Student Teaching in Diverse Settings: Impact on White Racial Identity and Teacher Efficacy. Dr. Diane S. Bloom, Kean University; Terri Peters, Monmouth University
Waiting for the Sun, Superman, or God? Jie Yu, Louisiana State University - Baton Rouge
The Phantasy of Teacher Identity and the Transitional Space of Becoming. Melanie D. Janzen, University of Manitoba

57.072-10. Teaching About Race, Diversity, and Difference: Preparing Preservice Teachers for Teaching in a Multicultural Global Society.
Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Virginia M. Jaglu, National Louis University
Participants:
- Investigating the Effects of a Multicultural Perspectives Course on Preservice Teachers’ Intercultural Sensitivity. Yuqing Xu, Virginia Commonwealth University; Chenfang Hao, Virginia Commonwealth University
- Our Greatest Songs Are Still Unsung: Teaching and Learning in a Democratic Society. Simona Goldin, University of Michigan; Erin Flynn, University of Michigan; Cori Mehan, University of Michigan
- Preservice Teacher Beliefs on the Antecedents to Bullying and Victimization. Joel Lopata, University of Western Ontario; Elizabeth Nowicki, University of Western Ontario
- The Human Bean Activity: Preservice Teachers Acknowledge and Engage With Issues of Race. Laura M. Jimenez, Michigan State University
- The Perennial Problem of White Resistance and the Promise of Post-Structuralism. Genevieve Harris, Linfield College

57.072-11. The Use of Data to Inform Teaching and School Partnerships.
Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Janine F. Allen, Corban University
Participants:
- Exploring Frames of Data for Engagement: How Educators Frame Data for Instruction. Peter Samuelson Wardrip, University of Pittsburgh; Phillip Herman, University of Pittsburgh; Aaron Kessler, University of Pittsburgh; Benny Cooper, University of California - Los Angeles
- Cross-Level Faculty Learning Communities: A School-University Partnership Professional Development Model. Aubrey M. Kleinassner, University of Wyoming
- Exploring Secondary Mathematics Teachers’ Identities With Photo-Elicitation Interviews. Thaddeus Chao, The University of Texas
- The Relationship Between Epistemologies and Teachers’ Beliefs Measured by the Q4TB (Questionnaire on Four Teachers’ Beliefs). Natalia Schlacher, Research Training Group 1195 at University of Göttingen - Göttingen; Gerhard, GraduateStudent; Matthias Nickless, University of Freiburg
- How Teachers Use and Discuss Student-Learning Data: A Multicase Analysis. David Slavit, Washington State University Vancouver; Tamara Holmlund Nelson, Washington State University; Angie Foster, Washington State University - Vancouver

57.072-12. Teacher Perspectives on Content Area Learning, Mandated Curriculum, and Notions of Student Success.
Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Missfer Saud AlSalouli, King Saud University
Participants:
- Elementary Teachers’ Views on Teaching Inquiry-Based, Interdisciplinary Science and Social Studies in Urban Settings. Alexandra Olivia Santau, Duquesne University; Jason K. Ritter, Duquesne University
- To Believe That Students Should Read for Recreation Is Not Enough: Examining the (Dis)connections Between Preservice Teachers’ Beliefs About Reading and Their Classroom Pedagogies. Denise Davila, Ohio State University
- Mandated Curriculum Guides: A Blessing or a Curse in the Lives of Beginning Teachers? Michelle Bauml, Texas Christian University; Sherry L. Field, The University of Texas - Austin
- Phonics: Foundational Knowledge and Attitudes. Brecca Faust, University of Maryland

57.072-13. The Varied Terrain of Teacher Beliefs: Exploration and Development.
Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Michael W. Dunn, Washington State University Vancouver
Participants:
- Knowing Is Power: An Examination of Struggling Readers and Their Caregivers’ Coping Behaviors. Ruth Sylvester, University of South Florida
- Florida; Wendy-lou L. Greenidge, University of South Florida
- Educators’ Implicit Theories About Teaching Skills and Their Relationship to Professional Development Choices. Vandana Thadani, Loyola Marymount University; William Ireland, University of Southern California; Jacqueline Dewar, Loyola Marymount University
- Exploring the Development of Novice Teachers’ Self-Efficacy: Teacher Perceptions and Principal Roles. Maria Boeke Mongillo, The College of New Rochelle
- Meditation: A Contemplative Practice With Preservice Teachers to Foster Spiritual Nourishment. Jennifer Mata, DePaul University
- Navigating the Landscape of Teachers’ Beliefs: Where’s the View and What’s the Purpose? Heidi J. Stevenson, University of the Pacific

57.073. Roundtable Session 96; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Sue Mary Nichols, University of South Australia
Participants:
- A Dialectical Conception of Play Theory: Cultural-Historical Views. Lynn E. Cohen, Long Island University - C.W. Post Campus; James E. Johnson, The Pennsylvania State University
- Now You See It, Now You Don’t: Revising Race in an Early Childhood Classroom. Terry Husband, Illinois State University
- Teachers Conceptualizing Childhood: Implications for Positive Change in Early Childhood Education. Sandra Chang-Kredl, Concordia University
- Reclaiming Activist Approaches in the History of Early Childhood Education. Kyungwha Lee, University of Georgia; Jooeun Oh, University of Georgia; Jaehyung Kwon; Eun-Ae Son, University of Georgia

57.073-2. Inclusion, Stigma, and the Perception of Ability. SIG-Disability Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Jan W. Valle, City College of New York - CUNY
Participants:
- Attitudes of Experienced Health and Physical Education Teachers Toward the Inclusion of Females With Physical Disabilities in General Health and Physical Education Classes. Karla Delucia, University of Windsor
- Inclusion and Two-Way Bilingual Immersion: Case Study of Urban Catholic Teachers in a Private/Public School Collaboration. Tatiana Klein, City College of New York - CUNY; Jan W. Valle, City College of New York - CUNY
- Perceptions of Visual Impairment in South Korea: The Barriers and Hope for Change. Donovan Loomis, Sungkyunkwan University
- Stigma of a Label: The Social, Sociopsychological, and Educational Experiences of High School Students Identified With a Learning Disability. Dana Renee Shifer, The University of Texas - Austin; Rebecca M. Callahan, The University of Texas - Austin
- University Governance, “Well-Being,” Safety, Codes, and Ostracism: Collateral Exclusion of University Students. Yasushi Miyazaki, Nihon Fukushi University

57.073-3. Preparing Scholars Across the Disciplines. SIG-Doctoral Education across the Disciplines; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Rachel Anne Winston, Claremont Graduate University
Participants:
- Challenges and Opportunities in Becoming a Ph.D. in Teacher Education: Integration in the Scholarly Community. Auli Toom, University of Helsinki; Kiri Maria Pyyhalo, University of Helsinki
- How Attributes of Researcher Identity Function and Develop in STEM Graduate Student Development. Jie Chao, University of Virginia; Melissa D. Hurst, University of Virginia
- Investigating the Factors Predicting Statistics Self-Efficacy of Graduate Students. Yesim Capa Aydin, Middle East Technical University; Esma Emmioglu, Gaziosmanpasa University; Esen Uzuntiryaki, Middle East Technical University
- The Formation of Engaged Scholars: A Collaborative Approach to Doctoral Training in Education Research. Mark R. Warren, Harvard University; Sookjin Susan Oh, Harvard University Graduate School of Education; Mara Casey Teken, Bates College; Keith C. Cutone, Annenberg
57.073-4. Professional Development and Leadership Learning
Opportunities and Strategies. SIG-Early Education and Child Development; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Jennifer E.V. Lloyd, The University of British Columbia
Participants:
Building Together: Implementing a New Statewide Professional Development System for Early Education and Care. Anne Douglass, University of Massachusetts - Boston; Lucinda G. Heimer, Wheelock College; Winnfred Hagen, University of Massachusetts - Boston
Coaching and Training for Pre-Kindergarten Teachers: Impacts on Classroom Environments and Teaching Practices. Catherine Scott-Little, University of North Carolina - Greensboro; Glyn Brown, University of North Carolina - Greensboro
Learning From Each Other: Cross-Cultural Research on Italian and U.S. Early Childhood Professional Development. Mary Jane Moran, The University of Tennessee; Chiara Bove, University of Milano - Bicocca; Piera Braga, University of Milano - Bicocca
The Impact of Reflecting, Coaching, and Mentoring on Teacher-Child Interactions in Head Start Classrooms. Betty S. Zau, University of Northern Iowa; Mary Donegan-Ritter, University of Northern Iowa
Quality Rating and Improvement for West Virginia Child Care. Reagan Curtis, West Virginia University; Bobbie Warash, West Virginia University; Terence C. Ahern, West Virginia University; Keri Smith, West Virginia University; Philip Kontor Ada, West Virginia University; Chris Clauslew, West Virginia University

57.073-5. Try and Try Again: Reflections on the Uncertainties of Living Out an Ecological Ethic in Academe. SIG-Environmental Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Nora Timmerman, The University of British Columbia
Participants:
Gaming, Taming, and Naming the Lion: Contradictions in Parenting for/ With the More-Than-Human. Nora Timmerman, The University of British Columbia
Reconciling the Ivory Tower and Indigenous Realities. Ray Barnhardt, The University of Alaska - Fairbanks
Shaping and Being Shaped by Institutional Space: Shadows of Mind, Body, and Relationship in Ecological Activism. David A. Greenwood, Lakehead University
Soil not Oil: Seven Grassroots Revolutions Growing at Odds With the Academy. Madhu Suri SURI Prakash, The Pennsylvania State University

57.073-6. Exploring Multiple Discursive Contexts for Learning. SIG-Language and Social Processes; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Ebony Elizabeth Thomas, Wayne State University
Participants:
Youth Cultivating Civic Capacities Through Public Achievement Programs: A Collaborative Ethnographic Study of Opportunities for Learning. Louise B. Jennings, Colorado State University; Carolyn Ann Brunson, Colorado State University; Margit Hentschel, Colorado State University
Looking Beyond the Texts in First Graders’ Nonfiction Writing: A Microethnographic Discourse Analysis Study. Melissa I. Wilson, The Ohio State University
Discursive Construction of a Poetic in Writing Among Kindergarten Children. Huili Hong
When Discourse Environment Meets Students’ Goals: Situated and Emerging Goals When Learning in Online Classroom Discussions. Jeun Lee, The University of Texas - Austin; The D-Team, The University of Texas - Austin

57.073-7. Multicultural/Multiethnic Education: Cultural Perspectives. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Participants:
International Students Crossing Borders: Teaching Language in the Context of Diversity. Paul Channess Miller, Purdue University North Central; Nicholas John Santavicca, University of Cincinnati
Hyphenated Americanization of Korean Immigrants in an Inner-City High School. Gilbert C. Park, Ball State University
Making Canadian Culture Visible: An Examination of Acculturation Processes in Contact Zones. Lisa Michelle Turner-Colling, The University of British Columbia
When Multicultural Literature Meets Multicultural Education: Critical Analysis of Current Award-Winning Multicultural Books. Claudia Haag, Texas Woman’s University; Anne Marie Simpson, Texas Woman’s University; Bogum Yoon, Binghamton University - SUNY

57.073-8. Where the Rubber Meets the Road: Curriculum, Research, Moral Education. SIG-Philosophical Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Paula McAvoy, Spencer Foundation
Participants:
An Agnostic View From Nowhere in Moral Education. Matthew J. Hayden, Teachers College, Columbia University
Embodiment, Professional Collaboration, and Teacher Learning. Augusto Riveros, University of Alberta
Reconciling Didactics and Curriculum: Rethinking Curriculum and Teaching in the Era of Reform and Accountability. Zongyi Deng, Nanyang Technological University
Paradigm. Shelby Lorraine Sheppard, Western Washington University

57.073-9. Postcolonialism and Multiculturalism: Implications for Pedagogy. SIG-Postcolonial Studies and Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Fatima Pirbhai-Ilich, University of Regina
Participants:
Canadians “Know” How to “Do” Diversity? Discourse Analyses of K-12 and Adult Immigrant Citizenship Education. Karen Pushby, OISE/ University of Toronto; Leigh Anne Ingram, University of Toronto; Reva Joshee, OISE/University of Toronto
Crafting Postcolonial Pedagogies: At the Intersections of Theory and Practice. Nina Asher, University of Minnesota - Twin Cities; E. Sybil Durand, Louisiana State University - Baton Rouge
From Laoshi to Partners in Learning: Pedagogic Conversation Across Cultures in a Global Classroom. Linyuan Guo, University of Prince Edward Island; Michael O’Sullivan, Brock University
Resisting Knowing as Consolation in Global Justice Teacher Education: A Critical Examination of the Affective Work of Ethical Learning. Lisa K. Taylor, Bishop’s University

57.073-10. Writing, Literacy, and Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
Tracing the Tensions in Narratives about Teaching Content Area Literacies: A Dialogical Self-Study of Teacher Education. Lindsay Oakes, Teachers College, Columbia University; Mei Ying Tan, Teachers College, Columbia University; Vaughan W.M. Watson, Teachers College, Columbia University; Marjorie Siegel, Teachers College, Columbia University
Using Research to Improve Education: Collaborative Self-Study of Academic Writing at the Graduate Level. Cynthia E. Mader, Grand Valley State University; Mary Antony Bair, Grand Valley State University
Writing as a Process-Based Dynamic: Self-study of Balancing the Practical with the Theoretical. Deborah L. Talwel, University of Northern Iowa; Melissa L. Heston, University of Northern Iowa

57.073-11. Involving Families of Children With Disabilities. SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Lucy Barnard-Brok, Texas Tech University
Participants:
School-Level Variables Associated With Efforts to Engage Parents of Students Receiving Special Education Services. Ray Rodriguez, University of Miami; Batya Elbaum, University of Miami
Sex Differences in Parental Academic Perceptions of Attention Deficit
Hyperactivity Disorder. Lucy Barnard-Brak, Texas Tech University; Marcelo R. Schmidt, Texas Tech University; Sonia Parker, Baylor University; Shanna L. Attai, Baylor university

Parent Advocacy and Social Inclusion: Supporting Children With Developmental Exceptionalities During the Transition to Kindergarten. Jenn Dods, Queen's University; Angela Pyle, Queen's University; C.J. Dalton, Queen's University; Nancy L. Hutchinson, Queen's University; Michelle Villeneuve, Queen's University

Examining the Issue of Parental Choice and School Placement for Pupils With a Statement of Special Educational Needs Across the Primary and Secondary Phases of the English School System. Meena Bajwa-Patel, University of Northampton; Cristina Desevchi, University of Northampton

Knowledge Is Power: Training Immigrant Families of Students With Disabilities to Be School Partners. Lusa Lo, University of Massachusetts - Boston

57.073-12. Struggles for Social Justice in Higher Education. SIG-Critical Educators for Social Justice; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Dimpal Jain, University of the Pacific
Participants:
- Negotiating Scholar Identity Against the Norm(ative). Aida M. Martinez-Freeman, North Dakota State University; Nathan Wood, North Dakota State University; Elizabeth Anne Erichsen, North Dakota State University
- Strategies of Silence: Students of Color in Predominately White College Classrooms. Dalia Rodríguez, Syracuse University
- Who Are We as Social Justice Educators? Graduate Students’ Socialization Toward Social Sciences Professoriate. Delila Omerbasic, University of Utah; Alicia De Leon, University of Utah; Cindy Haynh, University of Utah

57.073-13. Research on Black Women Across the Diaspora: Reflecting Intersectionality in Practice. SIG-Research Focus on Black Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm
Participants:
- A Black Feminist Epistemological Approach: Reframing the College-Going Pathways of Young African American Women. Ifeoma A. Amah, The University of Texas - Arlington; Monique Lane, University of California - Los Angeles
- Black Women Reflecting On/Being Black in the Academy. Uvanney Maylor, University of Bedfordshire; Victoria Showunmi, Institute of Education - London
- Unpacking Strength: The Influence of the Strong Black Woman Ideal on African American Females’ Academic Functioning. Lashawnda A. Lindsay-Dennis, Paine College

Chair: Rachel Endo, Hamline University
Participants:
- They Are My Degree: Young Pakistani Women and Their Parents Reflect on the Role of Education in Their/Their Children’s Lives. Sara Mehdizaidi, CUNY
- Growing-Up Experience of American-Born Children of Chinese Immigrants: Neighborhood, Family, and Education. Qing Li, Syracuse University
- Asian Students’ Performance on Advanced Placement Exams: Gender Differences. George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University

57.074. Roundtable Session 97; Roundtable Session

57.074-1. Issues in Christian Education. SIG-Religion and Education; Roundtable Session VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Muhammad Khalifa, Michigan State University
Participants:
- Christian Higher Education: An Examination of the Shift in Mission From Nonsecular to Secular. Walter Andre Brown, Jackson State University; Christopher Toote, Jackson State University
- Putting Beliefs Into Practice in a Church-Run Adult ESOL (English for Speakers of Other Languages) Ministry. Bradley Baurain, University of Nebraska - Lincoln

57.074-2. Item Features and Their Role in Validity. Division D - Measurement and Research Methodology; Roundtable Session VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Jennifer L. Kobiern, The College Board
Participants:
- Academic Language and Content on English Language Proficiency Tests: Item Writers’ Perspectives. Maryam Wagner, OISE/university of Toronto; Jennifer Christenson, Centre for Applied Linguistics
- Reading Comprehension Test Item Difficulty and Complexity. Leilani Saez, University of Oregon; Chalie Patarapichayatham, University of Oregon; Deni L. Basaraba, University of Oregon; Gerald A. Tindal, University of Oregon; Bitnara J. Park, University of Oregon
- The Relationships Among Survey Page Length, Progress Indicators, and Item Completion Rates. Malika Tukibayeva, Indiana University; Shimon Sarraf, Indiana University

57.074-3. The Magnitude and Direction of Effect Size Research. Division D - Measurement and Research Methodology; Roundtable Session VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Hyewon Chung, CNU
Participants:
- A Note on Sample Size, Power, and Effect Size in Educational Research. Thomas W. Woolley, Sanford University
- Probability of Superiority Effect Size: Performance of Different Estimates. Yiran Dong, Indiana University - Bloomington; Chao-Ting J. Peng, Indiana University
- Sensitivity Analyses Examining the What Works Clearinghouse’s Treatment of Overall and Differential Attraction. Marsha S. Lewis, Ohio University; John H. Hitchcock, Ohio University; Gordon P. Brooks, Ohio University; George A. Johnson, Ohio University

57.074-4. Multilevel Modeling Methods and Applications III. SIG-Hierarchical Linear Modeling; Roundtable Session VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Gregory J. Palardy, University of California - Riverside
Participants:
- A Hierarchical Cross-Classified Model on Children’s Rated Performance in Reading and Math: Exploring Rater Effects. Hai Jiang, The Ohio State University; Sai Huang, The Ohio State University; Richard G. Lomax, The Ohio State University; Ann A. O’Connell, The Ohio State University
- The Effect of Misspecifying Assumptions in the Cross-Classified Random Effect Model. Ann Tsu-An Chen, Baylor College of Medicine

57.074-5. Accommodating Data From Quasi-Experimental Designs. Division D - Measurement and Research Methodology; Roundtable Session VCC, Second Level, East Room 1; 2:15-3:45pm
Chair: Wei Pan, University of Cincinnati
Participants:
- On the Validity of Geographically Local Average Treatment Effect Estimates From Spatial Regression Discontinuity Designs. Christopher T. Moore, University of Minnesota
- The Long-Term Noncognitive Effects of Delayed Kindergarten Entry. Ashlesha Datar, RAND Corporation; Michael A. Gottfried, Loyola Marymount University

57.075. Roundtable Session 98; Roundtable Session

57.075-1. Using Learning Analytics and Educational Data Mining to Understand Scripted and Exploratory Learning Environments:
Toward a Common Theoretical and Methodological Framework to Investigate the Trajectory to Expertise. SIG-Advanced Technologies for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Kenneth R. Koedinger, Carnegie Mellon University
Participants:
Using Dynamic Time Warping and Cluster Analysis to Analyze the Learning of Computer Programming. Paulo Blikstein, Stanford University; Mustafa Safdar, Stanford University; Marcello Worsley, Stanford University
Visualizing how novice programmers share code. Matthew W. Berland, The University of Texas - San Antonio; Taylor Martin, The University of Texas - Austin; Tom Benton, The University of Texas - Austin; Carmen Julia Petrick, The University of Texas at Austin
Automated Discovery of Commonsense Science Knowledge. Bruce Sherin, Northwestern University
Adaptive Support and Task Generation in Exploratory Learning Environments. Ido Roll, The University of British Columbia

57.075-2. Research Explorations in the Use of Virtual Worlds for Learning. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Benjamin Eric Erlandson, California State University - Monterey Bay
Participants:
Exploration of Students’ Sense of Community in Virtual Learning Environments. Terry McClannon, Appalachian State University; Amelia Cheney, Appalachian State University; Robert Sanders, Appalachian State University; Krista Terry, Appalachian State University; Les Bolt, Appalachian State University
Measuring the Effectiveness of a 3D Virtual Online Museum. Greg Jones, University of North Texas; Adriana D’Alba, University of North Texas

57.076. Roundtable Session 99; Roundtable Session

57.076-1. Which River Metaphor Is Yours: Culturally Responsive and Socially Responsible Methodologies. SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chairs: Ann I. Nevin, Arizona State University; Mere Berryman, University of Waikato
Participants:
Humility as the Researcher’s Stance When Studying With Indigenous People: An Auto-Ethnography. Suzanne SooHoo, Chapman University
Problematizing the Privileging of Lesbian Voices: The Subaltern Voices of Women Loving Women Within the Lesbian Narrative. Anna V. Wilson, Chapman University
Experiences of a Maori Researcher: Managing Dual Accountabilities in Indigenous Research. Te Arani Barrett, University of Waikato
Culturally Responsive Methodology: On the Branches of the Family Tree. Veronica E. Bloomfield, Chapman University
Proposing a Counter narrative to the Scientific Method. Christopher Strople, Chapman University

57.076-2. Women’s Leadership Experiences. SIG-Research on Women and Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Julia Nell Ballenger, Texas Wesleyan University
Participants:
Choosing Not to Lead? Why Certified Women Educators Are Not Advancing to the Principalship. Daphney Ivery, Burke County Middle School; Abebayehu Aemero Tekleselassie, The George Washington University
To Know and To Do: The Experiences and Contributions of the First Female Academics in Programs of Educational Administration in Canada. Janice A. Wallace, University of Alberta; Dawn C. Wallin, University of Manitoba; Heather Syne Anderson, University of Manitoba; Melody Vezko, University of Alberta
Women Faculty in Educational Leadership: Using Critical Feminist Theory to Understand Cultural, Generational, and Gender Influence. Danna M Beaty, Tarleton State University; April L. Peters, University of Georgia

57.077. Poster Session 15; Poster Session

57.077-1. Faith-Based Adult ESL (English as a Second Language) Learning. SIG-Second Language Research; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:
1. The Ecology of a Special Learning Context: A Church-Based ESL Program Serving Immigrant Adult Learners. Qiuhan Jiang, The University of Alabama

57.077-2. Expanding the Field of Diversity Research in Psychology and Education. Division E - Counseling and Human Development; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
3. Challenges in Measuring Demonstrated Multicultural Competence With Teachers and School Counselors. Nicolina Ann Calfa, The University of Texas - Austin; Sonia Hart, The University of Texas - Austin; Elizabeth Crewe, The University of Texas - Austin; Colleen Jaimie McCarthy, The University of Texas at Austin; Michele Guzman, Ph.D., The University of Texas - Austin; Christopher J. Mccarthy, The University of Texas - Austin
4. Construction and Initial Validation of the Gendered Racial Microaggressions Scale. Jioni A. Lewis, University of Illinois at Urbana-Champaign
5. Evaluation of a Career Development Program for Ethnic Minority Students in an Urban Public High School. Christine Jean Yeh, University of San Francisco; Noah Borroto, University of San Francisco
6. Expanding Urban Minority Youth’s Career Knowledge and Opportunities: Utilizing the Constructs of Work Hope and Possible Selves. Jennie Park-Taylor, Fordham University; Angela P. Vargas, Fordham University
9. Occupational Interests and Self-Efficacy: How to Best Predict Lower Socioeconomic-Status Youths’ STEM College Major Selection. Qiu Wang, Syracuse University; Matthew Diemer, Michigan State University
10. The Influence of Efficacy and Resilience on Problem Solving in the United States, Taiwan, and China. Ming-Hui Li, Saint John’s University; Robert Eschenauer, Saint John’s University; Yan Yang, Guangdong University of Technology
11. The Intersection of Ethno-Cultural Identity, Sexual Orientation, and Traumatic Stress in Adult African American Gay Men. Richmond D. Wynn, University of North Florida; Circie West-Olatunji, University of Florida

57.077-3. Division II Section 1 Poster. Division H - Research, Evaluation and Assessment in Schools; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
13. Curriculum Quality and Student Learning in Lower SES (Socioeconomic Status) High Schools. Thomas W. Tramaglini, Rutgers University; Christopher H. Tenken, Seton Hall University
15. Predictors of College Enrollment Among Urban Ninth-Grade Cohorts. Martha Abele Abele Mac Iver, Johns Hopkins University; Matthew
Messel, Johns Hopkins University
16. Principal Effectiveness in California Elementary Schools. Stephen B. Bluestein, Los Angeles Unified School District; Pete G. Goldschmidt, California State University - Northridge
17. Shifting the Curve: The Impact of a Grading Policy Change in One Urban School District. Martha Abele Abele Mac Iver, Johns Hopkins University; Matthew Messel, Johns Hopkins University
18. Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics. Xiaoxia A. Newton, University of California - Berkeley; Maria del Rosario Rivero, University of California - Berkeley
19. Using Project-Based Learning to Teach 21st-Century Skills: Findings From a Statewide Initiative. Jason Ravitz, Buck Institute for Education; Nathaniel Hixson, West Virginia Department of Education; Mary English, George Mason University; John R. Merigendoller, Buck Institute for Education
20. Evaluation of a Summer Reading Project’s Effectiveness to Mitigate Learning Loss. Tammiee S. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Grant B. Morgan, University of South Carolina; Heather Bennett, University of South Carolina; Becca Dowseil, South Carolina Department of Education; Pamela Willa, South Carolina Department of Education
21. Testing the Dydal Learning System in Ohio Schools. Lauren V. Monovar-Jones, Ohio Department of Education; Terrence W. Moore, Ohio Department of Education
22. The Effects of a School-Based Mentoring Program on Students’ Access to Information Regarding College Admission and Tuition and Fees. Natalie A. Tran, California State University - Fullerton; Sara Trevino, California State University - Fullerton; Steve Tran, California State Polytechnic University, Pomona; Reina Galvez, California State University - Fullerton; Jennifer A. Yee, California State University - Fullerton; Leslie Chanthaphasuak, Orange County Asian and Pacific Islander Community Alliance; Jason Lacsumana, Orange County Asian and Pacific Islander Community Alliance; Louise Milner, Garden Grove Unified School District; Daniel Mejia, Garden Grove Unified School District

57.077-4. Applied Statistical Analysis of Large-Scale Data. SIG-Educational Statisticians; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
25. Identifying Socioeconomic Status Factors in the National Household Education Surveys. Ron Brown, University of Minnesota; Michael R. Harwell, University of Minnesota

57.077-5. Service-Learning and Experiential Education Poster Session. SIG-Service-Learning & Experiential Education; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
27. Looking Through the Service Learning Lens: An Evaluation of Service-Equipped Courses in Korean Universities From a Service Learning Perspective. Euljung Chun, Miami University; Hye Jun Park, Seoul National University; Seung Yoon Lee, Ewha Womans University
28. Bringing the Outside In: How Does an Outward Bound Experience Support Students’ Success in School? Meg A. Riordan, Expeditionary Learning Schools; Maren Olson, New York City Outward Bound
29. International Service Learning: Using Technology to Implement Reading Interventions. Linda D. Taylor, University of Idaho
30. Service-Learning in the Context of “Place”: Possibilities and Limitations for Graduate Students. Tracy L. Friedel, The University of British Columbia; Ofira Roll, The University of British Columbia

57.077-6. Professional Identity in Global Contexts. SIG-International Studies; Poster Session

Posters:
33. Research on the Motivation of German and U.S. Teachers to Become School Principals. Dawson R. Hancock, University of North Carolina - Charlotte; Ulrich Müller, Pädagogische Hochschule Ludwigswill
34. Teacher Support and Sense of School Belongingness: A Universal Effect? Insights Based on Two Programme for International Student Assessment (PISA) Studies. Kai S. Cortina, University of Michigan; Sari Arel, University of Michigan; Hans Anund Pant, Institute for Educational Progress (IQB)
35. Utilizing the Capability Approach to Improve Teacher Quality in Tanzania. Sharon Tao, Institute of Education - University of London

Monday Afternoon, April 16, 2012 273

Goverance Meetings and Events

58.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only. AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 4; 4:05-6:05pm Chair: Ruben Donato, University of Colorado - Boulder

58.002. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 3; 4:05-6:05pm Chair: Michael T. Nettles, ETS

58.003. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session Pan Pacific, Restaurant Level, Pacific Rim 1; 4:05-6:05pm Chair: Sharon H. Ulanoff, California State University - Los Angeles
58.010. Reception following International Perspectives on Implementation and Effectiveness of Teacher Evaluation Models. Presidential Session

VCC, Second Level, West Room 213&216; 4:05-5:35pm


VCC, First Level, West Ballroom C; 4:05-5:35pm

Chair: William T. Trent, University of Illinois at Urbana-Champaign

Speaker: Nancy Cantor, Syracuse University

58.012. The Relationship Between Neighborhood and Child Learning and Development: From Research to Practice in the Canadian Context. Presidential Session Cosponsorship with Division L - Educational Policy and Politics

VCC, First Level, West Room 109&110; 4:05-5:35pm

Chair: Lily L. Dyson, Simon Fraser University

Participants:
The Relationship Between Neighborhood Socioeconomic Characteristics and the Foundational Academic Skills of Elementary School Children in British Columbia: A Large-Scale Study. Lily L. Dyson, Simon Fraser University; Jacqui Boonstra, The University of British Columbia

Mobilizing Neighborhoods Toward Improving Child Development Outcomes: Example Demonstration Projects. Joanne Schroeder, University of British Columbia

Children’s School Readiness in Kindergarten in Quebec: Teachers’ Perceptions. Pierre Lapointe, Université de Montréal


Neighborhood Effect: Implications for Policy and Knowledge Mobilization. Benjamin Levin, OISE/University of Toronto

Research on Neighborhood: Methodological and Ethical Issues Impacting Indigenous Children. Michele Sam, University of British Columbia

58.013. What Can a Culturally Focused Ecological Framework for Examining Human Learning and Development Tell Us? What We Know and Need to Know to Achieve Equity in Opportunity to Learn. Presidential Session

VCC, First Level, West Room 118-120; 4:05-5:35pm

Chair: Carol D. Lee, Northwestern University

Partcipants:
To Know Is Not Enough: Epidemiology as a Framework for Research and Intervention in Human Development. William F. Tate, Washington University in St. Louis

To Know Is Not Enough: Cultural and Ecological Complexities of Adolescent and Adult Learning in an African American Urban High School. Carol D. Lee, Northwestern University

To Know Is Not Enough: Examining Movement, Hybridity, and Change for Research on Learning Across Contexts and Borders. Kris D. Gutierrez, University of Colorado - Boulder

58.014. Measuring Teacher Effectiveness Worldwide. AERA Sessions; Invited Session. Cosponsored With the Association of Pacific Rim Universities Education Deans (APRU) and the World Education Research Association

VCC, Third Level, West Room 306; 4:05-5:35pm

Chair: Karen Syms Gallagher, APRU/Convenor and University of Southern California

Participants: Julie A. Marsh, University of Southern California

Discussants: Oon Seng Tan, National Institute of Education - Nanyang Technological University; Robert J. Tierney, The University of Sydney; Funie Hsu, University of California - Berkeley

Jennifer Earnest, University of California - Berkeley

Justina L. Judy, Michigan State University

58.015. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session

VCC, First Level, West Ballroom D; 4:05-6:05pm

Chair: George L. Wimberly, American Educational Research Association

Speaker: David Meyers, American Institutes for Research

Participants:


4. Technology on Trial: Can Computers Effectively Increase the Achievement of Traditionally Underserved Populations? Jennifer Deboer, Vanderbilt University


6. A Dynamic Model of School Effects on Students’ Academic Achievement. Andrew Halpern-Manners, University of Minnesota


8. The Influence of Race, Ethnicity, and Immigration Status on Teachers’ Perceptions of Student Behavior and Performance. Yasmin Irizarry, Mississippi State University


11. The Effects of the Jeanes and Rosenwald Funds on Black Education by 1930: Comparing Returns on Investments in Teachers and Schools. Daniel Kreisman, University of Chicago

12. Functional Ability Profiles and Young Children’s Social Competence: Exploring Relationships in the Pre-Elementary Education Longitudinal Study Data Set. Tara McLaughlin, University of Florida


15. The Role of Reading Comprehension in Large-Scale Subject-Matter Assessments. Ting Zhang, University of Maryland - College Park


17. Intersecting the Margins: The Lived Experience of Black Female College Students. Reshawna Chapelle, Arizona State University

18. A Black Gurl’s Tale of Schooling: Entering the Site of I AM! Dominique Cacine Hill, University of Illinois at Urbana-Champaign


21. Centralizing School Governance: Promoting Equity in Educational Attainment. Sara Elizabeth Dahill-Brown, University of Wisconsin

22. Graphing Linear Functions in Upper Elementary School. Darrell Earnest, University of California - Berkeley

23. Classroom Quality Buffers Against Poor School Adjustment for Children With Behavioral/Emotional Risk. Marissa Griggs, University of Virginia

24. Signs of Power: An Interdisciplinary Critical Analysis of Algebra Education. Jose Francisco Gutierrez, University of California - Berkeley

25. Potential Mediators of the Effects of Child Care Subsidies: A Measurement Model. Laura Hawkinsion, University of Pennsylvania

26. Supporting the Development of Intentional Teachers: Theory and Measurement. Faiza M. Jamil, University of Virginia

27. The College Ambition Program: Improving Opportunities for Low-Income Students Transitioning to College. Justina L. Judy, Michigan State University

28. A Complex Systems Perspective on Strategies, Concepts, and Their
Committee Sessions

58.016. GSC Canadian Fireside Chat: Re-Imagining the Future of Canadian Education, With Dr. Kieran Egan, Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 4:05-5:35pm
Chairs: Lori Ann Friesen, University of Alberta; Danielle Beckett, Brock University
Participant: Kieran Egan, Simon Fraser University

58.017. GSC Division H Fireside Chat: Your First School Research Position: Insight and Advice From Veterans in the Field. Graduate Student Council; Fireside Chat
Marriott Pinnacle, Fourth Level, Ambleside; 4:05-5:35pm
Chairs: Bradley Joseph Coverdale, The George Washington University; Marisa Anne del Campo, University of Connecticut
Participants: Wimona Burt Vesey, University of Houston - Clear Lake; Gary Estes, WestEd; Lorrie A. Shepard, University of Colorado Boulder; Zollie Stevenson Jr, Bowie State University

58.018. When Mentoring Is Method: Exploring Spirituality, Black/Endarkened Feminisms, and Relationship in Black Girls Lives. Committee on Scholars and Advocates for Gender Equity in Education Co-sponsored with Committee on Scholars of Color in Education; Symposium
VCC, First Level, West Room 114&115; 4:05-5:35pm
Chair: Valerie F. Kinloch, The Ohio State University
Participants:
Living Through Each Other: Exploring Endarkened Girl Consciousness and Reciprocal Mentoring as Research. Samatha Wahome, Kent State University
Lessons in Love, Literacy, and Listening: Reflections on Learning With and From Black Female Youth. Erica Nicole Woman, The Ohio State University
Shared Voice From Within: Exploring Ensemble Building as Mutual Mentoring for and by Black Girls. Heather Hill, The Ohio State University
The Diploma Belongs to All of Us: Mentoring African Immigrant Girls Through/for the Community. Chiawe Linda Okpalaoka, The Ohio State University
Discussant: Cynthia B. Dillard, The University of Georgia

International Organization Sessions

VCC, First Level, West Room 121&122; 4:05-6:05pm
Chair: Michael O'Sullivan, Brock University
Participants:
History of Education and Passages to the Future. Penney I. Clark, The University of British Columbia
Where Is the Sociology of Education in Canada? Boundary Questions, Relevance, and Emerging Transdisciplinary Spaces. Michael J. Corbett, Acadia University
Challenging Neoliberal Anti-Intellectualism: Moving the Foundations of Education From the Periphery by Infusing Criticality Into Mainstream Pedagogies. Michael O'Sullivan, Brock University
Philosophy of Education: Its Foundational Role for Teachers and Policy Makers. Michelle Forrest, Mount Saint Vincent University

Division Sessions

58.020. Tinkering Toward What Works: District Reform in a New Era. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 4:05-5:35pm
Chair: Karen Seashore Louis, University of Minnesota
Participants:
High-Performing Districts Research and the District Effectiveness Framework. Kenneth A. Leithwood, OISE/University of Toronto; Barry Pervin, Ontario Ministry of Education; Jingping Sun, OISE/University of Toronto
How Do Centralized and Decentralized School Districts Control Classroom Reading Instructional Practices? Rokhsareh Kohansal, University of California - Berkeley; P. David Pearson, University of California - Berkeley
Knowledge Mobilization in Secondary Schools and School Districts. Katherine Witherow, OISE/University of Toronto
Leadership Alignment to Achieve Education Reform. Christine L. Padilla, SRI International; Rachel Howell, Copia Consulting; Angela Luck, Copia Consulting
Instructional Leadership and Its Relationship to Academic Press and Student Achievement. Roxanne M. Mitchell, The University of Alabama; Lisa A.W. Kessler, Auburn University; Megan Tschannen-Moran, College of William and Mary

58.021. Rearcircuiting Student Voice and Activism. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 4:05-6:05pm
Chair: Shaka Rawls, University of Illinois at Chicago
Participants:
Challenging Dominant Narratives: Urban Youth Speak Back on Educational Reform and Neighborhood Revitalization. Eric J. DeMelemere, Clark University; Laurie Ross, Clark University
Mapping Boundaries: Redefining Spaces Through Organizing. Gerald K. Wood, Northern Arizona University; Christine Keller Lemley, Northern
58.022. Thinking Ourselves “Out of” and “Into” Visual Research Methods. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 4:05-5:35pm
Chair: Donal O’Donoghue, The University of British Columbia
Participants:
- Camera Phone Image-Taking and Collective Meaning Making: Engaging Japanese Adolescents in Relational Understanding of McDonald’s. Masayuki Iwase, The University of British Columbia
- Sites of Alternative Engagement: Claiming Relationality as a Methodology Activated by Visuality. Donal O’Donoghue, The University of British Columbia
- Following the Ghost: Photo-Based Research on the Absent Presence of Migrant Sex Workers in Yokohama. Ayaka Yoshimizu, Simon Fraser University

“Like the Stuff We’re Learning”: Participatory Visual Research as Alternative Pedagogy. Marc Roderick Higgins, The University of British Columbia

Interrogating the Visual as a Site of Knowledge Production: Contemporary Art as Visual Research. Marie-France Berard, The University of British Columbia

Discussant: Marvin Westwood, The University of British Columbia

58.023. What Makes Pedagogy “Critical,” Anyhow? Translating Social Theory Into Practice in Urban Learning Contexts. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 4:05-5:35pm
Chair: Nicole Mirra, University of California - Los Angeles
Participants:
- Crafting Resistance and Agency Through Young Participatory Action Research: A Critical Analysis of the Pedagogy of Urban Youth. Mark Bautista, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles
- Literacy as Social Movement: Critical Civic Pedagogy in Urban High School English Classrooms. Nicole Mirra, University of California - Los Angeles

Discussant: Ernest D. Morrell, Teachers College, Columbia University

58.024. Why Gandhi Now? Reclaiming Education for the Social Majorties. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, North Parkville; 4:05-5:35pm
Chair: Jennifer April Sandlin, Arizona State University
Participants:
- Complicity as a Good Tool for New Times: Thinking Gandhi in Education as Insurrecting Interiority in Life Histories Research. Erik L. Malewski, Purdue University
- An Autoethnographic Reading of Gandhi as a Cultural Text. Suniti Sharma, The University of Texas - Brownsville
- An Embodied Invitation to the Unborn Song: A Dancer/Poet’s Response to Gandhi and Tagore. Celeste N. Snowber, Simon Fraser University

Discussant: Reta Ugena Whitlock, Kennesaw State University

58.025. Measuring Self-Regulated Learning With Multi-Agent Learning Environments. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 4:05-5:35pm
Chair: Roger Azevedo, McGill University
Participants:
- Enabling Students to Self-Assess With Guidance From a Multi-Agent Environment for Supporting Scientific Inquiry. Eric M. Elsinger, University of California - Berkeley; Barbara Y. White, University of California - Berkeley; John R. Frederiksen, University of Washington
- Measuring Students’ Self-Regulated Learning in Teachable Agent Environments. Gautam Biswas, Vanderbilt University; John Kinnebrew, Vanderbilt University; Kirk Loretz, Vanderbilt University

Self-Regulated Learning in Exploratory Game-Based Learning Environment. Jen Sabourin, North Carolina State University; James Lester, North Carolina State University

Measuring Self-Regulated Learning With a Multi-Agent Hypermedia Environment. Roger Azevedo, McGill University; Reza Feyzi Behnagh, McGill University; Jason Matthew Harley, McGill University; Francois Bouchet, McGill University; Gregory Trevors, McGill University; Melissa Duffy, McGill University; Zaynah Sabagh, McGill University

Discussants: Dale H. Schunk, University of North Carolina - Greensboro; Susanne P. Lajoie, McGill University

58.026. Rounding the Sociocultural Turn in Research on Classroom Motivation. Division C - Learning and Instruction Co-sponsored with SIG-Motivation in Education; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 4:05-5:35pm
Chair: Michael J. Middleton, University of New Hampshire
Participants:
- Motivation as Joint Accomplishment: Narrative and Content. Melissa Sommefeld Gresalfi, Indiana University; Jacqueline Barnes, Indiana University
- Engagement in What? The Negotiation of Joint Enterprise in Project-Based Learning. Susan B. Nolen, University of Washington; Gavin Tierney, University of Washington; Kendall Becherer, University of Washington; Susan E. Cooper, University of Washington; Christopher J. Ward, University of Washington
- Observing Teacher-Student Interaction During Instruction: A Sociocultural Perspective. Julianne C. Turner, University of Notre Dame; Hayal Zeynep Kacar, University of Notre Dame

Examining the Situated Nature of Academic Press in Middle School Small-Group Interactions. Michael J. Middleton, University of New Hampshire; Jayson Seaman, University of New Hampshire; Alson Rheingold, University of New Hampshire; Judy H. Tang, University of New Hampshire

Discussant: Wolff-Michael Roth, Griffith University

58.027. Science Instructional Interventions: Influences on Science Content and Scientific Thinking. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 4:05-5:35pm
Chair: G. Michael Bowen, Mount Saint Vincent University
Participants:
- Effects of Small-Group Learning on Undergraduate Students’ Learning Outcomes in STEM Education: A Meta-Analysis of Quantitative Studies From 1990 to 2011. Xiushan Jiang, The University of Kansas; Stacey Vicario Freeman, Arizona State University; UC-Irvine; Fei Zhao, The University of Kansas

Engendering Need to Know: Using Problematizing as a Strategy to Foster Inquiry in Science Learning. Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Hemes, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Dixie Ching, New York University; Mahina Khan, New York University; Yolanta Kornak, City University of New York; Anna Gustava Brady, New York University

Impact of Curricular Professional Development on Changing Student Attitude Toward Science. Lei Liu, Educational Testing Service; Zhitong Yang, Educational Testing Service; Susan A. Yoon, University of Pennsylvania

Investigation of Middle School Science Teachers’ Preparedness to Practice New Literacies. Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Lisa Runco, New York
58.028. When More of the Same Old Story Is Just Not Enough: Possibilities and Challenges of Teaching Students and Their Teachers to Think Historically. Division C - Learning and Instruction Cosponsored with SIG-Teaching History, SIG-Research in Social Studies Education; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom D; 4:05-6:05pm
Chair: Bruce A. VanSledright, University of North Carolina, Charlotte
Participants: Participants: Pedagogies Integrating Knowing and Doing History. Jannet Van Drie, University of Amsterdam; Harry Havelke, Radboud University; Carla Van Boxtel, University of Amsterdam Learning to Teach Argumentative Historical Writing by Analyzing Student Work. Chaucy B. Monte-Sano, University of Maryland; Susan De La Paz, University of Maryland; Mark K. Felton, San José State University; Roderick LaMar Carey, University of Maryland – College Park; Kelly Worland, University of Maryland; Laura S. Yee, University of Maryland Searching for the Unknown in Teacher Professional Development Programs: What Does (Can) Success Look Like? Carla L. Peck, University of Alberta Promises and Perils in Attempting to Change History Teachers’ Practices: Results From an 18-Month Teaching American History Grant Intervention. Bruce A. VanSledright, University of North Carolina, Charlotte; Liliana Maggioni, University of Maryland – College Park; Kimberly Reddy, University of Maryland – College Park
Discussant: Peter C. Seixas, The University of British Columbia

Chair: Rochelle S. Michel, ETS
Participants: A Multilevel Approach to Identifying Criterion-Related Profile Patterns. Jiu-Feng Chang, University of Minnesota; Christopher David Desjardins, University of Minnesota; Chi-Keung Chan, Minneapolis Public Schools Applying the Testlet Response Theory to the Random Facet px (i|c) Design of Generalizability Theory. Yuehmei Chien, Pearson; Robert L. Brennan, University of Iowa Incorporating Item Response Theory Into Structural Equation Modes and Modeling the Nonlinear Relationship Among Latent Variables. Wen-Chung Wang, The Hong Kong Institute of Education; Kuan-Yu Jin, The Hong Kong Institute of Education Problems of Standardization Identification Method in Testing Measurement Invariance Through a Multigroup Confirmatory Factor Analysis. Eunja Jung, Texas A&M University; Myeonggon Yoon, Texas A&M University Measurement Invariance Testing With Multiple-Group Second-Order Latent Growth Model: A Monte Carlo Study. Eun Sook Kim, University of South Florida; Myeonggon Yoon, Texas A&M University; Victor L. Willson, Texas A&M University
Discussant: Haribaran Swaminathan, University of Connecticut

58.030. Gender in the Classroom: Issues and Answers. Division E - Counseling and Human Development; Paper Session VCC, Second Level, East Room 12; 4:05-6:05pm
Chair: Laura Hanish, Arizona State University
Participants: Sex Differences and Schooling. Lise Eliot, Chicago Medical School, Rosalind Franklin University; Janet S. Hyde, University of Wisconsin - Madison Gender Composition in the Classroom. Erin Pahlke; Carey E. Cooper, Arizona State University; Richard Fabes, Arizona State University If, When, Why, and How to Address Gender in the Classroom. Lynn S. Liben, The Pennsylvania State University; Rebecca S. Bigler, The University of Texas - Austin Bringing Boys and Girls Together in the Classroom: The Sanford Harmony Program. Laura Hanish, Arizona State University; Carol Lynn Martin, Arizona State University; Richard Fabes, Arizona State University; Kimberly Updegraff, Arizona State University; Bridget Gaertner, Arizona State University; Cindy Miller, Arizona State University; Karen Kochel, Arizona State University; Julie Sallquist, Arizona State University; Stacie Foster, Arizona State University

58.031. Translating Career Development Policy Into School Practice: National Perspective on Using Individualized Learning Plans. Division E - Counseling and Human Development; Symposium VCC, Second Level, East Room 11; 4:05-5:35pm
Chair: V. Scott H. Solberg, Boston University
Discussant: Evangeline D. Harris Stefanakis, Boston University

58.032. Education Research in Social Context and the Next Generation of Scholars (Sponsored by Division G). Division G - Social Context of Education; Paper Session VCC, Second Level, East Room 1; 4:05-5:35pm

58.033. Negotiating Conflict and Belonging: Ethnographic Perspectives on Citizenship Education From the United States and Europe. Division G - Social Context of Education; Symposium VCC, Third Level, West Room 302; 4:05-5:35pm
Chair: Beth C. Rubin, Rutgers University
Discussant: Stacey J. Lee, University of Wisconsin - Madison

58.034. Rethinking the Community of the School: Who Belongs? Division G - Social Context of Education; Paper Session VCC, Second Level, West Room 204; 4:05-6:05pm
Chair: Joyce L. Epstein, Johns Hopkins University

Chairs: Patricia Sanchez, The University of Texas - San Antonio; Cindy Cruz, University of California - Santa Cruz
Participants: Life in the Shadows: Texas Latino/a DREAMers. Shaun Chapa, University of North Texas; Mariela Nunez-Janes, University of North Texas
Teachers as Border Brokers: Undocumented Students in Search of
Community, Learning, and Acompañamiento. Enrique Sepulveda, Saint
Joseph College
Shifting Political Frames in the Undocumented Student Movement.
Roberto G. Gonzales, University of Chicago
Immigrant Student Citizenship and the Role of State-Level Victory: The
Illinois DREAM Act. Hinda Seif, University of Illinois at Springfield,
Assistant Professor
Discussants: Kysa Nygren, University of Massachusetts - Amherst; William
Perez, Claremont Graduate University

58.036. Rating and Scoring Issues in Assessment. Division I - Education in
the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 4:05-6:05pm
Chair: Jay Parke, University of New Mexico
Participants:
Comparing Performance of Pairs of Content-Parallel Items With Different
Response Formats in a Licensure Exam. Paul Edward Jones, National
Association of Boards of Pharmacy; Maria Boyle, National Association
of Boards of Pharmacy; William Finnerty, National Association of
Boards of Pharmacy; Andrew Dedes; Joy L. Matthews-Lopez, National
Association of Boards of Pharmacy
Leveling the Field in Performance Assessment: A Deviation Model for
Adjusting Rater Biases. Andrew Jones, American Board of Surgery
Effects of Rater Monitoring on Rater Bias in Grading Essays on a High-
Stakes Licensing Examination. Mark A. Albanese, National Conference
of Bar Examiners; Douglas R. Ripkey, National Conference of Bar
Examiners
Estimating the Reliability of Performance Scores: Important
Considerations. Regina Richter, University of California - Los Angeles
The Spectrum of Invariance: Measurement, Prediction, and Selection
Invariance in Certification Testing. Andrew Jones, American Board of
Surgery; Jonathan D. Rubright, University of Delaware
Discussant: Jeremy W. Dugosh, American Board of Internal Medicine

58.037. Moms and Dads in the Academy. Division J - Postsecondary
Education; Paper Session
VCC, First Level, West Room 111&112; 4:05-5:35pm
Chair: Fanny P. Yeung, University of California - Los Angeles
Participants:
Disciplinary Differences Among Academic Mothers. Lisa E. Wolf-Wendel,
The University of Kansas; Kelly A. Ward, Washington State University
Does Family Life Influence the Use of Effective Teaching Practices? Evidence
From the 2004 NSOPF (National Study of Postsecondary
Faculty). Carrie B. Myers, Montana State University; Scott M. Myers,
Montana State University
Liberal Feminism, Cultural Feminism, and the Family-Friendly Campus.
Margaret W. Sallee, University at Buffalo - SUNY
Research Agendas and Career Trajectories: The Influence of Fatherhood on
Faculty Productivity. Margaret W. Sallee, University at Buffalo - SUNY
Discussant: Carol L. Colbeck, University of Wisconsin Milwaukee

58.038. Postsecondary Experiences of Low-Income Students and Families.
Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 214; 4:05-5:35pm
Chair: Katherine E. McClelland, Franklin & Marshall College
Participants:
A Four-Phase Model? The Impact of Shifting College Affordability
Concerns Among Low-Income Families in the Summer Before
Matriculation. Shannon M. Calderone, University of California - Los
Angeles
Revisiting the Role of the Institution: A Multilevel Approach to Determine
How Structural Characteristics and Institutional Climate Impact Degree
Attainment for Low-Income Students. Ray Franke, University of California - Los Angeles; Linda T. Deangelo, University of California - Los Angeles
The Role of Pregraduation Counseling in Reducing “Summer Melt” for
Low-Income Students. Lindsay Daugherty, RAND Corporation
To Work or Not to Work: Student Employment, Resiliency, and
Institutional Engagement of Low-Income First-Generation College
Students. Edward Martinez, Briarcliffe College; Sherrille Shabazz,
Dowling College; Dolores C. Bilges, Dowling College; Rhoda Miller,
Dowling College; Elsa-Sofia Monote, Dowling College
Discussant: MaryBeth Wilpole, Rowan University

58.039. Student Learning Environments. Division J - Postsecondary
Education; Paper Session
VCC, Second Level, West Room 208&209; 4:05-5:35pm
Chair: Paul D. Umbach, North Carolina State University
Participants:
Creating a Culture for Graduation: Analysis of Institutional Dimensions
Based on Active and Collaborative Learning. John A. Kuykendall,
University of Arkansas at Little Rock; Jim Vander Putten, University of
Arkansas at Little Rock
Identity Trajectories of Latecomers to Science: Exploring Persistence
Through an Ethnographic Multiple Case Study. Phoebe A. Jackson,
McGill University; Gale A. Seiler, McGill University
Majors Matter: Differential Performance on a Test of General College
Outcomes. Jeffrey T. Steedle, Council for Aid to Education; Michael
Bradley, New York University
The Relationships Among Educational Experiences, Learning, and
Perception of Campus Climate for International Students. Chris Glass,
Michigan State University
Discussant: Jeffrey F. Milen, The University of Arizona

58.040. Unpacking Online Outcomes: Applying Research to Improve
the Online Community College Learning Experience. Division J -
Postsecondary Education; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 4:05-5:35pm
Chair: Nikki Edgecombe, Teachers College, Columbia University
Participants:
Beyond Flexibility: Why Students Choose Online Courses in Community
College. Shanna Smith Jaggars, Teachers College, Columbia
University; Nikki Edgecombe, Teachers College, Columbia University
Virtual Courses and Tangible Expectations: How to Align Student and
Instructor Opinions of Online Courses. Rachel Julia Bork, Teachers
College, Columbia University
Not Just Bells and Whistles: Effective Use of Multimedia to Advance
Online Learning. Nikki Edgecombe, Teachers College, Columbia
University; Zawadi Rucks-Ahiana, Teachers College, Columbia
University; Melissa Barragan, Columbia University
Predicting Online Student Outcomes From a Measure of Course Quality. Di
Xu, Teachers College, Columbia University
Discussant: Barbara M. Means, SRI International

58.041. Keeping the Vision in Changing Times: Preparing Teachers With
Commitments to Equity and Social Justice. Division K - Teaching
and Teacher Education; Symposium
VCC, Second Level, West Room 222; 4:05-5:35pm
Chair: Elexia Reyes McGovern, University of California - Los Angeles
Participants:
Educational Policies and Teacher Education for Social Justice. Kenneth
Zeichner, University of Washington; Lorena Guillen, University of
Washington
Advancing the Social Justice Agenda in Elementary and Secondary Schools
by Preparing Candidates of Color as Culturally Responsive Teachers.
Ana Maria Villegas, Montclair State University; Gail M. Perry-Ryder,
Montclair State University doctoral student
Teachers’ Perspectives on the Moral Dimension of Teaching. Sonia Nieto,
University of Massachusetts - Amherst
Critical Race Realism as a Lens to Supporting Prospective Teachers’
Understandings of Race, Racism, and Racial Justice. Thomas M. Philip,
University of California - Los Angeles

58.042. Reimagining Mathematics Teaching Quality for K-12 English
Language Learners and Latina/o Students. Division K - Teaching
and Teacher Education; Symposium
VCC, Second Level, West Room 221; 4:05-6:05pm
Chair: Julia Maria Aguirre, University of Washington - Tacoma
Participants:
Exploring Teacher Profiles and Secondary Mathematics Achievement of
Latina/o/English Language Learner Students. Angela Thompson,
University of California - Santa Cruz
Mathematics and a Second Language: Teachers Share From Their
Experiences. Cynthia O. Anhalt, The University of Arizona
“Make Them Fly…”: Prioritizing Problem Solving and Transferring
Mathematical Concepts in a Bilingual Kindergarten Classroom. Sylvia
Celedon-Pattichis, University of New Mexico; Sandra I. Musanti, The
University of Texas - Brownsville
Preservice Teachers’ Analyses of Mathematics Lesson Quality: Focusing on Mathematical Thinking, Language, and Culture. Julia Maria Aguirre, University of Washington - Tacoma; Maria del Rosario Zavala, University of Washington

Discussant: Marta Civit, University of North Carolina

58.043. Studying Clinical Experience in Teacher Education. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 4:05-5:35pm
Chair: Meredith Jane Ludwigr, American Institutes for Research Participants: Amy E. Bacevich, Baldwin-Wallace College; Libby Hall, George Mason University; Alicia Granov, Stanford University; Therese A. Dozier, Virginia Commonwealth University

58.044. The Impact of a Statewide Professional Development Model for Formative Assessment on Teacher Learning and Practices. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 220; 4:05-5:35pm
Chair: Amelia Wenk Gotwals, Michigan State University Participants:
Teacher Learning in a Team-Based Environment: Overview of the Formative Assessment for Michigan Educators Professional Model. Dante Cisterna, Michigan State University; John L. Lane, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Edward D. Roeber, Michigan State University Communities of Practice: Improving Learning and Teaching. Tara Kintz, Michigan State University; Dante Cisterna, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Edward D. Roeber, Michigan State University Educator Groups to Professional Learning Communities: A Case of Learning Team WW. John L. Lane, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Tara Kintz, Michigan State University The Impact of the Professional Development Model on Teacher Practices: A Case of Learning Team F. Amelia Wenk Gotwals, Michigan State University; Tara Kintz, Michigan State University; John L. Lane, Michigan State University

Discussant: Jennie A. Whitcomb, University of Colorado - Boulder

58.045. Measuring Growth: The Challenges, Possibilities, and Political Implications of Measuring Teacher Effectiveness. Division L - Educational Policy and Politics Co-sponsored with Division L - Educational Policy and Politics; Paper Session
VCC, First Level, West Room 116&117; 4:05-6:05pm
Chair: Heather Sue Dawson, The Ohio State University - Columbus Participants:

Discussant: Andrew McEachin, University of Southern California

Chair: Robb William Lindgren, University of Central Florida Participants:

Discussant: Christopher J. Dede, Harvard University

58.047. Relationality and Methodology in A/r/t/ography. SIG-Arts-Based Educational Research; Symposium
VCC, Third Level, West Room 303; 4:05-5:35pm
Chair: Peter J. Gouzouasis, The University of British Columbia Participants:

Discussant: Peter J. Gouzouasis, The University of British Columbia

58.048. Democratic Citizenship in Education 3. SIG-Democratic Citizenship in Education; Paper Session
VCC, Second Level, East Room 17; 4:05-6:05pm
Chair: James M. Mitchell, California State University - East Bay Participants:

58.049. Desired Results Developmental Profile Assessment System: Supporting Early Education Programs in California. SIG-Early Education and Child Development; Demonstration/Performance
VCC, Second Level, East Room 10; 4:05-5:35pm
Chairs: Mark R. Wilson, University of California - Berkeley; Peter L. Mangione, WestEd Participants:
Assessment of Children’s Developmental Progress Aligned to California’s “Knowledge Society”: Canada’s Diversity Dictomy. Kerry Kriener-Althen, WestEd; Ann-Marie Wiese, WestEd; Peter L. Mangione, WestEd Research Studies Supporting Desired Results Development Profile 2010 Validity. Mark R. Wilson, University of California - Berkeley; Stephen M. Moore, University of California - Berkeley; In-Hee Choi, University of California - Berkeley; Linda Morell, University of California - Berkeley; Cheryl J. Schwab, University of California - Berkeley DRDPtech: Desired Results Developmental Profile (DRDP) Online
Assessment System. Stephen M. Moore, University of California - Berkeley; Richard Vorp, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley
Development of DRDP-SR (Desired Results Developmental Profile— School Readiness). Kerry Krivener-Athien, WestEd; Elita Amini Virmanni, WestEd; Ann-Marie Wiese, WestEd
Discussant: Cecelia Fisher-Dahms, California Department of Education

58.050. Partnerships With Immigrant Latino Youth and Families: Aligning Models and Practice From Childhood Through College. SIG-Family, Community, Partnership Committees; Symposium
VCC, Second Level, East Room 16; 4:05-5:35pm
Chairs: Catherine R. Cooper, University of California - Santa Cruz; Angelica Lopez, University of California - Santa Cruz
Participants:
Latino Immigrant Parents Challenging Dominant Frameworks. Ana Paulina Moreno, University of California - Santa Cruz
Latino Immigrant Parents’ Involvement and Their Children’s Middle and High School Educational Outcomes. Angelica Lopez, University of California - Santa Cruz; Catherine R. Cooper, University of California - Santa Cruz; Maria Rocha-Ruiz, University of California - Santa Cruz; Merle Lustig, University of California - Santa Cruz
Promoting the Educational Advancement of Latin/o Undocumented College Students: The Role of Familial and Institutional Support Factors. Patricia A. Perez, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton
Discussant: Susan Auerbach, California State University - Northridge

VCC, Second Level, West Room 223; 4:05-6:05pm
Chair: Stephanie Furuta, University of Hawaii
Participants:
A Relational Power-Sharing Model: Working as Indigenous in Another’s Territory. Mere Berryman, University of Waikato; Alan Russell Bishop, University of Waikato
I Ke Alo No Ka ‘Ulu a Hala: Regaining Sight Through Culture-Based Education. Mischa Kauanahea Lenchanko, University of Hawaii - Manoa; Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa
Raranga Framework: He Raranga Kaupapa. Wiremu Doherty, Te Whare Wānanga o Awanuiarangi
Who Says Maui Wasn’t A Scientist? Strategies to Increase Maori Participation In Science. Daniel Carl Henare Hikuroa, Nga Pae o te Maramatanga
Maori Teachers and the Construction of Effective Teaching. Jenny Bot Jun Lee, Rautaki Ltd
Discussant: Kekaloua Perry, University of Hawaii - Manoa

58.052. Instructional Technology SIG: Instructional Design Research: Current and Emerging Trends. SIG-Instructional Technology; Paper Session
Sheraton Wall Centre, Fourth Level, North Port Alberni; 4:05-6:05pm
Chair: Michael F. Young, University of Connecticut
Participants:
Instructional Design and Design Research: Where Are We, and Where Are We Headed? Wayne A. Nelson, Southern Illinois University - Edwardsville
Presentations as Aesthetic Learning Experiences: An Exploration of Strategies Used By Exceptional Presenters. Joanna C. Dunlap, University of Colorado - Denver; Patrick R. Lowenthal, Boise State University
Finding Anything Extreme? Analyzing the Learning and Development Potential of Extreme Learning Websites. Minkyoung Kim, Indiana University; Ethul Jung, Indiana University; Abdullah A. Altuwairji, Indiana University - Bloomington; Yuong Wang, Indiana University; Curtis J. Bonk, Indiana University
Associability of Abstract Shapes and Their Use in Spatial Mnemonics. William Andrew Kealy, The University of North Carolina at Greensboro
Instructional Strategies to Improve Informed Consent in Healthcare Research: Pilot Study of Interactivity and Multimedia. David Washington Klein, University of Iowa; Helen A. Scharf, University of Iowa
Discussant: J. Michael Spector, University of North Texas

58.053. Reconceptualizing Classroom Interactions and Relationships. SIG-Language and Social Processes; Paper Session
58.056. Teacher Meets World: A Critical Conversation on Hansen’s Cosmopolitanism. SIG-Philosophical Studies in Education; Symposium
VCC, Second Level, West Room 205; 4:05-6:05pm
Chair: Barbara S. Stengel, Vanderbilt University
Participants:
- Cosmopolitanism’s Warrants. Jim Garrison, Virginia Polytechnic Institute and State University
- A Curricular View of the Teacher and the World: A Study of Cosmopolitanism as Education. Daniel Liston, University of Colorado; Ian Parker Renga, University of Colorado - Boulder
Aesthetic Play: Engendering the Terrain for a Cosmopolitan-Minded Education. Margaret A. Macintyre Latta, University of Nebraska - Lincoln
Discussant: David T. Hansen, Teachers College, Columbia University

58.057. Volatile Bodies and Boundaries: Ethical Dilemmas in Teaching and Research. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 4:05-5:35pm
Chair: Susan Dion, York University
Participants:
- Volatile Bodies and Vulnerable Researchers: Ethical Risks of Embodiment Research. Carla Rice, University of Guelph
- Queer Teacher and Queer Student Bodies Sharing Classroom Space. Vanessa Russell, OISE/University of Toronto
You are just being nosey about our lives: Ethical Listening as Indigenous Adolescent Girls Tell Their Stories. Susan Dion, York University
Discussant: Christine L. Cho, Trent University

58.058. International Gender Issues in Education. SIG-Research on Women and Education; Paper Session
Sheraton Wall Centre, Fourth Level, North Port McNeill; 4:05-5:35pm
Participants:
- A Research Synthesis of Gender Related to Second Language Learning. Margarita Huerta, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Sam Houston State University; Tiberio Garza, Texas A&M University, doctoral student
- Crossing Boundaries: Testimonios and Personal Narratives of Language, Space and Nation. Cinthya M. Saaavedra, Utah State University; Robin Parent, Utah State University; Martha L. Whitaker, Utah State University
- Positioning Kenyan Immigrant Women in U.S. Higher Education: A Narrative Inquiry. Mary W. Gatau, University of Wyoming; Clifford P. Harbour, University of Wyoming
- Sustainable Leadership: Lessons and Implications of a Leadership Development Program for Women Religious in Africa. Jane Wakahu, Marywood University; Mary E. Salvaterra, Marywood University
Discussant: Darlene Russell, William Paterson University

58.059. Rural Education and Youth. SIG-Rural Education; Paper Session
VCC, Second Level, East Room 18; 4:05-5:35pm
Chair: Kimberly S. Cowley, Edvantia, Inc.
Participants:
- The Role of Social Capital in Educational Aspirations of Rural Youth. Soo-Yong Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina-CH; Matthew J. Irvin, University of South Carolina; Bryan C. Hutchins, Center for Developmental Science
- From the Inside Looking Out: Adolescent Identity Positioning in Appalachia. Audra Slocum, The Ohio State University
- Young Aussie Blokes Navigating Change: Youth Culture, Rurality, and Gender in the 21st Century. Lindsey Margaret Croft-Piggin, Charles Sturt University
- Single Gender Classes in a Rural Context: Self-Concept and Discourse. Hope Elisabeth Wilson, Stephen F. Austin State University; Gloria Jean Gresham, Stephen F. Austin State University; Michelle Williams, Stephen F. Austin State University; Claudia Whiteley, Stephen F. Austin State University
- State University; Jimmy Partin, Stephen F. Austin State University
A Case Study Examining the Perspectives of an At-Risk, Rural Student Enrolled in Virtual Schooling. Michael Kristopher Barbour, Wayne State University; Jason Paul Siko, Wayne State University

58.060. School Turnaround in Urban Contexts. SIG-School Turnaround and Reform; Paper Session
VCC, Second Level, East Room 19&20; 4:05-5:35pm
Chair: Marlene J. Darwin, American Institutes for Research
Participants:
- Lessons Learned: A Case of Teachers Working to Turn Around Schools in Chicago. Heather L. Horsley, University of Illinois at Chicago
- The Messy Work of School Turnaround: Teachers’ Experiences in Two Underperforming Urban Middle Schools. Megin Charner-Laird, Harvard University; Stacy Agee Szczesniak, University of Massachusetts - Lowell
- Building Responsible, Intelligent, Creative Kids (BRICK): A Case Study of a Teacher-Initiated Public School Reform Model in Newark, New Jersey. Peijia Zha, Rutgers University; Dorothy Knaue, Rutgers University - Newark; Leah Zalanna Owens, Rutgers University - Newark
- Factors Promoting or Inhibiting School Turnaround: The Students’ Perspective. Jennifer D. Olson, University of Illinois at Chicago
Discussant: Natalie Laciverno-Paquet, WestEd

58.061. Perspectives on Students. SIG-Science Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 4:05-6:05pm
Participants:
- Multiple Perspectives on Student Motivation, Learning, and Engagement in High School Biology Labs. Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University; Diana Janet Zaleski, Northern Illinois University
- Student Science Teachers’ Self-Efficacy Beliefs About Teaching a Socioscientific Issue. Ahmet Kilinc, Ahv Evrun Universiteit; Tecekan Kartal, Ahv Evrun Universiteit; Ozkan Gorgulu, Ahv Evrun Universiteit; Dilber Bahceci, Ahv Evrun Universiteit; Mutlu Pinar Demirci Guler, Ahv Evrun Universiteit; Ozlem Afacan, Ahv Evrun Universiteit; Vildirm Kasim, Ahv Evrun Universiteit; Baris Ergulu, Akasray University; Umit Demiral, Ahv Evrun Universiteit; Nagihan Tanik, Ercies University
- Secondary Teachers’ Predictions of Students’ Natural Selection Alternative Conceptions. Margaret M. Lucero, The University of Texas - Austin; Anthony Petrovino, The University of Texas - Austin
- Evolution Acceptance and Epistemological Views of College Biology Students. Lisa A. Borgerding, Kent State University; Elizabeth H. Anderson, Kent State University; Hasan Deniz, University of Nevada - Las Vegas
- The Development of Science Proficiency in High School Chemistry Students Engaged in Argument-Focused Instruction. Patrick James Enderle, Florida State University; Jonathon Grooms, Florida State University; Kiesha Williams, Florida State University

58.062. Scholars of Studying Teaching Collaborative: A Cross-Disciplinary Initiative to Improve Our Practice as University Instructors. SIG-Self-Study of Teacher Education Practices; Symposium
VCC, Second Level, West Room 219; 4:05-5:35pm
Chair: Cheryl J. Craig, University of Houston
Participants:
- A Teacher Educator’s Efforts to Develop Thoughtfully Adaptive Teachers. Seth A. Parsons, George Mason University
- What Do I Have to Do with Teaching? Writing Personal Narratives in Teacher Preparation. Ilham Nasser, George Mason University
- Please Write: A Self-Study of Using the Pedagogy of Letter Writing. Anastasia P. Samaras, George Mason University
- Sustaining Mathematics Professional Development Partnerships: A Self-Study to Examine the Roles of School-University Partners. Jennifer M. Suh, George Mason University
- Inquiry-Based Instruction in a Secondary Mathematics Methods Course: A Catalyst for Faculty and Course Development. Toni M. Smith, George Mason University
Discussant: Cheryl J. Craig, University of Houston
58.063. Students, Teachers, and Accountability. SIG-Sociology of Education; Paper Session
VCC, Third Level, West Room 305; 4:05-5:35pm
Chair: Alan R. Sadovnik, Rutgers University
Participants:
- Student Misbehavior and School Safety: Consequences for Teacher Burnout in an Era of Increased Accountability. Anthony Gary Dworkin, University of Houston; Pamela F. Tobe, University of Houston
- The Effects of Accountability Pressure on Student-Teacher Relationships. Jennifer Jennings, New York University; Peter Rich, New York University
- Making Sense of Student-Teacher Relationships: One Teacher Education Program’s Organizational Approach to the Teaching and Learning of Relational Practices. Kate L. Phillips, Loyola University Chicago; Allison Blosser, Loyola University Chicago
- Recruitment, Retention and the Minority Teacher Shortage. Richard Ingersoll, University of Pennsylvania; Henry May, University of Pennsylvania

58.064. Reading Development and Instruction for Struggling Readers. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 113; 4:05-6:05pm
Chair: Gloria Miller, University of Denver
Participants:
- Risk Factors for Reading Difficulties in Early Childhood. Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Marianne Hillemeier, The Pennsylvania State University; Carol Hammer, Temple University; Steven Maczuga, The Pennsylvania State University
- Responsiveness to Intervention Outcomes: Does Beginning Intervention in Kindergarten Matter? Rollanda E. O’Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside
- A Design Experiment and Reading Research: The Development of a Preschool Intervention to Accelerate Content Vocabulary in At-Risk Children. Sharolyn D. Pollard-Durado, Texas A&M University; Jorge E Gonzalez, Texas A&M University; Deborah C. Simons, Texas A&M University; Aaron B. Taylor, Texas A&M University; Matthew J. Davis, Texas A&M University - College Station; Leslie Simmons, Texas A&M University
- The Effect of Using a Text Reading System on Improving the Reading Performance of Adolescents with Learning Disabilities. Keith Ben-Hananania Lenz, SRI International; Xin Wei, SRI International; Jose Blackorby, SRI International
- The Efficacy of Assistive Technology on Reading Comprehension for Postsecondary Students with Learning Disabilities. Kimberly Kris Floyd, West Virginia University; Sharon A. Judge, Old Dominion University
- Literacy Development for Young Children With Disabilities: The Interactions of Phonemic Awareness, Vocabulary, Decoding, and Reading Comprehension. Elaine Carlson, Westat; Tiandong Li, Westat; Frank F. Jenkins, Westat; Mary T. Brownell, University of Florida

VCC, Second Level, West Room 224; 4:05-5:35pm
Chair: Jill D. Salisbury-Glennon, Auburn University
Participants:
- Academic Performance and Satisfaction With Homework Completion Among College Students: Do Self-Efficacy, Self-Regulation, Help Seeking, and Course Context Make a Difference? Hefer Bembenutty, Queens College - CUNY; Marie Catherine White, Nyack College
- Effective Strategies Within Self-Regulated Learning: A Meta-Analysis. Anouk Donker, University of Groningen; Danny Kostons, University of Groningen; Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research
- Improving Children’s Regulation of Idiom Study: Instructions and Individual Differences. Mariette Henrica Van Loom, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merrienboer, Maastricht University

58.066. Teacher Unions and Educational Governance. SIG-Teacher’s Work/Teachers Unions; Paper Session
VCC, Second Level, East Room 13; 4:05-6:05pm
Chair: Bernie Froese-Germain, Canadian Teachers’ Federation
Participants:
- Industrial Relations in Transition: An Analysis of Employer-Union Relations in the U.K. Higher Education Sector. Howard Stevenson, University of Lincoln; Justine Mercer, University of Warwick
- The Role of Teachers’ Unions in Urban School Decentralization. Morgan L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut; Anysia P. Mayer, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign

58.067. Roundtable Session 100; Roundtable Session

58.067-1. Unpacking the Social Context of School Choice for Parents: Preferences, Information, and Participation. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Christopher A. Lubinski, University of Illinois at Urbana-Champaign
Participants:
- An Examination of What Informers Latino Parents’ Decisions to Choose a Charter School. Madeline Clark Mavrogordato, Vanderbilt University

58.067-2. Accountability as More Than Testing and Sanctions: Alternative Instruments to Improve Schools From Around the World. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Participants:
- Accountability and Improvement: Finding a Balance Through School Evaluation. Carol Anne Match, University of Auckland
- Across the Pond and Back Again: Education Policy Tourism and Policy Borrowing Between the United Kingdom and the United States. Amy Stuart Wells, Teachers College, Columbia University; Geoff Whitty, University of Bath
- National Standards Reform: The New Zealand Case. Lea A. Hubbard, University of San Diego; Brian Annan, The University of Auckland

58.067-3. Accounting for Student Needs in School Financing Programs. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Yas Nakib, The George Washington University
Participants:
Evaluating Intradistrict Resource Allocation and Its Implications for Equity: A Case Study. Stephanie Levin, University of Pennsylvania
Israel’s School Finance Policy: A Critical Analysis. Iris BenDavid-Hadar, Bar-Ilan University
Metrics for Measuring Student Poverty and Relationships to Other Measures of Student Needs and Outcomes. Lori L. Taylor, Texas A&M University; Bruce D. Baker, Rutgers University; Jay G. Chambers, American Institutes for Research; Jesse D. Levin, American Institutes for Research; Charles Blankenship, American Institutes for Research
The Cost of Providing an Adequate Education for English Language Learners: A Review of the Literature. Oscar Jimenez-Castellanos, Arizona State University; Amy Topper, Arizona State University

58.067-4. Creating the Accountability System. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Hanne B. Mawhinney, University of Maryland - College Park
Participants:
Building the Infrastructure of Accountability. Dorothea M. Anagnostopoulos, Michigan State University; Stacey A. Rutledge, Florida State University
Closing the Achievement Gap: A Secondary Analysis of Stakeholder’s Attitudes About Education Policy. Amanda Bell Werts, Clemson University; Curtis Anthony Brewer, Clemson University; Robert Charles Knoepell, Clemson University; Jennifer Michelle Horace, Clemson University; Jane Clark Lindle, Clemson University
The History of Accountability and the Future of No Child Left Behind. Scott Baker, Wake Forest University
Uncovering the Institutional Landscape of Adequate Yearly Progress: A Policy Sciences Approach to Education. David Mandel, The University of Arizona

58.067-5. Current Issues in Classroom Observation and Assessment. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Melinda A. Taylor, Pearson
Participants:
A Comparison of Classroom Observation Instruments for Middle School Mathematics. Karin Katterfeld, Vanderbilt University; Rebecca Schmidt, Vanderbilt University; Anne Louisa Garrison, Vanderbilt University; Daniel Berebitsky, Vanderbilt University; Thomas M. Smith, Vanderbilt University
Canadian Middle Years Classroom Assessment Practices for Reading: Form, Format and Fidelity. Darryl Milburn Hunter, University of Regina; Charles M. Mayenga, Assessment Strategies, Inc.
State-Sponsored Formative Assessment Initiatives: What Conception of “Formative Assessment” Do They Support and How? Maria Teresa Sanchez, Education Development Center, Inc.; Josephine K. Louie, Education Development Center, Inc.
The Ethics of Assessment in a Democratic Society. Kristen L. Davidson, University of Colorado - Boulder

58.067-6. Policy Issues Related to Teacher Compensation. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Joshua H. Barnett, Arizona State University
Participants:
Teacher Professionalism and Team Performance Pay: A Mixed-Methods Study. Pamela Wells, Sam Houston State University; Julie P. Combs, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University
Your Dollars At Work: Results from a Randomized Trial of Merit Pay. Joshua H. Barnett, Arizona State University
“We Are Professionals; We Are Paid as Professionals.” Supporting Professional Learning Through Compensation Policy. Sharon F. Raillis, University of Massachusetts - Amherst; Andrew Churchill, University of Massachusetts - Amherst; Rachael Lawrence, University of Massachusetts

58.067-7. Policy Issues Related to Teacher Knowledge and Certification. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Rachel Feldman, University of Wisconsin - Madison

58.067-8. Policy Issues Related to Teachers’ Career Paths and Teacher Quality. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Lisa Merrill, University of Pennsylvania
Participants:
How Staffing Policies and Practices Exacerbate Inequitable Teacher Distribution in a Large Urban School District. Julia Heath Kaufman, Carnegie Mellon University; Richard James Correnti, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh
Putting the Horse Before the Cart: Developing the Teacher Turnover Policy Problem. Lisa Merrill, University of Pennsylvania
STEM Undergraduates’ Consideration of Incentives to Entering the Teaching Profession. Elise St John, University of Washington
Teachers’ Perceptions of the Impact of Graduate Programs on Their Future Career. Janice L. Tucker, California Lutheran University; Marian Fishell, Mount Saint Vincent University

Negotiating Space: Critical Race Counternarratives of First-Generation College Latinas/os. Amy H. Lee, Laney College

58.067-10. Teacher and Teacher Education Research in Environmental Education 2. SIG-Environmental Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Per Sund, Mälardalen University
Participants:
Preparing Teachers for Education for Sustainability: More Than Just Environmental Studies. Gary E. Babik, University of Manitoba; Thomas Falkenberg, University of Manitoba
Preserve Teachers’ Experience in a Community of Practice Through a Place-Based Socioscientific Inquiry. Kristin Leigh Cook, Indiana University; Gayle A. Buck, Indiana University
Teachers’ Reflection Initiating Teaching of Global Learning for Sustainable Development. Birgitta Sonja Martí Norden, Malmö University

58.067-11. Teaching in Urban Context: Teachers’ Beliefs, Identities, and Practices. SIG-Lives of Teachers; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Xin Li, California State University - Long Beach
Participants:
Becoming an Urban School Teacher: Predictable Dilemmas. Anna E. Richter, Mills College
“Bad Boys” to Master Teachers: The Making of Black Male Teacher
58.067-12. Remaking Hip-Hop-Based Education: From a Source for Social Reproduction to a Pedagogy of Liberation. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Bradley J. Porfiro, Lewis University
Participants:
Is Hip-Hop Education Another Hustle? The (Ir)Responsible Use of Hip-Hop as Pedagogy. Travis L. Gosa, Cornell; Tristian Fields, Cornell; Ove Sørenhede, Centre for Urban Studies, Gothenburg University, Sweden
Hip-Hop Psychology as a Global, Experiential, and Expressive Approach to Psychotherapy and Medicine. Lauren M. Gardner, The Graduate Center at the CUNY; Debangshu Roychoudhury, CUNY
Hustlin’ Consciousness: Critical Education Using Hip-Hop Modes of Knowledge Distribution. Emery Marc Petchauer, Lincoln University; Decoteau J. Irby, University of Wisconsin - Milwaukee
Hip-Hop as a Global Passport: Understanding How Youth in Urban Areas Construct Identities as Global Citizens. Akesha Horton, Michigan State University

58.067-13. A Discourse of Success for Latino Students. SIG-Hispanic Research Issues; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Rosita Lopez, Northern Illinois University
Participants:
A Community of Wealth: Quantifying the Cultural Capital and Community Cultural Wealth of Latinos. Daisy Denise Alfaro, University of Washington - Seattle; Cameron M. Lewis, Freshmen Leadership Corps; Monica Christina Esqueda, University of Southern California
Investigating the Student Experiences of Mexican-American PK-12 Educators to Cultivate Authentic Latino Recruitment Strategies. Jason Morton, Fort Osage R-J Public Schools; Barbara Nell Martin, University of Central Missouri
Paying Homage: Identity Classification and Motivational Attributes of Latino Youth. Charlie Moynahan, University of the Pacific; Ronald Edward Hallett, University of the Pacific

58.067-14. Challenging Epistemologies and Methodologies That Frame Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Research. SIG-Queer Studies; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: Jenna McWilliams, Indiana University
Participants:
Silence at the Intersection: Essentialism and Truncation of Experience. Jenna McWilliams, Indiana University
“It’s Already Happened”: Examining the Impact of Same-Sex Marriage on Curriculum and Instruction. Janna Jackson Kellinger, University of Massachusetts - Boston; Lianna Levine, University of Massachusetts - Boston
Public Pedagogy, Community, and Social Technologies in the “It Gets Better Project”. Sara Hurley, University of Minnesota
Building the HIVe: Disrupting Biomedical HIV/AIDS Research With Gay Men, Other Men Who Have Sex With Men, and Transgenders. Christopher Walsh, The Open University; Gurmit Singh, University of Leeds

58.067-15. International Perspectives on Religion and Education. SIG-Religion and Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm
Chair: James Charles Conroy, University of Glasgow
Participants:
Hong Kong Students’ Perceptions of Religion. Hin Wah Cheung, The Hong Kong Institute of Education
The Itjihadi Framework: Deconstructing Muslims’ Use of Computer Technology in Islamic Schools. Mohammed Mustafa Saleem, West Texas A&M University; Michael K. Thomas, University of Wisconsin - Madison
Threats and Solutions: Multiculturalism, Religion and Educational Policy in Finland. Martin Uhani, University of Helsinki

58.068. Roundtable Session 101; Roundtable Session

58.068-1. Gender and Gendered Knowledges and/in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Mindy Blaise, The Hong Kong Institute of Education
Participants:
The Construction of Identities: Female Early-Years Principals’ Perceptions and Experiences of Their Role. Deborah Jones, Brunel University
“Disappeared”: The Silenced Dialogue of Women’s Play. Julie M. Nicholson, Mills College; Priya Mariana Shimpi, Mills College

58.068-2. Music Education Roundtable 2. SIG-Music Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Participants:
Choosing Music Education After Another Career: The Perspectives of Two Music Educators. Rhoda J. Bernard, Boston Conservatory
Hispanic Students Talk About Orchestra Class. Margaret Schmidt, Arizona State University
Instrumental Music Majors and Influences on Career Choice. Dale E. Bazan, University of Nebraska - Lincoln; Lauren Nicole Taylor; University of Nebraska - Lincoln; Rose Munderloh, University of Nebraska - Lincoln

58.068-3. Teaching Civics and Politics in the Social Studies Classroom. SIG-Research in Social Studies Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Jeremy Hilburn, University of North Carolina - Chapel Hill
Participants:
An Examination of How State Standards Align to the NCSS (National Council for the Social Studies) Vision for Civic Education. Robert A. Waterson, West Virginia University
Conceptions of Civic Engagement: Three Teachers’ Approaches to Active Citizenship. Alexander Pope, Teachers College, Columbia University
What Middle and Secondary Preservice Social Studies Teachers Know About Politics—And Why It Matters. Wayne Journell, University of North Carolina - Greensboro

VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Deoksook Kim, University of South Florida
Participants:
“Smack in the Middle”: Filipino American High School Students Negotiating Race, Ethnicity, and Identity in New York City. Erica Chatuape, The Graduate Center - CUNY
Biracial Korean Adolescents’ Complex Journey to Identity Formation. Kwang-Jong Park
The “Yellow Tax”: A Critical Race Theoretical Case Study of Asian Americans in America’s Most Segregated City. Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; Antonio Latrell Ellis, Howard University

58.068-5. Action Research: Insights From the Classroom to International Settings. SIG-Action Research; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Shannon Marie Pella, University of California - Davis
Participants:
Action Research and In-Service University Courses: Theoretical Concepts and Evaluation. Fanz Rauch, University of Klagenfurt
Developing Scientific Conclusions: An Action Research Study. Lori Ann Fulton, University of Nevada - Las Vegas
 Freedoms Old, Freedoms New, Something Borrowed, Something Blue. Peter McDonnell, independent researcher; Jean McNiff, York St John University
Leadership, Goal Setting, and Self-Regulation: An Action Research Study. Patricia Baldwin, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose; Katherine H. Voigtile, College of Saint Rose; Sally Bruce,
58.068-6. Longitudinal Student Outcomes in a Variety of Charter School Contexts. SIG-Charter School Research and Evaluation; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Alex L. Medler, National Association of Charter School Authorizers
Participants:
Paradox of School Improvement: 10 Years of Acadolades and Recommendations for Two Native American Charter Schools. Derek L. Anderson, Northern Michigan University; K. C. Holder, Northern Michigan University
Risk, Resilience, and Transformation: A Charter School Success Story. Michelle L. Tichy, University of Northern Iowa; Molly Hackett, University of Northern Iowa; Michael Skivington, University of Wisconsin - Oshkosh
Should We Wait for Superman? Evaluating the Performance of Charter Schools in Greater Los Angeles. Greg Thorson, University of Redlands; Matthew Gutierrez, University of Redlands

58.068-7. Theoretical and Critical Mixed-Methods Conceptions. SIG-Mixed Methods Research; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Robin R. Lasota, University of Washington
Participants:
Conceptualizing the “Conceptualization Stage” of an Ecologically Based Transformative, Multipartner, Mixed-Methods Research Project. Michelle P. Collay, California State University - East Bay; Susan A. Tucker, E and D Associates; Michele Ann Korb, California State University - East Bay; Rachelle DiStefano, California State University - East Bay; Burke Johnson, University of South Alabama
Critically Appraising Mixed-Methods Studies: An Overview. Mieke Heyvaert, Katholieke Universiteit Leuven; Karin Hannes, Katholieke Universiteit Leuven; Bea Maes, Katholieke Universiteit Leuven; Patrick Mij Onghe, Katholieke Universiteit Leuven
The Use of Mixed Methods and Critical Race Theory in Education Research: A Methodological Review. Theresa R.F. McKinney, University of Nebraska - Lincoln; Vicki L. Plano Clark, University of Nebraska - Lincoln
Underlying Agreements between Qualitative and Quantitative Research: Part II. John H. Hitchcock, Ohio University; Isadore Newman, Florida International University

58.068-8. Discoveries From the Classroom: From “I Hate Math” to Stories of English Language Learners. SIG-Narrative Research; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Julie Sharon Long, University of Alberta
Participants:
Connections, Reflections, Questions: Elementary English Learners and the Lived Experience of Language Learning and Teaching. Pamela J. Hickey, SUNY - College at New Paltz
Math Stories: Math Attitudes of Early Childhood Teachers. Vicki Ross, Northern Arizona University; Pamela Jane Powell, Northern Arizona University; Jennifer L. Prior, Northern Arizona University; Katherine Becker, Northern Arizona University
Narratives of Practice as Provocations: Exploring Knowledge and Actions in ELL (English Language Learner) Teachers’ Impact Stories. Cathy K. Zeek, Lasell College; Carole L. Walker, Texas A&M University - Commerce

58.068-9. Extensions and Issues in Growth Modeling. SIG-Structural Equation Modeling; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Jaehwa Choi, The George Washington University
Participants:
On Latent Growth Models for Formative Factors. Gregory R. Hancock, University of Maryland; Xiulin Mao, University of Maryland; Hemant Kher, University of Delaware
An Investigation of Power Analysis Approaches for Latent Growth Modeling. Bethany L. Van Vleet, Arizona State University; Marilyn S. Thompson, Arizona State University
The Effect of Scale Referent on the Testing of Mean Structure Parameters.

58.068-10. Practical Applications of Mixed-Methods Research. SIG-Mixed Methods Research; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Kristy S. Cooper, Michigan State University
Participants:
A Mixed-Methods Study of Middle School Students’ Science Motivation and Related Teacher-Student Interactions. Julie Brockman Smart, Presbyterian College
Accountability for Alternative Middle Schools: A Place for a Second Chance to Succeed. Kim D. MacGregor, Louisiana State University; Belinda B. Brand, Louisiana State University
Doctoral Students’ Perceptions of Characteristics of Effective College Teachers: A Mixed Analysis. Monika T. Anderson, Sam Houston State University; Jacqueline M. Ingram, Sam Houston State University; Brandy J. Bujford, Sam Houston State University; Roslinda Rishi, Texas A&M University; Michelle L. Bledsoe, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University
Strategic Use of Mixed Methods in Disability Studies: Possibilities and Challenges. Maja Miskovic, National-Louis University; Susan L. Gabel, National-Louis University
Using Self-Determination Theory in Participant Selection for Narrative Inquiry: A Methodology for the Participant-Selection Variant of an Explanatory Sequential Design. Susan Glassett, University of California - San Diego

58.068-11. Issues in John Dewey’s Philosophical Thought. SIG-Dewey Studies; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Donna A. Breaux, West Virginia University
Participants:
Education Science Unleashed: Dewey’s Dreams Meet Gadamer’s Doubts. Linda Jeanne O’Neill, Northern Illinois University
Naturalism, Realism, and Transaction in Dewey’s Later Thought. Deron R. Boles, Georgia State University

58.068-12. Citizenship Education, Policy, and Political Change in Canada and the United States. Division F - History and Historiography; Roundtable Session
Sponsored with SIG-Politics of Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm
Chair: Nashwa Salem, OISE/University of Toronto
Participants:
The Shifting Influence of American Educational Thought on Canadian Policy in the 1960s. Kurt Clausen, Nipissing University
The Story of School: A Historical Overview of Citizenship Education Communicated in Yearbooks. Jeannette Alarcon, The University of Texas - Austin

58.069. Roundtable Session 102; Roundtable Session

58.069-1. Diversity of Learners, Learning, and Learning Environments. SIG-Informal Learning Environments Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm
Chair: Vicki A. Green, Okanagan University College
Participants:
Archaeological Science for All: Implications for Culturally Relevant Teaching and Learning in Informal Science Education. Michael J. Brody, Montana State University; Jeanne Moe, Project Archaeology; John W. Fisher, Montana State University; Helen Keremderje, University of Montana
Making Science Accessible for Latino Parents and Children in Rural Communities. Michael S. Trevisan, Washington State University; Anne E. Campbell, Fairfield University
Transforming space to place: Indigenizing science and math education through sociocultural and Indigenous place-based theories. Peter Wanyenya, The University of British Columbia; Jennifer A. Vadeboncora, The University of British Columbia
58.069-2. Design and Learning in Massively Multiplayer Online Role-Playing Games, Virtual Worlds, and Fan Sites. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm
Chair: Jayne C. Lammers, University of Rochester
Participants:
- Examining Pedagogic Discourse in an Online Fan Community. Jayne C. Lammers, University of Rochester
- Pink Technologies and Playful Pedagogies: Gender, Design, and Barbie Transmedia in Digital and Museum Spaces. Karen E. Wohlwend, Indiana University - Bloomington; Kyle A. Pepper, Indiana University - Bloomington
- Unnatural Habitats? Sustainability Literacy in Children’s Virtual Worlds. Robert Bittner, The University of British Columbia; Eric Meyers, The University of British Columbia

58.070. Roundtable Session 103; Roundtable Session
58.070-1. Systems Thinking Perspectives for New Paradigms and Structures in 21st-Century Schooling. SIG-Systems Thinking in Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm
Chair: Patrick M. Jenlink, Stephen F. Austin State University
Participants:
- Educational Purposes and Means at Odds. Blane Despres, The University of British Columbia - Okanagan
- Exploding the Ivory Tower: Systemic Change of Higher Education. William R. Watson, Purdue University; Sannie Lee Watson, Ball State University

58.070-2. Exploring the Impact of Professional Development School Partnerships. SIG-Professional Development School Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm
Chair: Eva Belle Garin, Bowie State University
Participants:
- Dual Language Signature Pedagogy for High Impact in Professional Development Schools. Diane W. Gomez, Manhattenville College; Diane E. Lang, Manhattenville College; Lynn L. Haber, Manhattenville College
- Seeking Mutual Benefit: Building a Better Teacher Through University-School and Teacher Union Partnership. Amy D. Petti, Portland State University
- Using a “Designed Setting” in a Professional Development School to Improve Teacher Preparation. Janna Dresden, University of Georgia; Julie Kittleson, University of Georgia; Juliannne A. Wenner, University of Georgia

Do They Know What They Need to Know? Examining Preservice Teachers’ Classroom Narratives. Daphne S. Schuchart, University of Northern Iowa

Division and SIG Posters

58.071. Poster Session 16; Poster Session
58.071-1. Transformative Social Justice Practices in Diverse Contexts. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm
Posters:
1. C U when U Get There: Young, Black, and Male in Education, Special or Not! Larry C. Bryant, University of North Texas
2. Experiences of Preservice Teachers on Study Abroad: Developing New Pedagogical Perspectives on Teaching Non-White Students. Genevieve Ngozi Aglazor, Purdue University
3. Exploring Change in Preservice Teacher Beliefs About Language, Language Acquisition, Culture, and Instruction for English Language Learners. Laura J. Mahalingappa, Duquesne University; Davi Schirmer Reis, Duquesne University
6. McIntosh as Synecdoche: White Privilege and Teacher Education. Timothy J. Lensmire, University of Minnesota; Audrey J. Appelsies, Augsburg College; Zachary A. Casey, University of Minnesota; Bryan Davis, Columbus School District; Jessica Dockter Tierney, University of Minnesota; Mary Elizabeth Lee-Nichols, University of Minnesota; Shannon McManamon, University of Minnesota
7. More Than a Field Trip: Integrating and Mediating Study Abroad Experiences in a Cultural Diversity Course. Matthew Conley, Ohio Dominican University; Michele Lynn Regalla, Ohio Dominican University
8. “Latina and Smart”: Negotiating the Complexities of Identity Within Oppressive Spaces. Aja E. LaDuke, College of Saint Rose; Jason G. Irizarry, University of Connecticut

58.071-2. Trends and Issues in Professional Development. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm
Posters:
10. Teachers as Continual, Collaborative Learners: A Case-Study of Implementing New Practices. Suzanne Porath, University of Wisconsin - Madison
11. Online Professional Development to Advance High School Biology: Two Studies. Lauren B. Goldenberg, Education Development Center, Inc.; Scott A. Struther, Education Development Center, Inc.
12. Supporting Content Literacy for High School Readers Through Coordinated Lessons, Professional Development, and Mentoring. Marcia H. Davis, Johns Hopkins University; Charlene Pryseksi, Johns Hopkins University; James M. McPartland, Johns Hopkins University
14. Teachers’ Technological Readiness for Online Professional Development: Evidence From the E-Learning for Educators Initiative. Todd Reeves, Boston College; Zhashan Mandy Li, Boston College
15. Writing Outside the Lines: Liberation of Teaching Praxis through Social Justice Learning. Tamera O. Ogletree, The University of West Georgia; Michael T Garrett, The University of West Georgia

58.071-3. Division C Section 7 Technology Research Poster Session.
Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm
Posters:
16. A Case Study: Investigating an Innovative Course to Improve Innovation Literacy. Niyyazi Erdogan, Texas A&M University; M. Sencer Corlu, Texas A&M University
17. Browsing to Achieve: Intention-Based Web Browsing Linked to Performance. Gregory Mullin, University of Connecticut; Andrew Cutter, University of Connecticut; Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut; Mariya Yukhymenko, University of Connecticut; Nicole Powell, University of Connecticut; Maria Fernanda Enriquez, University of Connecticut; Jerry Rice, University of Connecticut; Kamila Brodowska, University of Illinois at Chicago
18. Emerging Technologies for Interactive Learning: What Can Be Learned From Literature Review and Case Studies. Heng Luo, Syracuse University; Jing Lei, Syracuse University
19. Preliminary Development of a Gaming Intrinsic Motivation Scale: A Phenomenological Research Approach. Hongxia Fu, University of North Dakota; Richard N. Van Eck, University of North Dakota
21. Technology-Based Resources in Instruction of English Learner Students. Annette M. Zehler; Center for Applied Linguistics; Yesim Yilmazel-Sahin, Center for Applied Linguistics; Lindsey Anne Massoud,
Monday, April 16, 2012

Center for Applied Linguistics; Sarah Catherine K. Moose, Center for Applied Linguistics; Chenguin Yin, University of Maryland College Park; Katherine Kramer, Center for Applied Linguistics

22. The Impact of Group Setting and Visual Representations on Secondary School Students’ Learning Outcomes. Cindy De Smet, Ghent University; Tammy Schellens, Ghent University; Bram De Wever, Ghent University; Martin M. Valkicke, Ghent University

23. The Interaction Between Design and Experience in an Online, Interactive Poster Competition. Joni K. Fulk, TERC; Rena Stroud, TERC; Kathryn Hobbs, TERC; Brian E. Drayton, TERC


25. What Factors Predict Students’ Use of Technology for Learning? A Case From Hong Kong. Chun Lai, The University of Hong Kong; Jing Lei, Syracuse University; Qiu Wang, Syracuse University

26. Applying a Web-Based Training to Foster Self-Regulated Learning. Henrik Bellhäuser, Technical University Darmstadt, Germany

58.071-4. Home and Cultural Environments. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
27. Home Environments and Literacy Achievement in Taiwan, Norway, Iran, and South Africa. Nicola McClang, University of California - Berkeley; Diana J. Arya, University of Oslo- Norway; Andrew Mael, University of Oslo; Anne E. Cunningham, University of California - Berkeley

28. Chinese Children’s Literacy Learning in Different Environments in Canada. Xiaoxiao Du, The University of Western Ontario

29. Shared Book Reading in Malaysia: Promoting Emerging Literacy Skills of Young Indigenous Children. Aini Marina Ma’rof, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign

30. Teaching for English Language Proficiency. Claudia Rodríguez-Mojica, Stanford University

31. Empowering Rural Communities Through an Enriched Literacy Program. Gloria Ramirez, Thompson Rivers University

58.071-5. Online Teaching and Learning: Faculty Development. SIG-Online Teaching and Learning; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:
32. Examining Faculty Motivators, Demotivators, and Self-Efficacy Related to Online Teaching. Brian Horvitz, Western Michigan University; Andrea L. Beach, Western Michigan University; Mary Louise Anderson, Western Michigan University; Jiangang Xia, Western Michigan University

33. Factors Associated With Future Educational Technologists’ Intentions to Participate in Online Teaching. Wei Chen Hung, Northern Illinois University; Feng-Jeng, Indiana University; Feng-Ru Sheu, Indiana University

34. Measuring Faculty Community of Inquiry and the Role of Technology. Beth Rubin, DePaul University; Ron Fernandes, DePaul University; Maria D. Avgerinou, DePaul University

35. The Viability and Acceptance of Blended Online Professional Development in the Boston Public School District. Angela Sangeorge, Boston Public Schools; Lori J. Vargo, The University of Akron; Lisa A. Lenhart, The University of Akron

36. A Brave New World: Understanding Shifts in Faculty Literacy Practices and Identities in Learning to Teach Hybrid and Online Courses. Suzanne Schwartz McCotter, Montclair State University; Dana J. Wilber, Montclair State University

37. Transformative Dimensions of Online Teaching: A Critical Look at the Online Teaching Literature. Evrim Baran, The University of British Columbia; Ana-Paula Correia, Iowa State University; Ann D. Thompson, Iowa State University

38. Using Quality Matter Rubric As Assessment Tool to Foster Online Instructor’s Technological Pedagogical Content Knowledge. Xin Liang, The University of Akron; Cheryl L. Ward, University of Akron


40. Experiences of Instructors in Online Learning Environments: Identifying and Regulating Emotions. Kelley Sarah Regan, George Mason University; Anya S. Evjenova, George Mason University; Pamela Hudson Baker, George Mason University

Monday, 5:30 pm

59.001. Orientation Session for Newly Appointed Committee Chairs and Members, AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 6; 5:30-6:30pm

Chairs: William G. Tierney, University of Southern California; Felice J. Levine, American Educational Research Association

Monday, 6:15 pm

59.010. Non Satis Scire: reARTiculations! Live Performance (Monday), Presidential Session

VCC, First Level, West Room 105 Foyer; 5:30-6:30pm

Chairs: Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University

80.012. Action Research SIG Business Meeting: Toward Defining a Paradigm. SIG-Action Research; Business Meeting

Sheraton Wall Centre, Fourth Level, South Galiano; 6:15-8:15pm

Chair: Grant B. Morgan, University of South Carolina

SIG Business Meetings and Receptions

60.011. Division D 2012 In-Progress Research Gala. Division D - Measurement and Research Methodology; Invited Session

VCC, First Level, West Ballroom B; 6:15-7:45pm

Chair: Grant B. Morgan, University of South Carolina

60.012. Research on Schools, Neighborhoods, and Communities Reception: Invitation Only. AERA Related Activities; Reception

Pan Pacific, Restaurant Level, Oceanview 7&8; 6:15-7:45pm

Chair: Cherry A. McGee Banks, University of Washington - Bothell

AERA Related Activities

60.013. Applied Research in Virtual Environments for Learning SIG Business Meeting, SIG-Related Research in Virtual Environments for Learning; Business Meeting

Sheraton Wall Centre, Fourth Level, South Galan; 6:15-8:15pm

Chairs: Scott Joseph Warren, University of North Texas; Lisa Dawley, Boise State University

Division Business Meetings and Receptions

60.014. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting, SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm

Chair: Heather Skye McLeod, Memorial University

Division Business Meetings and Receptions

60.015. Biographical and Documentary Research SIG Business Meeting: “There Is Too Much for Us to Know”: Life Writing as Empathetic Inquiry, SIG-Biographical and Documentary Research; Business Meeting

VCC, Third Level, West Room 302; 6:15-7:45pm

Participants: Erika L. Hasebe-Ludt, University of Lethbridge; William F. Pinar, The University of British Columbia; Cynthia M. Chambers, University of Lethbridge; Carl Leggo, The University of British Columbia; Anita Sinner, Concordia University
VCC, Second Level, East Room 19&20; 6:15-7:45pm
Participant: Cynthia B. Dillard, The University of Georgia

60.017. Catholic Education SIG Business Meeting. SIG-Catholic Education; Business Meeting
VCC, Third Level, West Room 303; 6:15-7:45pm

60.018. Communication of Research SIG Business Meeting: The Future of the SIG 21 Communication of Research. SIG-Communication of Research; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 6:15-7:45pm
Chair: Theodorea Regina Berry, Mercer University

60.019. Critical Examination of Race, Ethnicity, Class, and Gender SIG Business Meeting: Voices of a Legacy. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm
Chair: Robert James Helfenbein, Indiana University - IUPUI

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm
Chair: Debbie Souu, Hunter College - CUNY

60.021. Critical Perspectives on Early Childhood Education SIG Business Meeting. SIG-Critical Perspectives on Early Childhood Education; Business Meeting
VCC, Third Level, West Room 306; 6:15-7:45pm

60.022. Cultural Historical Research SIG Business Meeting. SIG-Cultural Historical Research; Business Meeting
VCC, Second Level, West Room 224; 6:15-8:15pm
Chair: Lois Holzman, East Side Institute
Participants: Carrie L. Lobman, Rutgers University; Artin Goncu, University of Illinois at Chicago; Mike Aske, Monash University; Jaime E. Martinez, New York Institute of Technology; Joan Almon, Alliance for Childhood; Bonnie L. Gildin, All Stars Project Inc.

60.023. Doctoral Education Across the Disciplines SIG Business Meeting. SIG-Doctoral Education across the Disciplines; Business Meeting
VCC, Second Level, West Room 214; 6:15-7:45pm

60.024. Education and Philanthropy SIG Business Meeting. SIG-Education and Philanthropy; Business Meeting
VCC, Third Level, West Room 304; 6:15-7:45pm
Chairs: Margo Lynn Quiriconi, Ewing Marion Kauffman Foundation; Kent McGuire, Southern Education Foundation, Inc.
Participants:
Philanthropic Foundations, Public Policy, and Democratic Legitimacy
Megan Elizabeth Tompkins-Stange, University of Michigan

60.025. Environmental Education SIG and Ivan Illich SIG Business Meetings. SIG-Environmental Education; Business Meeting
VCC, Second Level, West Room 202&203; 6:15-8:15pm
Participant:
Land and People, the Enbridge Northern Gateway Pipeline, and Education. Warner Naziel, Hereditary Chief from the Wet'suwet'en Nation; Freda Huson, Spokesperson for the Unist'ot'en (C'ihlets'ekhyu), Wet'suwet'en Nation

60.026. Family and Consumer Sciences SIG Business Meeting (SIG 47, formerly Home Economics Research). SIG-Family and Consumer Sciences; Business Meeting
VCC, Second Level, East Room 17; 6:15-7:45pm

60.027. Fiscal Issues, Policy, and Education Finance SIG Business Meeting: Risky Business: Discussion of Intergovernmental Funding Relationships Between Federal and and State Aid for Education in Times of Economic Stress. SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-8:15pm

60.028. Hierarchical Linear Modeling SIG Business Meeting and Keynote Presentation, With Sophia Rabe-Hesketh. SIG-Hierarchical Linear Modeling; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle I; 6:15-8:15pm
Chair: Gregory J. Palardy, University of California - Riverside
Participants: Bethany A. Bell, University of South Carolina; Sophia Rabe-Hesketh, University of California - Berkeley

60.029. Hispanic Research Issues SIG Business Meeting. SIG-Hispanic Research Issues; Business Meeting
VCC, Second Level, East Room 18; 6:15-7:45pm

60.030. Law and Education SIG Business Meeting: Teachers Being Schooled: Familiarizing Teachers With Education Law. SIG-Law and Education; Business Meeting
VCC, Second Level, East Room 13; 6:15-7:45pm

60.031. Learning and Teaching in Educational Leadership SIG Business Meeting: SIG-Learning and Teaching in Educational Leadership; Business Meeting
VCC, Second Level, East Room 16; 6:15-7:45pm
Chair: Arnold B. Danzig, Arizona State University
Participants: Matthew C. Miltiello, North Carolina State University; Liz Hollingworth, University of Iowa; Margaret Terry Orr; Bank Street College of Education; Pamela D. Tucker, University of Virginia; Tricia Browne-Ferrigno, University of Kentucky; Allison M. Borden, University of New Mexico; Stacey L. Edmondson, Sam Houston State University; Beverly J. Irey, Sam Houston State University; Augustine Reyes, University of Houston; Daniel Reyes-Guerra, Florida Atlantic University; Scott C. Bauer, George Mason University; Meredith L. Mountford, Florida Atlantic University; Eleanor E. Drago-Severson, Teachers College, Columbia University; Jennifer Ingrid Friend, University of Missouri - Kansas City; Karen L. Sanzo, Old Dominion University; Julie K. Shepherd, University of Iowa

60.032. Media, Culture and Curriculum SIG Business Meeting. SIG-Media, Culture, and Curriculum; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm
Chair: Ivan A. Games, Michigan State University

60.033. Multicultural/Multiethnic Education SIG: Business Meeting. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting
VCC, Second Level, West Room 223; 6:15-7:45pm

60.034. Narrative Research SIG Business Meeting. SIG-Narrative Research; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle II; 6:15-7:45pm
Chair: Cathy A. Coulter, The University of Alaska - Anchorage

60.035. Professors of Educational Research SIG Business Meeting and Invited Address by Gene V. Glass. SIG-Professors of Educational Research; Business Meeting
VCC, Second Level, East Room 12; 6:15-7:45pm
Chair: Elena C. Papanastasiou, University of Nicosia
Participants: James H. McMillan, Virginia Commonwealth University; Amanda Mulcahy Maddocks, Concordia University; Gene V. Glass, University of Colorado - Boulder

60.036. Qualitative Research SIG Business Meeting. Egon Guba Invited Lecture, and 25th Anniversary Celebration. SIG-Qualitative
Monday Evening, April 16, 2012

60.037. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting
VCC, Second Level, East Room 14; 6:15-7:45pm
Chairs: Charles J. Russo, University of Dayton; Mike Waggonee, University of Northern Iowa

VCC, Second Level, East Room 14; 6:15-7:45pm
Chairs: Ye Wang, Missouri State University; Thomas P. Horejes, Gallaudet University

60.039. Research on the Education of Deaf Persons SIG Business Meeting. SIG-Research on the Education of Deaf Persons; Business Meeting
VCC, First Level, West Room 113; 6:15-7:45pm
Chairs: Ye Wang, Missouri State University; Thomas P. Horejes, Gallaudet University

60.040. School Community, Climate, and Culture SIG Business Meeting. SIG-School Community, Climate, and Culture; Business Meeting
VCC, Second Level, East Room 10; 6:15-7:45pm

60.041. School Indicators, Profiles, and Accountability SIG Business Meeting: After the Deluge: Data Use Post-No Child Left Behind. SIG-School Indicators, Profiles, and Accountability; Business Meeting
Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

60.042. Science Teaching and Learning SIG Business Meeting: An Ecology of Mind. SIG-Science Teaching and Learning; Business Meeting
VCC, First Level, West Ballroom A; 6:15-8:15pm
Chair: Alberto J. Rodriguez, San Diego State University
Participants: Bernard P. Ricca, St. John Fisher College; Bruce G. Waldrup, Monash University; Gail Dickinson, Texas State University-San Marcos; Donna Patrice Turner, The University of Alabama - Tuscaloosa; Jessica Gale, Emory University; Nate K. McVagh, The University of Texas - Austin; Jeffrey W. Bloom, Northern Arizona University
Participant: An Ecology of Mind. Nora Bateson, Independent Filmmaker

60.043. Semiotics in Education SIG Business Meeting. SIG-Semiotics in Education; Business Meeting
Sheraton Wall Centre, Third Level, North Parksville; 6:15-7:45pm

60.044. Supervision and Instructional Leadership SIG Business Meeting: Supervision of Teaching or Instruction? Does It Matter? SIG-Supervision and Instructional Leadership; Business Meeting
VCC, Second Level, East Room 11; 6:15-7:45pm
Chair: Susan S. Sullivan, College of Staten Island - CUNY
Participant: Supervision of Teaching or Instruction: What’s the Difference and Why Does It Matter? Edward Frank Pajak, Johns Hopkins University

60.045. Survey Research SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm

60.046. Teacher’s Work/Teachers Unions SIG Business Meeting: The Changing Context for Public Sector Unions. SIG-Teacher’s Work/Teachers Unions; Business Meeting
VCC, Second Level, East Room 8&15; 6:15-8:15pm
Participant: The changing context of public sector unionism. Jeff Garsed, Australian Education Union; Myles Ellis, Canadian Teachers’ Federation; Alex Alexandrou, Freelance Academic; Maria de la Luz Arriaga, Universidad Nacional Autonoma de Mexico; Mary Compton, National Union of Teachers

60.047. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm

Early Career and Graduate Student Research Discussions

60.048-1. Table 1. Knowing and Doing: Teaching Urban Students and Other Frequently Marginalized Populations. Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm
Chairs: Michele Jean Sims, The University of Alabama - Birmingham; Valerie F. Kinloch, The Ohio State University
Participants: Preparing English Language Arts Teachers for Urban Classrooms: Critical and Functional Perspectives. Ebony Elizabeth Thomas, Wayne State University
Ten Years of Collaboration: Urban Middle School Students and Teachers Taking Charge of Their Writing. Tonya B. Perry, The University of Alabama - Birmingham
Urban Middle School Students’ Technology Use: In-School and Out-of-School Literacies. Amy Everett, The University of Alabama

60.048-2. Table 2. Language, Identity, and Agency: New Directions in Asian American Education. Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm
Chair: Vichet Chhuon, University of Minnesota
Korean Mothers’ Parental Involvement Experiences in the United States. Ji Hyun Kim, University of Maryland - College Park

60.048-3. Table 3. From Places of Knowing: Indigenous Knowing and Knowing the Limits of Educational Research. Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm
Chairs: Susan C. Faircloth, The Pennsylvania State University; Tarajean Yazzie-Mintz, Indiana University
Participants: Ethical Research at the Intersection of Indigenous Decolonizing Theories and Brown Feminist Theories: When Knowing Is Not Enough and Settler Colonialism Is Too Much. Eve Tuck, SUNY - College at New Paltz; Monique Antoineau Guishard, The Graduate Center - CUNY
Methodology of K’e: Valuing Relationships in Research. Hollie Anderson Kulago, Ithaca College
To Know Is Not Enough: Transforming Canadian Higher Education Through Indigeneity. Michelle E. Pidgeon, Simon Fraser University

60.048-4. Table 4. Knowing as a Queer Movement: Challenging the Hegemonic Discourse of Schooling. Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm
Chairs: Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; Anna V. Wilson, Chapman University
Participants: Queernesses of a Different Order: On the Problem of Relevance for Gender and Sexualities Research in Education. Lee Aitkin, York University
Imagining a Better World: LGBTIQ (Lesbian, Gay, Bisexual,
60.048-5. Table 5. The Black Male Teacher and Urban Education Reform. 
Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Armeta F. Ball, Stanford University 
Participants: 
Toward a Model of Preparing African American Male Mentors for African American Male Students. Dr. Darius Derron Prier, Duquesne University 
The Black Male Teacher: A Deconstruction of the “Role Model” Discourse. Anthony L. Brown, The University of Texas - Austin 
To Know Is Enough: The Heinz Fellows Model Framework. Olga M. Welch, Duquesne University 

60.048-6. Table 6. To Know and to Be Known: Identity, Equity, and Excellence. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Kimberly Edelin Freeman, Howard University 
Participants: 
Knowledge and Research, Relevant to Me or Not to Me: That’s the Question! Eric Johnson, United States Air Force Academy 
Making the Grade Through Positive Psychology: A Compelling Force Toward Equity and Excellence—Detracking, Flow, and Academic Optimism. Karen Stansberry Beard, Miami University 
A Black Girl’s Tale of Schooling: Entering the Site of I AM! Dominique Cacine Hill, University of Illinois at Urbana-Champaign 

60.048-7. Table 7. Challenging Dominant Perception and Nurturing Cultural Agency: The Role of Multicultural Education. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chairs: Yoonhee Naseef Lee, Arizona State University; Eric Riskes, University of Toronto - OISE 
Participants: 
Securing Agency Through Multicultural Education to Challenge Existing Schooling Practices Affecting LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Youth. Arturo Cortez, University of California - Berkeley 
Opening Silent Wings: Exploring Rumi Poetry in the Classroom. Anar Rajabali, Michigan State University 
Whose Knowledge Counts: The Effects of Mentoring on Multicultural Education Pedagogy. Cathy Anne Rosenberg, Ohio State University 

60.048-8. Table 8. Writing Journey(s): How a Writing Group Can Provide Community and Compassion for Students of Color. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Bianca J. Baldwin, Teachers College, Columbia University 
Participants: 
Humanizing Doctoral Educational Experiences for Students of Color. Bianca J. Baldwin, Teachers College, Columbia University 
No Longer Stranded: Finding Community and Compassion in a Doctoral Writing Group for Students of Color. Terrenda Corisa White, Teachers College, Columbia University 

60.048-9. Table 9. How a Writing Group Can Provide Counterspaces and Perspective for Students of Color. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Blanca Elizabeth Vega, Teachers College, Columbia University 
Participants: 
Finding a Home for Race Research: The Importance of Writing Groups in Creating Counterspaces for Doctoral Students of Color. Blanca Elizabeth Vega, Teachers College, Columbia University 
Dismantling the Master's House: Utilizing the Writing Group as a Counterspace to Affirm and Leverage Cultural Knowledges and Experiences of Predoctoral Scholars of Color. Keisha McIntosh, Teachers College 

Another Frame of Reference: How Different Perspectives Can Clarify and Inform Your Writing. Darnel Degand, Teachers College 

60.048-10. Table 10. “Non Satis Scire”: International Deliberations. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Sung Choon Park, Seoul National University 
Participants: 
School Teacher Assessment Practices in Botswana. Setlhomo Koloi-Keukile, Botswana (Department of Education) 
Improving Educational Practice in South Africa by Reinventing the Wheel. Amanda Helena Uys, North-West University 

60.048-11. Table 11. Language Development and Acquisition in Dual Language/Immersion Programs. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chairs: Heriberto Godina, The University of Texas - El Paso; Jose Agustín Ruiz-Escalante, The University of Texas - Pan American; Laura A. Valdiviezo, University of Massachusetts 
Participants: 
Knowledge Distribution in a Dual Language Preschool: Emergent Bilingual Children’s Development of Descriptive Language Patterns. Mileida Gort, University of Miami; Sabrina Francesca Sembiante, University of Miami 
Binaries Versus Matrices: How We Sort and Classify Bilingual Students. Samina Hadi Tabassum, Dominican University 
Collaborative Translation as a Sociocultural Reading Strategy. Kelly Pazio, Vanderbilt University; Christopher Keyes, Vanderbilt University; Mikel Walker Cole, Vanderbilt University 
Language as Whose Resource? How Official State and Media Sources Portray Utah Dual Immersion Programs. Garrett Delavan, University of Utah; Juan A. Freire Mora, University of Utah; Veronica E. Valdez, University of Utah 

60.048-12. Table 12. “Non Satis Scire”: Research on Women in Education. Presidential Session; Roundtable Session 
VCC, First Level, East Ballroom A; 6:15-7:45pm 
Chair: Julia Nell Ballenger, Texas Wesleyan University 
Participants: 
Mentoring Women in Educational Leadership: Acknowledging Identity Intersections, Promoting Scholarship, and Strengthening Agency. Melinda Anne Lemke, The University of Texas - Austin 
Faculty Flourishing: Toward Improved Understanding of Career Construction Strategies in the Pretenure Faculty Career. Katie Conway, Columbia University 
Maintaining Instructional Vision Amid Rising Responsibilities: A Study of Public K-12 Principals. Aimee LaPointe Terosky, Saint Joseph’s University 
Mentor to Muse: The Lived Experiences of African American Female Mentors. Wylett Sheree Gamble, University of Maryland - College Park 

Tuesday, 7:00 am 

Governance Meetings and Events 

61.001. AERA Executive Director and Division Vice Presidents: Closed Meeting. AERA Governance; Governance Session 
Pan Pacific, Restaurant Level, Oceanview 6; 7:00-8:00am 
Chair: Felice J. Levine, American Educational Research Association 

Tuesday, 7:30 am 

Governance Meetings and Events 

62.001. AERA Minority Fellowship Selection Committee: Closed Meeting. 
AERA Governance; Governance Session 
Pan Pacific, Restaurant Level, Pacific Rim 2; 7:30am to 12:00pm 
Chairs: Valerie F. Kinloch, The Ohio State University; Linda M. Perkins, Claremont Graduate University
Tuesday, 8:15 am

Governance Meetings and Events

63.001. AERA Open Business Meeting. AERA Governance; Governance Session
VCC, First Level, West Room 109&110; 8:15-9:45am
Chair: Arnetta F. Ball, Stanford University

AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanaiview 5; 8:15-9:45am
Chairs: Zeus Leonard, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley

Presidential Sessions

63.010. Possibilities for Education: Progress in Prevention Research. Presidential Session
VCC, First Level, West Ballroom A; 8:15-9:45am
Chair: Linda Darling-Hammond, Stanford University; Mark T. Greenberg, The Pennsylvania State University;
Participants: A. Lin Goodwin, Columbia University

63.011. Does Color Know Color? A Historical and Contemporary Examination of Teachers of Color. Committee on Scholars of Color in Education; Symposium
VCC, Second Level, West Room 224; 8:15-10:15am
Chair: Lisa Denise Delpit, Florida International University
Participants:
"Kindle a Spirit of Emulation": A Historical Examination of Teachers of Color, 1800s to 1970s. Anthony L. Brown, The University of Texas - Austin
The Role of Teachers in Culturally Responsive Schooling for American Indian and Alaskan Native Students. Francesca Lopez, Marquette University; Julian Vasquez Heilig, The University of Texas - Austin; M. Jacqueline Schrum, Marquette University
Teaching in Color: Contemporary Perspectives, Challenges, and Recommendations for 21st-Century Teachers of Color. Keffrelyn D. Brown, The University of Texas - Austin
Educators of Color: Informing Programs and Policies. Mary E. Dilworth, National Board for Professional Teaching Standards
Discussant: A. Lin Goodwin, Columbia University

Committee Sessions

VCC, First Level, West Room 114&115; 8:15-10:15am
Chairs: Sang Choon Park, Seoul National University; Yin Cheong Cheng, The Hong Kong Institute of Education
Participants: Paul F. Conway, University College Cork; Mustafa Yona Eyraman, Canakkale Oezek; Martin University; Teresa Branco Gonzalez; FLACSO, Woon Chia Liu, National Institute of Education - Nanyang Technological University; Leif Mox, Aarhus University; Colin Rogers, Lancaster University; Christine M. Halbe, President, Australian Association for Research in Education (AARE); and Deakin University; Jos J. Bielschawen, Vrije Universiteit Amsterdam; Haifz M. Iqbal, Pakistan Association for Research in Education and University of Punjab; Ibrahim Ahmad Bajand, President, Malaysian Educational Research Association (MERA), INTI-Laureate International University; Wing Mui Winnie So, Member of Executive Committee: Hong Kong Educational Research Association (HKERA); Hong Kong Institute of Education
Participants:
Education and Limited Resources: Relationships and Resilience to Enable Access, Retention, and Performance. Lisa Ebersohl, University of Pretoria
Educational Issues, Policies, and Research in the 21st Century: Indian Perspective. Sunil Behari Mohanty, All India Association for Educational Research (AIAER)

International Organization Sessions

VCC, First Level, West Room 121&122; 8:15-9:45am
Chair: Catherine McGregor, University of Victoria
Participants:
Cyborgs All? Why Gender Still Matters. Suzanne de Castell, Simon Fraser University
Challenging Media Rhetoric: Why Gender Still Matters. Kathy Sanford, University of Victoria
Spaces for Solidarity: Why Gender Still Matters. Jo-Anne Lee, University of Victoria
Troubling Tired Binaries: Why Gender Still Matters. Annette M. Henry, The University of British Columbia
Coming to Voice: Why Gender Still Matters. Dorothy Smith, University of Victoria

Division Sessions

63.014. Considering Issues of Race and Culture in Educational Leadership. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am
Chair: Dr. Darius Derron Prier, Duquesne University
Participants:
Black School, White School: Race, Race Relations, and Educational (Mis) Leadership. Jeffrey S. Brooks, Iowa State University
Exploring the Influence of Gender on the Expectations and Child-Rearing Practices of African American Mothers. LeAnna Majors, Philadelphia Community College State University - Long Beach
Indian Leadership, Education, and Development Project Assessment. Catherine Mary Johnson, Montana State University; William G. Ruff, Montana State University; Joanne Lucille Erickson, Montana State University
Multicultural Conceptual Understanding: The Effect on Teacher’s Perceptions of Their School Climate. Stephanie L. Tatum, Dowling College; Elsa-Sofia Morote, Dowling College
Racial Microaggressions by Secondary School Teachers Against Students of Color. Barbara C. Roquemore, Georgia College & State University; Mary Anne Percy Meeks, Gwinnett County Public Schools
Discussant: Dr. Darius Derron Prier, Duquesne University

63.015. Parents and Communities. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 8&15; 8:15-9:45am
Chair: Joyce L. Epstein, Johns Hopkins University
Participants:
Effects of Parental Involvement on Adequate Yearly Progress in Urban, Suburban, and Rural Schools. Jianping Shen, Western Michigan University; Xin Ma, University of Kentucky; Huilan Y. Krenn, W. K. Kellogg Foundation
Improving Educational Equity: Investigating the Relationship Between Parent Volunteering, Socioeconomic Status, and Kindergarten Math Achievement. Adam Hengen, University of Michigan; Rebecca Dora Christensen, University of Michigan
Parent Social Networks: A Resource to Shape Parent Responsibility. Katherine A. Curry, Oklahoma State University; Curt M. Adams, University of Oklahoma
Strengthening Parent Involvement Through Formal Adult Education Courses: A Comparative Case Study. Catherine Dunn Shiffman, Shaneadoah University
Understanding Parents’ Use of Technology to Communicate with Schools. Tamara V. Young, North Carolina State University; Wenjia Wang, North Carolina State University
Discussant: Joyce L. Epstein, Johns Hopkins University

63.016. Conceptual and Methodological Issues and Advances in Research on Epistemic Beliefs. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am
Chair: P. Karen Murphy, The Pennsylvania State University
Participants:
- Examining the Nature and Validity of Epistemic Beliefs Using Cognitive Interviewing. Krista R. Muis, McGill University; Melissa Duffy, McGill University; Gregory Trevor, McGill University; Michael Joseph Foy, John Abbott College; John Ranellucci, McGill University; Bogusia Giersz, McGill University; Xiuhui Wang, McGill University
- Conceptualizing and Capturing Dynamic Interactions Between Epistemic Beliefs and Self-Regulated Learning Using Computer-Based Learning Environments. Jeffrey A. Greene, University of North Carolina; Krista R. Muis, McGill University; Stephanie Pieschl, Westfälische Wilhelms-Universität Münster
- Overlap and Divergence in Mapping Different Levels of Epistemic Competence. Emily W. Fox, University of Maryland; Liliana Maggioni, University of Maryland - College Park; Patricia A. Alexander, University of Maryland
- Epistemic Beliefs and the Illusion of Explanatory Depth. Stephanie Pieschl, Westfälische Wilhelms-Universität Münster; Gerrit Hirschfeld, University of Münster; Rainer F. Bromme, University of Münster

Discussion: Barbara K. Hofer, Middlebury College

63.017. Online Learning Environments. Division C - Learning and Instruction - Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am
Chair: Kristina Mattis, University of San Francisco
Participants:
- Do Frequent Sessions in Online Courses Really Make a Difference? Jim Hewitt, OISE/University of Toronto; Clare M. Brett, OISE/University of Toronto; Kim Mackinnon, OISE/University of Toronto
- Investigating the Effects of Messaging on Students’ Asynchronous Threads. Murat Oztop, University of Toronto; Daniel Zingaro; Clare M. Brett, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto
- Participation in Online Discussions Is About More Than Making Posts: Understanding Learners’ Online “Listening” Patterns Using Cluster Analysis. Alyssa F. Wise, Simon Fraser University; Jennifer Speer, Simon Fraser University; Farshid Marbouti, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University
- The Relationship between Online Collaboration Factors and Teamwork Satisfaction. Hong-Yu Ku, University of Northern Colorado; Chatchada Akarasriworn, University of Northern Colorado; Hungwei Tseng, University of Northern Colorado
- Why Students Value Online Learning: Perceived Strengths and Weaknesses at a School for Gifted Youth. Lindsay Oishi; Janet S. Keating, Stanford University; Tracy Michele Steele, Stanford University

Discussion: Rick Wagner, Florida State University

VCC, First Level, West Room 116&117; 8:15-10:15am
Chairs: Karen L. Nyland-Gibson, University of California - Santa Barbara; Katherine E. Masyn, Harvard University
Participants:
- The methodology of multilevel factor analysis. Katherine E. Masyn, Harvard University; Erin Dunn, Harvard University
- Characterizing School Climate Using Student-Level Measures of Attitudes, Behaviors, and Emotions: An Application of Multilevel Factor Analysis. Erin Dunn, Harvard University; Katherine E. Masyn, Harvard University; Stephanie Margaret Jones, Harvard University; S.V. Subramanian, Harvard University; Felton Earls, Harvard University; Karestan Koenen, Harvard University
- Multilevel Latent Class Analysis of Junior Faculty Job Satisfaction. Christine Victorino, University of California - Santa Barbara; Karen L. Nyland-Gibson, University of California - Santa Barbara

Discussion: Jennifer A. Sughrue, Florida Atlantic University

63.021. Meeting the Needs of Military-Connected Students: Calls From the Field and Interdisciplinary Responses From Higher Education. Division E - Counseling and Human Development - Symposium
VCC, Second Level, East Room 12; 8:15-10:15am
Chair: John A. Nunnery, Old Dominion University
Participants:
- The California Healthy Kids Survey Military Module: Perceptions of Eight Military-Connected School Districts. Joey Nuñez Estrada, San Diego State University; Tamika Gilreath, University of Southern California; Diana Pineda, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California
- Examining the Challenges of Military Students: The Viewpoints of Educators Who Work With Military-Connected Schools. Kris M. De Pedro, USC - Rossier School of Education; Tiffany Young, University of Southern California; Monica Christina Esqueda, University of Southern California; Julie Cederbaum, University of Southern California; Ron Avi Astor, University of Southern California
- Principals’ Perspectives on Military-Connected Students in Civilian Public Schools. Monica Christina Esqueda, University of Southern California; Keren Malchi, Bar-Ilan University; Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California
- What Teachers Need to Know and Do to Support Military-Connected Students. Pamela Arnold, Old Dominion University; Cheryl Neal-McFall, Old Dominion University; Christine Ward, Old Dominion University; Kathleen Levington, Old Dominion University
- Developing an Assessment of School-Wide Responsiveness to the Needs of Military-Connected Students. Joanna Garner, Old Dominion University; John A. Nunnery, Old Dominion University; Leigh Sayre, Old Dominion University; Jennifer A. Sughrue, Florida Atlantic University

Discussion: Roxana Marachi, San José State University
63.022. When What We Know Is Not Enough: Questioning Silences in Educational History. Division F - History and Historiography
Cosponsored with SIG-Queer Studies and SIG-Indigenous Peoples of the Americas, SIG-Research on the Education of Asian and Pacific Americans; Symposium
VCC, Third Level, West Room 306; 8:15-9:45am
Chair: Karen L. Graves, Denison University
Participants:
- Drag and the Pedagogy of Silence: Performance and Gender in the Queer Student Movement. Jessica Clawson, University of Florida
- Some Things, Better Left Unsaid? Amy E. Wells Dolan, The University of Mississippi
- Can the Subaltern be Educated? Examining Indigenousity in Colonial Schooling. Roland Sintos Coloma, OISE/University of Toronto
Discussant: Karen L. Graves, Denison University

VCC, Second Level, East Room 19&20; 8:15-9:45am
Chair: James Richard Gavelek, University of Illinois at Chicago
Participants:
- Global Positioning: Language Ideologies and Multimodality in a Classroom With Chinese American English Language Learners. Joseph C. Rumenapp, University of Illinois at Chicago
- A Multimodal Analysis of the "Chinese Professor": Narrative Construction and Positioning in Economic Hard Times. Mary B. McVee, University of Buffalo - SUNY; Colette Carre, University at Buffalo/SUNY
- “Mean Girls” Go to College: Conflicting Story Lines in Female-Against-Female Bullying. Cynthia H. Brock, University of Nevada - Reno
Discussant: Aria Rafat, University of Illinois at Chicago

63.024. Learning in Place: Situated Learning in Diverse Contexts. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 8:15-10:15am
Chair: Maria Timmons Flores, Western Washington University
Participants:
- Fostering Resilience Through Community-Based Education: A Case Study at a Refugee Community Center. Delila Omerbasic, University of Utah
- Honoring the Bitterroot: Traditional Knowledge, Science Education, and Intrinsic Motivation. Rose E. Honey, Harvard University
- Learning Language, Gaining Autonomy: A Longitudinal Study Connecting Critical Place-Based Garden Unit With SFL (Systemic Functional Linguistics)/Genre Theories. Patricia C. Paugh, University of Massachusetts - Boston; Mary B. Moran, Boston Public Schools
- Making Difference Generative: Situated Meanings of Diversity at an Elite Boarding School Summer Session. Barke Scarrowbur, University of Rochester
- Spatialized Assemblages and Suppressions: The Learning “Positioning” of Grade 6 Students in a Township School. Aslam Fataar, Stellenbosch University
Discussant: Carmen Montecinos, Universidad Catolica de Valparaiso

63.025. Symposium on Stanford’s Teach-In on Undocumented Students in the United States. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 8:15-9:45am
Chair: Amado M. Padilla, Stanford University
Participants:
- Background Information on Undocumented Students. Liza Renee Lizcano, Stanford University
- Undocumentation as a Global Issue. Diane Sookyung Lee, Stanford University
- Stanford Teach-In. Ana Paulina Moreno, University of California - Santa Cruz; Claudia Rodriguez-Mojica, Stanford University
- How to Plan Your Teach-In. Saskias Casanova, Stanford University
Discussant: William Perez, Claremont Graduate University

VCC, Third Level, West Room 302; 8:15-9:45am
Chair: Sarah Capitelli, University of San Francisco
Participants:
- The Challenges and Necessity of Researching Language Growth in Linguistically Segregated Schools. Sarah Capitelli, University of San Francisco
- Understanding Spanish Academic Language Development Among Latino English Language Learners. Laura Alvarez, WestEd
- Understanding English Oral Language Development Among Secondary Latino English Language Learners. Amanda Kibler, University of Virginia

63.027. Youth Resistance Across Neoliberal Contexts. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 8:15-10:15am
Chairs: Eve Tuck, SUNY - College at New Paltz; K. Wayne Yang, University of California - San Diego
Participants:
- Urban Native Youth Engagement with Western-Oriented Outdoor and Environmental Education. Tracy L. Friedel, The University of British Columbia
- Transcending an Urban-Rural Divide: Rural Chinese Youth’s Resistance to Townization and Schooling. Jingjing Lou, Beloit College
- Bullshit, Resistance, and the Justification of Unearned Privilege. Ruben Gastambide-Fernandez, OISE/University of Toronto
- Mapping the Biopolitics of School Dropout and Youth Resistance. Jessica Ruglis, McGill University
- Queer Street Youth Talk Back: Some Thoughts on Resistance and Ethnography. Cindy Cruz, University of California - Santa Cruz
- Cautionary Notes on Resistance. Gregory James Dimitriadis, University at Buffalo - SUNY

63.028. Changing Mathematics Education With Technology Through Research in Schools. Division H - Research, Evaluation and Assessment in Schools; Invited Session
VCC, First Level, West Room 118-120; 8:15-10:15am
Chair: Antionette D. Stroter, Liberty University
Participants:
- Complementary Results From Multi-Institutional, Multimethod Research on Scaling Up Simcalc. Jeremy Roschelle, SRI International
- Design Research Implementing Multimodal Curriculum Into Schools: Dynamic Representation, Connectivity, and Haptics. Stephen J. Hegedus, University of Massachusetts
- The Evolution of Mathematical Discourse in Technology-rich Classrooms. Beste Guclu, Michigan State University
- Advancing Measurement of Student Learning and Engagement. Nicole Shechtman, SRI International
- Harnessing Research in the SunBay and Cornerstones Programs: Putting Results to Use in Real Schools. Philip J. Vahey, SRI International
Discussant: Louis M. Gomez, University of Pittsburgh

63.029. Investigating Program Impacts Using Multilevel Models. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, West Room 207; 8:15-10:15am
Chair: Joanne Lee, Mathematica Policy Research, Inc
Participants:
- Reading Intervention Research in Secondary Schools: Results of Comprehensive Scale-Up Implementation. Mary E. Little, University of Central Florida; Debbie L. Hahs-Vaught, University of Central Florida
- Place Matters: Using Spatial Mapping to Show How Variable Relationships Differ Across School Districts. Mark Hogrebe, Washington University in St. Louis; William F. Tate, Washington University in St. Louis
- Factors Influencing High School Graduation and Dropout for At-Risk Students: A Multilevel Approach to Measure School Effectiveness. Bidya Raj Subedi, School District of Palm Beach County; Mark Howard, Palm Beach County School District; Nancy Reese, School
District of Palm Beach County; Florida; Dione Christy, School District of Palm Beach County

63.030. Critical Issues in Teaching and Learning, Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 208&209; 8:15-9:45am
Chair: Brendan Cantwell, Michigan State University
Participants:
- Examining the Importance of Teaching Clarity: Findings From the Faculty Survey of Student Engagement. Thomas F. Nelson Laird, Indiana University; Allison BrekaLorenz, Indiana University; Tony Ribera, Indiana University; Eddie R. Cole, Indiana University.
- Teaching Communities and Conceptions of College-Level Writing Instruction. Stacy L. DeZutter, Millsaps College; Anita M. Deroen, Millsaps College.
- Teaching and Learning About Race in Higher Education and Student Affairs Graduate Programs. Keon Monte McGaure, University of Pennsylvania; Shaun R. Harper, University of Pennsylvania; Tryan L. Mckcens, Suffolk University.
Discussant: Kelly A. Ward, Washington State University

63.031. Higher Education and Society, Division J - Postsecondary Education; Paper Session
VCC, First Level, West Room 113; 8:15-9:45am
Chair: Rosetta Rowena Khaliddeen, University of the Fraser Valley
Participants:
- Foucault and Education: Knowing About Blended Delivery of Discourses of Science as Truth and Power. Mary F. Agnello, Texas Tech University.
- Racial Attitude Change During the College Years. Jesse Rude, NORC at the University of Chicago; Gregory C. Wobiak, NORC at the University of Chicago; Ernest T. Pascarella, University of Iowa.
- The Dual Commodification of Schools and Students in the Higher Education Admissions Marketplace. Ezekiel W. Kimball, The Pennsylvania State University; Rodney P. Hughes, The Pennsylvania State University.
Discussant: Ann E. Austin, Michigan State University

63.032. Higher Education Policy From an International Perspective, Division J - Postsecondary Education; Paper Session
VCC, Third Level, West Room 305; 8:15-9:45am
Chair: Guilbert C. Hentschke, University of Southern California
Participants:
- Policy Learning in the European Union’s Research Policy. Merli Tamtk, University of Toronto; Creso Sa, University of Toronto.
Discussant: Amy S. Metcalfe, The University of British Columbia

63.033. Issues in College Student Identity and Development, Division J - Postsecondary Education; Paper Session
VCC, First Level, West Room 111&112; 8:15-9:45am
Chair: Lydia Foster Bell, The University of Arizona
Participants:
- Academic Identity Development in High School and College: A Longitudinal-Qualitative Study of First-Generation College Students. Gina M. Arnone, University of Pennsylvania; Laura Carolyn Murray, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania.

63.034. Understanding Leadership in Diverse Contexts, Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 212&213; 8:15-9:45am
Chair: Valerie C. Lundy-Wagner, New York University
Participants:
- Influences of Vietnamese Culture and Gender Equality Policies on Academic Women’s Leadership Development Process. Ngoc Lan Thi Dang, Michigan State University.
- Senate and University Community: Roles and Strategies in a Context of Retrenchment. Alexandre Beaupre-Lavallee, University of Montreal.
- Leading During a Financial Tsunami: The Experiences of Deans and Department Chairs. Rick Ginsberg, The University of Kansas; Karen D. Muron, The University of Kansas.
Discussant: Andrew Wall, University of Illinois at Urbana-Champaign

63.035. Culturally Relevant Pedagogy and Diverse Teachers, Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 8:15-9:45am
Chair: Detra Price-Dennis, The University of Texas - Austin
Participants:
- Serving the Public Good: Building Primary Preservice Teachers’ Understandings of Difference and Diversity. Tania Ferfolja, University of Western Sydney.
- Transforming Thinking: Moving Preservice Teachers From Deficit Thinking Toward an Asset Approach Through Service Learning. Kimberly R. White, Carroll University.
- Culturally Responsive Pedagogy for Teacher Candidates of Color in Teacher Education Programs. Conna Gist, City University of New York (Re)Framing Diverse Preservice Classrooms as Spaces for Culturally Relevant Teaching. Detra Price-Dennis, The University of Texas - Austin; Mariana Souto-Manning, Teachers College, Columbia University.
Discussant: Tambah O. Jackson, University of South Carolina

63.036. Key Issues in Preparing Preservice Teachers of English Language Learners, Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 222; 8:15-9:45am
Chair: Jennifer Danridge Turner, University of Maryland - College Park
Participants:
- Constructing Usable Knowledge About the English Language for Preservice Teachers. Youb Kim, The Pennsylvania State University; Alaska Hults, The Pennsylvania State University.
Discussant: Pamela A. Mason, Harvard University

63.037. Reinventing (University) Teacher Education: Connections, Contexts, and Consequences, Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 220; 8:15-9:45am
Chair: Sonia Nieto, University of Massachusetts - Amherst
Participants:
- Project RITE: Rethinking Initial Teacher Education. Marilyn Cochran-Smith, Boston College; Lexie Barbara Grudnoff, University of Auckland; Fiona Ruth Ell, University of Auckland; Graeme Atken, The University of Auckland; Larry H. Ludlow, Boston College.
Moving University Teacher Education Into Schools and Communities. 
Kemeth Zeichner, University of Washington

Reinventing Teacher Mentoring-as-Praxis: Discursive Connections and 
Consequences in the Context of University Teacher Education. Lily 
Orland-Barak, University of Haifa

Reinventing Teacher Education With Social and Emotional Learning at the 
Forefront. Deborah Ann Donahue-Keegan, Tufts University / Wellesley 
College

Discussant: Sonia Nieto, University of Massachusetts - Amherst

63.038. Salient Issues in Special Education: Working With Bilingual, 
English Language Learner, and Marginalized Students. Division K - 
Teaching and Teacher Education; Paper Session 
VCC, Second Level, Room 217&218; 8:15-9:45am 
Chair: Dorea Danesian Bonneau, University of North Carolina - Pembroke 
Participants: 
Sitting for Segregation? The Effects of Accessibility on Charter School 
Comparing the Goals of Charter School Laws With Their Results: 
Charter School Authorizers and Student Achievement.

Forming Learning Communities: Important Elements for Collaboration 
Evaluation of a Culturally Responsive Postsecondary Transition Training 
Effective Instructional Practices and Diagnosis Procedures for English 
Language Learners With Special Education Needs. Zohreh Yaghoub 
Zadeh, Directions Evidence and Policy Research Group, LLP; Terri 
Thompson, Directions Evidence and Policy Research Group, LLP; 
Antonia Andonova, Directions Evidence and Policy Research Group, 
LLP; Eric K. Chan, The University of British Columbia; Charles S. 
Ungerleider, Canadian Council on Learning 
Evaluation of a Culturally Responsive Postsecondary Transition Training 
for Educators of Marginalized Students With Disabilities. Rebekka 
Joanne Jez, University of San Francisco

63.039. The National Writing Project: Networked Development and Use 
of Knowledge to Support Teachers' Professional Learning. Division K - 
Teaching and Teacher Education; Symposium 
VCC, Second Level, West Room 215&216; 8:15-9:45am 
Chair: Linda D. Friedman, National Writing Project 
Participants: 
The Impact of National Writing Project Partnership on Teacher Practice and 
Student Writing. Alberto M. Ochoa, San Diego State University; Karen Cadiero-Kaplan, San Diego State 
University; Regina Brandon, San Diego State University 
Culturally Responsive Teaching Efficacy Beliefs Toward Serving 
Exceptional Students From Culturally and Linguistically Diverse 
Backgrounds. Su-Yin Chu, National Taitung University, Taiwan; 
Sherrene B. Garcia, The University of Texas 
Effective Instructional Practices and Diagnosis Procedures for English 
Language Learners With Special Education Needs. Zohreh Yaghoub 
Zadeh, Directions Evidence and Policy Research Group, LLP; Terri 
Thompson, Directions Evidence and Policy Research Group, LLP; 
Antonia Andonova, Directions Evidence and Policy Research Group, 
LLP; Eric K. Chan, The University of British Columbia; Charles S. 
Ungerleider, Canadian Council on Learning 
Evaluation of a Culturally Responsive Postsecondary Transition Training 
for Educators of Marginalized Students With Disabilities. Rebekka 
Joanne Jez, University of San Francisco

63.042. Undocumented Students and Access to Postsecondary Education: 
Reviewing Policy Research and Setting the Research Agenda. 
Division L - Educational Policy and Politics; Symposium 
VCC, Second Level, East Room 11; 8:15-9:45am 
Chair: Blanca Elizabeth Vega, Teachers College, Columbia University 
Participants: 
Brief Overview of Undocumented Immigrant Policy Making in the United 
States. Blanca Elizabeth Vega, Teachers College, Columbia University 
Examining the Role of Racist Nativism in California Higher Education 
Policy. Lindsey Perez Huber, University of California - Los Angeles 
The Role of High Schools and Community Colleges in Implementing 
Postsecondary Education Policies for Undocumented Students. H. 
Kenny Nienhausser, Teachers College, Columbia University 
The Impact of State and Institutional Financial Aid on Undocumented 
Students' Persistence and Success in Texas. Angelica Aguilar, The 
University of Texas - Austin 
Critical Perspectives and Critique in Policy and Discourse About 
Undocumented Students in American Higher Education. Ryan Evely 
Gildersleeve, The University of Texas - Arlington; Susana Hernandez, 
Iowa State University 

Discussant: Stella M. Flores, Vanderbilt University

63.043. Multimodal Arts Education: Virtuality, Fiction, Drama, and 
Utopia in Educational Research. SIG-Arts and Learning; Paper 
Session 
Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am 
Chair: Monica M. Prendergast, University of Victoria 
Participants: 
Restore Theatre Arts and Bridge the Achievement Gap: Action Research 
of the Effect of Theatre Arts on Reading. Xin Li, California State 
University - Long Beach; Robin Creason, Long Beach Unified School 
District; Caroline Denton, Long Beach Unified School District; Maradel 
Millhouse, Long Beach Unified School District; Sergio Pina, Long 
Beach Unified School District 
Theater as a Learning Medium: The Case of Darwin’s Journey. Ran Peleg, 
Technion - Israel Institute of Technology, Ayelet Baram-Tabari, Technion

SIG Sessions

Racial and Ethnic Composition. Kori James Strough, The University of Texas - Austin; Meredith Paige Richards, The University of Texas - Austin 

Discussant: Alex L. Medler, National Association of Charter School 

Authorizers

63.041. The Question of Coherence: Perspectives on Curriculum 
Coordination and Alignment. Division L - Educational Policy and 
Politics; Paper Session 
VCC, Second Level, East Room 14; 8:15-10:15am 
Chair: Charles F. Vanover, University of South Florida 
Participants: 
The Quest for a Coherent K-8 Science Curriculum: Toward a Scientifically 
Literate Population. Leland S. Cogan, Michigan State University; 
William H. Schmidt, Michigan State University; Richard T. Houang, 
Michigan State University 
Goal-Curriculum Alignment Measures: Comparing the Common Core 
State Standards to the Georgia Performance Standards. Anissa Lokey-
Vega, Kennesaw State University; Doug Hearrington, Kennesaw State 
University 

English Learner Curricular Streams in Four Middle Schools. Peggy 
Estrada, University of California - Santa Cruz 
The Common Core Writing Standards and State Adoption: Are We Moving 
in the Right Direction? Gary A. Troia, Michigan State University; 
Natalie Olinghouse, University of Connecticut; Joshua Wilson, 
University of Connecticut; Kelly A. O’Shea, University of Connecticut; 
Yi Mo, Michigan State University; Lisa Kathleen Hawkins, Michigan 
State University 

Does Curriculum Coherence Matter? Insights From a Randomized Field 
Trial Involving 60 Districts. Richard T. Houang, Michigan State 
University; William H. Schmidt, Michigan State University; Neelam 
Kher, Michigan State University; Leland S. Cogan, Michigan State 
University 

Discussant: Beth Gamse, Abt Associates Inc. 

63.040. Evaluating Charter Schools: Beyond Average Achievement. 
Division L - Educational Policy and Politics; Paper Session 
VCC, Second Level, West Room 202&203; 8:15-9:45am 
Chair: Robert Bifulco, Syracuse University 
Participants: 
Charter School Authorizers and Student Achievement. Ron Zimmer, 
Vanderbilt University; Brian Gill, Mathematica Policy Research, Inc.; 
Kaitlin Tipplady Obenauf, Michigan State University; Jonathon Atttridge, 
Vanderbilt University 
Comparing the Goals of Charter School Laws With Their Results: 
Implications for Policy and Practice. Joanna R. Smith, University of 
Southern California; Caitlin Farrell, University of Southern California; 
Priscilla (Penny) Wohlheter; Teachers College, Columbia University 
Competitive Effects of Charter Schools in Milwaukee. Hiren Dhiraj Nisar, 
Abt Associates Inc. 
Siting for Segregation? The Effects of Accessibility on Charter School
Teaching 21st-Century Art Education in a Virtual Age? Investigating Student Responses and Challenges to 3D Virtual Learning Environments. Lilly Lu, Northern Illinois University

Startling Stories: Fiction and Reality in Education Research. Pauline Sameshima, Washington State University; Carl Leggo, The University of British Columbia

The Importance of Utopia as Good-Place/No-Place in Drama Education. Monica M. Prendergast, University of Victoria

Discussant: Lisa M. Donovan, Lesley University

63.044. The Arts as a Public Pedagogy by, for, and About Bilingual, Bicultural Youth. SIG-Arts-Based Educational Research; Symposium VCC, Third Level, West Room 303; 8:15-9:45am

Chair: Sharon Chappell, California State University - Fullerton

Participants:
Exploring Migrant Youths’ Literacies and Identities Through Young Writers Programs. Elizabeth C. Lewis, Dickinson College

Participatory Theatre as Critical and Creative Pedagogy in Multicultural Preservice Teacher Education. Masakazu Mitsumura, Arizona State University


By Any Medium Necessary: Cultivating the Public ARTivist. Gerald T. Reyes, University of California - Berkeley

Grapping With Social and Aesthetic Dissensus in an Exhibition by, for, and About Emerging Bilingual Youth. Sharon Chappell, California State University - Fullerton

Discussant: Christian J. Fields, University of California - Davis

63.045. The Critical Pedagogy in Mentoring: Planting the Seeds for Critical Consciousness and Transformation. SIG-Critical Educators for Social Justice; Symposium VCC, Second Level, East Room 17; 8:15-9:45am

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

Participants:
Revolutionizing Our Praxis As Educators and Civic Agents: How the Agency of Urban Youth Changed the Lives of Three Teachers. Mark Bautista, University of California - Los Angeles

Latina/o Immigrant Parents as Prophetic Mentors: Beyond School Engagement—“Denouncing How We Are Living, Announcing How We Could Live”. Pedro E. Nava, University of California - Los Angeles

Teachers’ Effectiveness and Roles as Mentors for Low Income Students of Color. Daniel Dinh-Yen Liu, Iowa State University; Antonio Nieves Martinez, University of California - Los Angeles

Discussant: Jeouma A. Amah, The University of Texas - Arlington

63.046. Whiteness in Hollywood: Race, Poverty, and Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium VCC, Second Level, West Room 219; 8:15-9:45am

Chair: Johanna Nicole Rogers, Indiana University

Participants:
Race, Power, and Perception of Control: Tiffany in Charge. Robin L. Hughes, Indiana University - Indianapolis; David O. Stovall, University of Illinois at Chicago

Lights, Camera, Reaction: Students’ Take on Whiteness in Film. Johanna Nicole Rogers, Indiana University

White, Young, and Female? You Can Change the World by Tomorrow at the Latest. Jennifer Michelle Horace, Clemson University

Whiteness as a Female Educator. Rose A. Jackson, Indiana University

Discussant: Jennifer Michelle Horace, Clemson University

63.047. Sensual Curriculum: Making Educational Sense Through the Senses. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am

Chair: Walter S. Gershon, Kent State University

Participants:
Using the Senses in Reflective Practice: Preparing School Leaders for Non-Text-Based Understandings. Christa A. Boske, Kent State University

Bringing Curriculum Down to Earth: The Terroir That We Are. Wanda Hurren, University of Victoria; Erika L. Hasebe-Ludt, University of Lethbridge

The Disembodied Schoolchild: A Casual Tyranny. Sheri L. Leafgren, Miami University

Exploring the Curriculum of Museums Through Phenomenological Touch. Eleee Wood, Indiana University - Purdue University at Indianapolis; Kiersten F. Latham, Kent State University

The Visceral Imagination: A Fertile Space for Nontextual Knowing. Sean P. Wiebe, The University of British Columbia; Celeste N. Snowber, Simon Fraser University

Sound Spaces: The Otology Educational Ecologies. Walter S. Gershon, Kent State University

63.048. Multilevel Modeling Methods and Applications. SIG-Hierarchical Linear Modeling; Paper Session VCC, Third Level, West Room 304; 8:15-10:15am

Chair: Gregory J. Palardy, University of California - Riverside

Participants:
Effect Size Measures for Mediation in Cluster-Randomized Trials. Laura M. Stapleton, University of Maryland; Keenan A. Pituch, The University of Texas - Austin

Implications of Centering in a Three-Level Hierarchical Linear Model. Ahualee Marie Brinks, University of Miami; Daniel Feaster, University of Miami; Maria Llabre, University of Miami; Craig K. Enders, Arizona State University

Relative Importance of Predictors in a Multilevel Model. Yan Liu, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Amery Dai Ling Wu, Paragon Testing Enterprises

Using Multilevel Dependencies to Improve Estimation With Missing Data. Christopher M. Swooda, University of Cincinnati; Jee-See Kim, University of Wisconsin - Madison

Modeling Partially Cross-Classified Multilevel Data. Kevin James Cupp, University of Wisconsin - Milwaukee; Jaime Leigh Peterson, University of Iowa; Wen Luo, University of Wisconsin - Milwaukee

63.049. Employing a Community Cultural Wealth Framework to Analyze the Complexities of Latina/o Educational Attainment. SIG-Hispanic Research Issues; Symposium VCC, Second Level, East Room 18; 8:15-10:15am

Chair: Susana Maria Munoz, University of Wisconsin - Milwaukee

Participants:
Is the Bronx in the House? An Inquiry of “Capital” and the College Transition of Latino Males. Alejandro E. Cuarrion, The Graduate Center - CUNY

Latina/o Students in STEM: An Examination of Navigational, Cultural, and Social Capital. Lorenzo DuBois Babey, University of Illinois; Blanca E. Rincon, University of Illinois at Urbana-Champaign; Mariana Garcia Martinez, University of Illinois at Urbana-Champaign


Whose Capital do I Keep? Negotiating the Tensions between Community Cultural Wealth and Cultural Capital after the Ph.D. Michelle M. Espino, University of Georgia

Discussant: Tara J. Yosso, University of California - Santa Barbara

63.050. The Whole Is Greater Than the Sum of Its Parts 2. SIG-Law and Social Studies Education; Paper Session VCC, Second Level, East Room 9; 8:15-9:45am

Chair: Sarah Lauren Diem, University of Missouri

Participants:
Don’t Take Your Guns to Town…But You Can Bring Them on Campus. Jesse Perez Mendez, Oklahoma State University

“My Name in Only”: Revisiting the Milwaukee Parental Choice Program. Julie F. Mead, Oklahoma University - Madison

The Politics of the Development, Relief, and Education for Alien Minors (DREAM) Act. Karen L. Miksch, University of Minnesota; Mark H. Pedelty, University of Minnesota

Discussant: John W. Hunt, Southern Illinois University - Edwardsville

63.051. Social Studies Curriculum and Pedagogy. SIG-Research in Social Studies Education; Paper Session VCC, Second Level, West Room 223; 8:15-9:45am

Chair: Catherine A. Broom, The University of British Columbia - Okanagan

Participants:
Dyadic Learning in the Middle School Social Studies Class: A Case Study.
63.052. Creating and Sustaining Positive School Communities. SIG-School Community, Climate, and Culture; Paper Session
VCC, Second Level, East Room 16; 8:15-9:45am
Chair: Ana Gil-Garcia, The American University in Cairo
Participants:
Collective Pedagogical Teacher Culture and Teacher Satisfaction. Elizabeth Stearns, University of North Carolina - Charlotte; Neena Banerjee, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte
Inciting Better Than “Best Practice”: Exploring Relationships Among Classroom Management Practices, School Climate, and Achievement. John V. Shindler, California State University - Los Angeles; A Dee Williams, California State University - Los Angeles; Albert F. Jones, California State University - Los Angeles
Institutional Care in Urban High Schools. Robert Cooper, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles
The Suspension Experience: What Does It Mean for the Student Observer? Katherine Marian Thompson, OISE/University of Toronto
Understanding School Community and School Resources: Human, Material, and Social Resources Association With School Community Indicators. Heather E. Price, University of Notre Dame
Discussant: Valerie Hill-Jackson, Texas A&M University

63.053. Processes and Impacts of Collaborative Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
VCC, Second Level, West Room 214; 8:15-10:15am
Chair: Hajdi Gudjonsdottir, University of Iceland
Participants:
Divergence and Commonality: Listening for the Golden Thread. Valerie A. Allison-Roan, Susquehanna University; David Scott McLaughlin, Susquehanna University; Michael Patrick Hayes, Susquehanna University
Lessons Learned: The Complexities of Ethical Collaborative Self-Study. Arlene Grierson, Nipissing University
I’m Not a Researcher, I’m a Hardware Person: Learning About Collaborative Research. Kany M. Patrizio, Virginia Tech
Mentoring Beginning Teacher Educators Through Collaborative Self-Study. Tim Fletcher, Memorial University; Shawn M. Bullock, University of Ontario Institute of Technology; Clare Kosnik, University of Toronto
Teachers Educators Reflecting on Teaching and Learning Together. Margaret Ann McNamara, Bank Street College of Education; Jenny D. Ingher, Bank Street College of Education
Discussant: Mary C. Dalmaz, Victoria University

63.054. Professional Learning Communities: Are They Our Best Hope for Authentic School Reform? SIG-Supervision and Instructional Leadership; Paper Session
VCC, Second Level, East Room 13; 8:15-10:15am
Chair: Kathleen Topolka Jorissen, Western Carolina University
Participants:
Collaboration in Professional Learning Communities and Development of Teacher Efficacy and Trust in Alabama Schools. Dottie Priest, The University of Alabama
Relationships Among Professional Learning Communities, School Academic Optimism, and Student Achievement in Alabama Middle and High Schools. Amanda Cassity, The University of Alabama
Professional Learning Communities and Student Learning: A Meta-Analysis of the Research. Daisy E. Arredondo Rucinski, The University of Alabama
Discussant: Margaret E. Berci, College of Staten Island - CUNY

63.055. Roundtable Session 104; Roundtable Session
63.055-1. Multicultural Education and Diversity in the Caribbean and Africa, SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Amma A. Kiroho, Texas Tech University
Participants:
Examining a Multilingual Educator’s Path to Multicultural Awareness: A Case Study. Patriona Smith, University of South Florida
Gender Gap in Reading and Mathematics in Sub-Saharan African Countries: A Meta-Analysis. Christine Ouma, Florida State University; Jiwon Nam, Florida State University
Language Policy That Promotes Education for All: Language of Instruction in Haitian Schools. Lauren Christian Gibson, New York University
Teacher Efficacy and Perspectives on Disabled Students’ Future Trajectories: Using Research to Facilitate Quality Education Outcomes. Stacey Natasha Jillian Blackman, University of the West Indies; Arthur Glanville Richardson, University of the West Indies; Claudette Fong-Kong Mungal, University of the West Indies; Gerald Rose, University of the West Indies; Jason Marshall, University of the West Indies; Erin Mahon, University of the West Indies; Allyson Penne, University of the West Indies; Martin Hall, University of the West Indies

63.055-2. Qualitative Studies of Doctoral Students’ Experiences. SIG-Doctoral Education across the Disciplines; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Participants:
Balancing Personal, Professional, and Academic Commitments: Challenges Experienced by Online Doctoral Students. Meredith Coughlin, University of Florida; Heidi Fernandez, University of Florida; Allison Johnson, University of Florida; Johanna K. Kennedy, University of Florida; Swapna Kumar, University of Florida; Florence Wolfe Sharp, University of Florida; Tasha Wells, University of Florida
Students in the Mist: The Struggle to Make Sense of Doctoral Study. Sandra S. Acker, OISE/University of Toronto; Eve Haque, York University
The Influence of Family on Part-time Education Doctoral Students. Lisa S. Bircher, Kent State University
Working at the Interface: Indigenous Students’ Experience of Undertaking Doctoral Studies in Aotearoa New Zealand. Elizabeth McKinley, University of Auckland; Barbara Grant, University of Auckland; Sue C. Middleton, University of Waikato

63.055-3. Ontario’s Urban Aboriginal Education Pilot Projects: To Know Is Not Enough to Decolonize Our Schools. SIG-Indigenous Peoples of the Americas; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Lisa M. Korteweg, Lakehead University
Participants:
“There’s Nothing Aboriginal in the Subject I Teach”: Seeking Systemic Shifts in Non-Aboriginal Teacher Education. Lisa M. Korteweg, Lakehead University; Brooke Madden, The University of British Columbia
“Spontaneous Laughter and Good Marks”: From Policy Framework to Working Model. Celia E. Haig-Brown, York University; Lisa Ewanuck, Simcoe County District School Board
“I Had a Rough Past But Things Are Getting Better for Sure”: Aboriginal Youth and Schooling. Susan Dion, York University; Catherine Pawis, Toronto District School Board
63.055-4. Exploring Issues of Literacy, Equity, Access, and Change in Classroom Settings. SIG-Language and Social Processes; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Jennifer A. Vadeboncoeur, The University of British Columbia
Participants:
Classroom Interaction and Dialogue: Processes of Continuity and Change. Adam Leftenstein, Ben Gurion University of the Negev; Julia Snell, King's College London
Engaging Literacies: Improving Literacy Outcomes for Students in Low SES (Socioeconomic Status) Schools Through Media Arts and Literacy Pedagogy Reform. Annette Woods, Queensland University of Technology
Quality of Professional Life for Teachers: Focus, Trust, and a Normative Culture. Jeffrey Thomas, Scottsdale Unified School District
Teacher Retention: One District’s Search to Understanding Complex Issues Regarding Retaining Quality Teachers. Susan Lugo, Creighton School District
Learner-Centered Leadership: Applications to Teacher Quality of Life and Retention. Arnold B. Danzig, Arizona State University

63.055-5. Social and Emotional Development and Issues for Gifted Individuals. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Kristina Ayers Paul, University of South Carolina
Participants:
Assessing Motivational Orientations of Highly Gifted Students. Yi-Lung Kuo, Center for Talented Youth, Johns Hopkins University
Cope and Grow: A Model of Affective Curriculum for Talent Development. David Yun Dai, University at Albany - SUNY; Kimberly K. Westcott, University at Albany - SUNY
Doubt and Proof: The Struggle to Accept One’s Giftedness Across the Life Span. Adrienne E. Sauter, The University of Western Ontario
Empowering Underachieving High-Potential Students for Academic Success. Lisa DaVia Rubenstein, Ball State University; Del L. Siegel, University of Connecticut; E. Jean Gubbins, Micah Nicole Bruce-Davis, University of Connecticut; Jamie Garner, University of Connecticut; Sarah M. Richardson, University of Connecticut; Eric M. Rubenstein, Yale University

63.055-6. Topics in Special Education. SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: María E. Hernandez Finch, Ball State University
Participants:
The Face of Special Education in High-Risk Successful Schools. Sherry Mee Bell, The University of Tennessee, Susan McLean Benner, The University of Tennessee; Anne McGill-Franzen, The University of Tennessee; Kandy Smith, The University of Tennessee
Disciplinary Consequence Effects on the Achievement of Students With Disabilities: A Statewide Examination. Kirsten Allman, Klein Independent School District; John R. Slate, Sam Houston State University
Disproportionality and Gaps: Insights Into Diversity, Special Education, and Response-to-Intervention. María E. Hernandez Finch, Ball State University; Mei Chang, University of North Texas; Gregory J. Marchant, Ball State University

63.055-7. How Leadership Contributes to the Quality of Professional Life for Teachers: Team, School, and District-Level Perspectives. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Arnold B. Danzig, Arizona State University
Participants:
Quality of Professional Life for a School-Based Team of Teachers: Collaboration, Leadership, and Trust Impact Teacher and Student Learning. Andi Fourlis, Scottsdale Unified School District
Learning From Impact of Action Research on Preservice Teachers. SIG-Action Research; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Ellen H. Reames, Auburn University
Participants:
Do English Education Leaders Care About Religious Literacy and Respect for Religious Diversity? Should We? Robert Todd Bruce, Erskine College; Beatrice Naff Bailey, Clemson University
Religious Schooling and Adult Civic Engagement in the United States. David H. Sikkink, University of Notre Dame
of Preservice Teachers’ Identities and Practice. Sharon B. Hayes, West Virginia University; Jaxon Jude Smith, West Virginia University


Knowing Is Not Enough: Developing Curricula That Force Reflection Through Action Research. Jo A. Cady, The University of Tennessee; Theresa M. Hopkins, The University of Tennessee; Kristin T. Bearden, The University of Tennessee

The Research Portfolio: Engaging Teacher Researchers in Data Analysis. Alissa J. Bates, Willamette University; Jill Bryant, Willamette University

63.055-13. Forming Scholarly Identities: Narratives of Female Leaders. SIG-Narrative Research; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Jennifer R. Wolgemuth, Colorado State University

Participants:

Narratives of Female Leaders in Disadvantaged South African Schools. Brigitte Smit, University of South Africa; Juliet Christine Peramal, Faculty of Education, University of Johannesburg; Petro Du Preez, North West University

Unpacking Images and Metaphors of Female Curriculum Leadership Through Nostalgia and Memory as Narrative Nuances. Petro Du Preez, North West University

The Role of Women in School Leadership and the Transition From Colonial to Postcolonial Education in South Africa. Graeme Edwards, St Benedict’s Preparatory School

Exploring Scholarly Identity Development in Our Academic Sandbox: Building Castles and Rebuffing Backyard Bullies. Denise M. McDonald, University of Houston - Clear Lake; Cheryl J. Craig, University of Houston; Michele Kahn, University of Houston - Clear Lake; Carrie Marckello, University of Houston; Margre Garcia, University of Houston - Clear Lake; Donna Smith, University of Houston - Clear Lake; Jean Kiekel, University of Houston


Respondent Use of Straight-Lining as a Response Strategy in Education Survey Research: Prevalence and Implications. James S. Cole, Indiana University; Alexander C. McCormick, Indiana University - Bloomington; Robert M. Gonneya, Indiana University - Bloomington

The Relationships among Course and Instructor Evaluations and an External Student Satisfaction Inventory. Christine M. Schram, Baker College; J. Michael Tyler, Baker College

When Education Survey Data Come From Multiple Sources. Peter H. Siegel, RTI International; James R. Chromy, RTI International

63.055-14. Applications in Survey Research: Development, Data Analysis, and Methods. SIG-Survey Research in Education; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: James R. Chromy, RTI International

Participants:

A Psychometric Evaluation of the Inventory of the Polychronic Values in a Paired Sample of Mothers and Adolescents. Kim Nimon, University of North Texas; David Bonner, University of North Texas; Lin Lin, University of North Texas

63.055-15. Applications in Survey Research: Development, Data Analysis, and Methods. SIG-Survey Research in Education; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: Joerg Ramseger, Freie Universität Berlin

Participants:

Cross-Cultural Comparisons of Reasoning in Elementary School Science. Russell W. Tyler, Deakin University; Peter Hubber, Deakin University; Gail D. Chittleborough, Deakin University

Elementary Teachers’ Experiences of Coconstructive Approaches to Supporting Reasoning in German Science Classrooms. Joerg Ramseger, Freie Universität Berlin

Student-Teacher Interactions Supporting Reasoning in Taiwanese Astronomy Classrooms. Chao-Ti Hsiung, National Taipei University of Education; Ch-Ling Wu, National Taipei University of Education; Hsiao-Lan S. Chen, National Taiwan Normal University

Multimodal Representation and Reasoning in an Australian Classroom. Mark W. Hackling, Edith Cowan University; Karen Janette Murcia, Edith Cowan University

63.056-2. Engaging With Power: Learning From Children’s Early Composing Processes. SIG-Writing and Literacies; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Elisabeth Johnson, College of Staten Island - CUNY

Participants:

It’s Not The Wi-Fi Connection, It’s About Connecting: Letter Writing Between Fourth Graders and Graduate Students: What Can Be Learned? Maureen P. Boyd, University at Buffalo - SUNY; Rosa D’Abate, University at Buffalo - SUNY

Layering-Up Meanings: Recruiting Multiple Theoretical Lenses to Reimagine Child Engagement With School Literacy. Marjorie Siegel, Teachers College, Columbia University; Stavroula Kontovourki, University of Cyprus

Process Writing Development in Emergent/Early Writers. Kellie Carpenter Cude, Texas A&M University-Central Texas

A Fine Balance: Supporting Students’ Critical Literacy Development in Multitextual Classrooms. James Lorne Nahachewsky, University of Victoria

63.056-3. Technological Advances in Qualitative Inquiry and Visual Methods. Division D - Measurement and Research Methodology Co-sponsored with SIG-Qualitative Research; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Kyung-Hwa Yang, McGill University

Participants:

Beyond the Transcript: Toward Innovative Methods for Video-Based Analysis of Classroom Interaction. Cecilia Henriquez Fernandez, University of California - Los Angeles; Melissa Sunshine Cook, University of California - Los Angeles; Jacqueline Wong, University of California - Los Angeles; Scott Monroe, University of California - Los Angeles

Technology-Supported Qualitative Inquiry: Beyond Data Analysis Software. Trena M. Paulus, The University of Tennessee; Jessica Nina Lester, Washington State University

Utilizing PhotoVoice for Complementary and Emergent Data Analysis of Postsecondary Experiences of Children of Immigrants. Fanny P. Yeung, University of California - Los Angeles

63.057. Roundtable Session 106; Roundtable Session

63.057-1. Conceptualizing New Beginnings: Philosophical, Cosmic, and Personal Implications of the Ecological. Division B - Curriculum Studies; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: Ambreen Naqir, University of Illinois at Chicago

Participants:

J. M. G. Le Clézio’s Reconstruction of the Genesis Myth: Conceptualizing a Decentered Biocentric Ethnic. Keith Moser, Mississippi State University

Personal and Contextual Barriers to Promotion of Sustainable Development in Everyday Life. Arto O. Salonen, Helsinki Metropolia University of Applied Sciences; Mauri K. Ahlberg, University of Helsinki

The Place of Moral Philosophy in Environmental Education. David Patrick Burns, Kwantlen Polytechnic University

Growing Change: Place-Based Participatory Partnerships in Education. R. Justin Haqgham, University of Idaho; Francene Watson, Washington State University

63.057-2. Questioning Curricular Norms: Just Wars, Best Practices, and Hidden Curriculum. Division B - Curriculum Studies; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: Linda Symcox, California State University - Long Beach

Participants:

Traversing the Spaces of “Real” Curriculum: Critical Discourse Analysis of Violence, Terrorism, and “Just” War. Antonina Lukenchuk, National-Louis University

Lived Carnival, Habitus, and Resistance: A Childhood Forged Through...
Violence. Tracey Pyscher, University of Minnesota
When Best Practices Aren’t: A Schwabian Perspective. Peter S. Hlebowitsh, University of Iowa
Education and Violation: Conceptualizing Power, Domination, and Agency in the Hidden Curriculum. Noah De Lissovay, The University of Texas - Austin

63.058. Roundtable Session 107; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Isabel Nunez, Concordia University - Chicago
Participants:
A Psychoanalyst in the Classroom: Reflections on the Use of Clinical Training. Deborah P. Britzman, York University
Radical Love as a Hermeneutic of Social Change. Dana N. Nix-Stevenson, University of North Carolina - Greensboro; Sarah Colonna, University of North Carolina - Greensboro
Aporia and Responsibility in Teacher Becoming. Melanie D. Janzen, University of Manitoba
Through Laughter and Through Tears: Emotional Responses to Antiracist Pedagogy. Tanetha Jamay Grosland, University of Florida

63.058-2. Curricula of Resistance Across the World. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am
Chair: Yoonjung Choi, Teachers College, Columbia University
Participants:
Juxtaposing Sonare and Videre Midst Curricular Spaces: Negotiating Muslim, Female Identities in the Discursive Spaces of Schooling and Visual Media Cultures. Diane Patricia Watt, University of Ottawa
Model Minority Myth and Korean Immigrant Students in American Schools. Yoonjung Choi, Teachers College, Columbia University; Jae Hoon Lim, University of North Carolina - Charlotte
Race and Resources: Black Parents’ Perspectives on Postapartheid South African Schools. Bekiszwe S. Ndikande, University of Illinois at Urbana-Champaign
Sexism in Iranian Natural Sciences Textbooks. Anahita Konjin, The University of British Columbia

63.059. Roundtable Session 108; Roundtable Session

63.059-1. Curriculum and Cultural Identity in Between and Across Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Chair: Min Yu, University of Wisconsin - Madison
Participants:
Affordances and Constraints: Using Multimodal Methods in Globalized Education Contexts. Zheng Zhang, University of Western Ontario Cultural Translation: Curricular Discourses Within the Internationalization of Curriculum Studies. Seungho Moon, Oklahoma State University - Stillwater
Western Culture Influence on Youth Culture in China, Good or Bad? Jing Sun, Georgia Southern University
What is Educational Cosmopolitanism? Hannah Marie Spector, The University of British Columbia

63.059-2. Curricula Embodied in Community: Activism, Service, Relationship. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am
Participants:
Community Connections: Creating Opportunities for Education Engagement. Marva M. Hall, University of Illinois at Chicago Chicano/a Activist Scholarship at the Interstices of Community Self-Determination: Toward a Raiza Research Methodology. Miguel Zavala, California State University - Fullerton
Integrating Literacy and Peer-Reading in a Social Justice Program. Jill M. Hermann-Wilmarth, Western Michigan University; Jeffrey N. Jones, Western Michigan University
Making “Community School” Research Real. Eloisa Maria Rodriguez

63.060. Roundtable Session 109; Roundtable Session

63.060-1. Curriculum of Embodiment. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am
Chair: Carolyn Vander Schee, Northern Illinois University
Participants:
Beyond Literacy: Digital Media, “Electracy,” and Embodied Learning. Mei W. Hoyt, University of North Texas
Celebrity and the Obesity Industry: The Spectacle of Child-Saving in a Neoliberal Era. Kip Kline, Lewis University; Carolyn Vander Schee, Northern Illinois University
Identity, Cultural Production, and Pedagogy in Media Performances. Carmen L. Medina, Indiana University - Bloomington; Karen E. Wohlwend, Indiana University --Bloomington
The Cyberspace Curriculum: Navigating The Nexus Between Identity and Learning Online. Donyell Lakishka Roseboro, University of North Carolina - Wilmington

63.060-2. Curriculum of Resistance: Learning From the Others. Division B - Curriculum Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am
Chair: Elizabeth Calhoun Reyes, Arizona State University
Participants:
“A Hyper- and Pessimistic Activism’ in a Curriculum Master’s Course. Jory J. Brass, Arizona State University
Can I Become an Activist for Social Justice? English Language Arts Teachers’ Selections of Canadian Multicultural Literature. Ingrid Johnston, University of Alberta; Kylie Yang, University of Alberta
Criminalizing a Curriculum: A Case Study on Curriculum Conflict and Teacher and Principal Resistance. Seth Peter Aleshire, The University of Arizona
Learning to Read From Elementary Boy Nonreaders. Rikki Lyle Chandler, University of Georgia; Tamra W. Ogletree, The University of West Georgia
The Road Is Paved in Sapphire: Discovering Multiple Forms of Black Women’s Intellectual Resistance. Kirsten T. Edwards, Louisiana State University

Division and SIG Posters

63.061. Poster Session 17; Poster Session

63.061-1. Research in PK-12 Education: The Humanities and Other Content Areas. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
1. Balancing Strategy Instruction and Writing With African-American Middle School Students. Chandra L. Alston, University of Michigan
3. Effects of Physical Activity Breaks on Student Behavior. Margaret Hershey-Mason, Davidson College Elementary School; Deborah A. Ceglowski, Ball State University; Chiera D. Bacigalupa, Sonoma State University

63.061-2. Research on Preservice Teacher Education for Diverse Urban K-12 Settings. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
6. Changes in Students' Attitudes Toward Diversity in a Preservice Teacher Education Course. Cynthia Hudley, University of California - Santa Barbara
7. Dancing Along the Tightrope of a Creating a Culture of Assessment. Francine P. Peterman, Queens College - CUNY; Catherine Ann Hansman, Cleveland State University; Sue Henderson, Queens College - CUNY; Ashraf Anis Shady, Queens College - CUNY; Linda Amerigo-Peccol, Queens College - CUNY; Michael Toner, Queens College - CUNY
8. Preparing Urban Teachers: What Sticks. John R. Walcott, Michigan State University; Lorena Gutierrez, Michigan State University; Theda Givens, Michigan State University; Rebecca Jane Jacobson, Michigan State University

63.061-3. Play and Creativity in Early Childhood. SIG-Early Education and Child Development; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
10. Defending Creativity and the Arts in a Time of Testing. Holly McCartney Pence, James Madison University; Doris M. Martin, James Madison University
11. Early Childhood Play: Indications of Verbal Abilities and Development. Hope Elisabeth Wilson, Stephen F. Austin State University; Elizabeth Vaughan, Stephen F. Austin State University; Gloria Jean Gresham, Stephen F. Austin State University; Erica D. Dillard, Stephen F. Austin State University
12. Future Professionals’ Perceptions of Play in Early Childhood Classrooms. Eunjoo Jung, Syracuse University; Bora Jin, Syracuse University
13. Turn-taking, Sequencing, and Repairing: Learning from Conversations Between Teachers. Martha J. Strickland, The Pennsylvania State University - Harrisburg; Barbara A. Marinak, Mount St. Mary’s University; Bernadine Ahonkhai, Office of Child Development and Early Learning
14. Young Children’s Role-Playing for Enhancing Personal Intelligences in Multiple Intelligences Theory. Su-Jeong Wee, Purdue University - Calumet; Jung - Ah Choi, Governors State University

63.061-4. Cognition and Motivation in STEM. Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
15. Change in Implicit Self-Beliefs About Ability in Biology and Its Effect on Retention in STEM Majors: A Latent Growth Modeling Approach. Ting Dai, Temple University; Jennifer G. Cromley, Temple University; Mandy Kirchgesner, Temple University
16. Cognitive and Motivational Predictors of First-Year Science Grades. Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University; Anthony C. Perez, Duke University; Emily Tancredi-Aghenyea, Temple University; Theodore W. Wills, Temple University; Jacqueline Tanaka, Temple University; Denis Dumas, Temple University; Reham Raja, Temple University; Dar Sheth, Temple University
17. Educating Effort and Its Impact on Scientific Problem-Solving. Daoquan Li, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Jie Gao, Teachers College, Columbia University
19. Parent Influence on Adolescents’ Self-Concept, Self-Efficacy, Task Values, and Achievement Outcomes in Science. Yuenew Chang, National Taipei University of Education
20. Self-Efficacy and Youth’s Decision to Enter a Science, Technology, Engineering and Mathematics (STEM) Field. Temi Bidjerano, Furman University
21. Achievement and Motivation When Learning From Errors Through Tasks With Typical Errors. Susanne Narciss, Technical University of Dresden; Stefan Berger, Technical University of Dresden; Anja Eichelmann, Technical University of Dresden
22. Investigating Motivational Predictors of Traditional and Example-Based Algebra Learning. Melissa Heidi Oyer, Temple University; Julie L. Booth, Temple University; Andrew J. Elliot, University of Rochester
23. Mathematical Dispositions and Student Learning: A Metaphorical Analysis. Jinfan Cai, University of Delaware; Victoria Robison, Marquette University; John Moyer, Marquette University; Ning Wang, Widener University; Bikai Nie, University of Delaware
25. Reciprocal Effects of Self-Efficacy and Achievement in Mathematics. Guan Saw, Michigan State University
27. Graduation Coaching in a Rural District High School. Pamela J. Zeller, Western Michigan University; Shelly Carpenter, Western Michigan University; Warren E. Lacefield, Western Michigan University; Brooks Applegate, Western Michigan University

63.061-5. Social Influences on Learning. Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
29. High School Students’ Perceptions of Teachers’ Roles in Their Academic Dishonesty. Lynley H. Anderman, The Ohio State University; Heather Sae Dawson, The Ohio State University - Columbus; Monica J. Kovalski, Ohio State University
30. Transitions in Early Childhood Education: Five Case Studies. Martha A. Gabriel, University of Prince Edward Island, Ray Doiron, University of Prince Edward Island; Gabriela Sanchez, University of Prince Edward Island
31. Social Comparisons in the Classroom: Does Personality Moderate the Big-Fish-Little-Pond Effect? Michael Becker, University of Potsdam; Herbert W. Marsh, University of Western Sydney; Oliver Lidtke, Humboldt University; Ulrich Trautwein, Universität Tübingen
32. Teacher and Student Responsibility – Complementary or Contradictory? Kerstin Heker, RWTH Aachen University; Marold S. Wasnita, RWTH Aachen University
33. Procrastination and Active Delay in College Students: A Qualitative Analysis. Suzanne Fischer Lindt, Midwestern State University; Danya Marie Corkin, University of Houston; Shirley L. Yu, University of Houston
34. Academic Self-Regulation in Latino Adolescents: The Role of Social Life Skills and Interpersonal Relationships at School. Robert M. Nelson, University of Central Oklahoma; Michelle L. Rosser, University of Oklahoma; Ryhtm Madden, University of Central Oklahoma; Lowell Robertson, University of Central Oklahoma
35. Not All Avoidance-Help Seekers Are Created Equal: Differences in Adaptive and Executive Help Seeking Among Teacher Candidates. Marie Catherine White, Nyack College; Hefer Bembemuth, Queens College - CUNY
36. A Sequential Analysis of Responses to Messages Posted by Students With Low Versus High Verbal Skills in Online Debates. Allan C. Jeong, Florida State University; Haiying Li, Florida State University; Jaren Pan, Florida State University
37. Gratitude and Chinese College Students’ Well-Being and Coping. Wei Liu, The University of Alabama; Cecil D. Robitson, The University of Alabama; Nathan Simmons, The University of Alabama
38. Teacher Enthusiasm and Peer Enthusiasm as Mediators of College Students’ Interest in Their Coursework. Tae Hee Kim, North Carolina A & T state university; Diane L. Schallert, The University of Texas - Austin
40. Beyond Reading: Texts Used in Classroom and the Construction of Barriers to the School Context. Kelly McMahon, University of Michigan
41. Implicit Beliefs About Writing, Liking Writing, and Writing Performance of 8th Graders, 11th Graders, and College Students. Roger H. Bruning, University of Nebraska - Lincoln; Douglas F. Kauffman,
University of Nebraska - Lincoln; Courtney Haines, University of Nebraska - Lincoln; Sharon Zumbrunn, Virginia Commonwealth University
42. Every Moment Is a Teachable Moment: Preschool Teacher’s Epistemologies, Their Relation to Teaching Social-Emotional Competence. Grace Kibe, The University of Memphis; Shannon Audley-Piotrowski, The University of Memphis; Denise Lynne Winsor, The University of Memphis; Sally Blake, The University of Texas - El Paso
43. Perceptions of Birds of a Feather: Actual Versus Perceived Similarity in Teacher-Student Relationships. Hunter Gehlbach, Harvard University; Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University

63.061-6. Instrumentation for Measuring Teacher Knowledge for Teaching. SIG-Research in Mathematics Education; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
44. Extending the Classroom Video-Analysis Approach: Developing a Measure of Mathematics Knowledge for Teaching Expertise. Taliessin Sutton, The University of Arizona; Jared Boldt, The University of Arizona; Guadalupe Lozano, The University of Arizona; Saeideh Hashmati, The University of Arizona; Nicole B. Kersting, The University of Arizona
45. Opening Multiplicative Reasoning Doors for all Students: Task Design for Transfer-Empowering Learning. Heather Lynn Johnson, University of Colorado - Denver; Ron Tsur, University of Colorado - Denver; Evan McClintock, New York University; Rachael Ann Risley, University of Colorado - Denver; Kristin King, University of Colorado - Denver; Yan Ping Xin, Purdue University; Luo Si, Purdue University
46. The Observation of Mathematics Learning Environments. Cathy J. Kinzer, New Mexico State University; Lisa Virag, New Mexico State University; Ken Korn, New Mexico State University; Sara Morales, New Mexico State University; Roscio Benedikt, New Mexico State University
47. What Different Teacher Knowledge Measures Tell Us About Teachers’ Mathematical Knowledge for Teaching? Yasemin Copur-Gencturk, University of Illinois at Urbana-Champaign; Sarah Theule Lubienski, University of Illinois

63.061-7. Teaching and Learning Mathematics: Multiple Perspectives. SIG-Research in Mathematics Education; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
48. An Analysis of Urban Students’ Attitudes, Behaviors, and Academic Communities in Mathematics. Nathan Napoleon Alexander, Teachers College, Columbia University
49. Mathematical Problem Solving and Its Relationship to Students’ Epistemology of Mathematics in Korean Students. Christine K. Yang, Northwestern University; Uri J. Wilensky, Northwestern University
50. Students’ Agency When a Teacher Reviews Theorems in a Geometry Class. Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Anna Marie Fricano, University of Illinois at Urbana-Champaign
51. Ways of Reasoning About Integers: Order, Magnitude, and Formalisms. Jessica Pierson Bishop, San Diego State University; Lisa L. Lamb, San Diego State University; Randolph A. Philipp, San Diego State University; Bonnie Schappelle, San Diego State University; Ian Whitacre, San Diego State University; Melinda Lewis, San Diego State University

63.061-8. Developing Preservice Teachers’ Technological Pedagogical Content Knowledge. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:
52. Learning Technology Integration: Sharing Technology and Pedagogical Knowledge. J. Michael Blocher, Northern Arizona University; SHadow William Jon Arnyfield, Northern Arizona University
53. Teaching for Real: Integrating Real-World Technology in Preservice Education. Beth Jordan, University of South Florida; Tina N. Hohfeld, University of South Florida; Deborah Vest, University of South Florida; Kimberly M. Wheeler, University of South Florida
54. Using Digital Storytelling to Teach 21st-Century Skills in Teacher Education. Terry Husband, Illinois State University
55. Examining Teachers’ Technological Pedagogical Content Knowledge Through the Lens of Classroom Observation. Evrim Baran, The University of British Columbia; Wei Wang, Iowa State University; Shu Ju Diana Tai, Iowa State University; Denise A. Schmidt-Crawford, Iowa State University; Ann D. Thompson, Iowa State University; Ayse Gul Kara, Middle East Technical University; Isl Kabakci Yurdakul, Anadolu University
56. Designing Collaborative Social Networks to Scaffold Complex Content Thinking and Problem Solving. Roger B. Peckover, Saint Mary’s University of Minnesota; Put Christiansen, Saint Mary’s University of Minnesota; Suzanne Peterson, Saint Mary’s University
57. Introducing mGage: A Community Engagement Project. Marcie J. Boher-Michel, San Diego State University; Bernie Dodge, San Diego State University

63.061-10. Integrating Technologies to Support Student Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am
Posters:

Tuesday, 10:15 am

Governance Meetings and Events

64.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session Pan Pacific, Restaurant Level, Oceanview 6; 10:15am to 12:05pm Chair: William G. Tierney, University of Southern California

Tuesday, 10:35 am

Presidential Sessions


65.011. To Acknowledge Growing Economic Inequality Is Not Enough: Implications of the Occupy Wall Street Movement for Educational Research and Practice. Presidential Session Cosponsored with Division G - Social Context of Education, Division L - Educational Policy and Politics VCC, First Level, West Ballroom A; 10:35am to 12:05pm Chair: John S. Rogers, University of California - Los Angeles Participants: John S. Rogers, University of California - Los Angeles; Joel Westheimer, University of Ottawa; Janelle T. Scott, University of California - Berkeley; Charles M. Payne, University of Chicago
65.012. What Do We Know About Hispanic-Serving Institutions? The Politics of Acknowledgement in Institutions of Higher Education. Social Justice Action Committee Co-sponsored with Committee on Scholars of Color in Education, Affirmative Action Council; Symposium VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chairs: Enrique G. Murillo, California State University - San Bernardino; Hermán S. García, New Mexico State University; Mariisol Oriana Ruiz, New Mexico State University

Participants:
- What Is the History of Hispanic-Serving Institutions? Hermán S. García, New Mexico State University; Rudolfo C. Chávez, New Mexico State University; Mariisol Oriana Ruiz, New Mexico State University; Heather A. Oesterreich, New Mexico State University
- What Will the Future of Hispanic-Serving Institutions Be? Deborah A. Santiago; Antonio Flores, Hispanic Association of Colleges and Universities
- What Do We Know About Hispanic-Serving Institutions? The Politics of Acknowledgement in Institutions of Higher Education. Rudolfo C. Chávez, New Mexico State University; Heather A. Oesterreich, New Mexico State University

Discussants: Tomas Arciniega, California State University - San Marcos; Mariisol Oriana Ruiz, New Mexico State University; Deborah A. Santiago

65.013. Canadian Educational Researchers’ Association (CERA): Gathering Stories in Paqtnkek First Nation: Strengthening Aboriginal Knowledge in Mi’km’ag Community in Rural Canada. Canadian Society for the Study of Education; Invited Session VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: Mary Jane Harkins, Mount Saint Vincent University

Participants: Mary Jane Paulette, Paqtnkek First Nation Community; Derek Paulette, Paqtnkek First Nation Community; Kerry Prosper, Paqtnkek First Nation Community; Mary Jane Harkins, Mount Saint Vincent University

65.014. Educators on the Front Lines: Complex Conceptualizations of Teacher Quality. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 10; 10:35am to 12:05pm

Participants:
- School Situation Characteristics for High Teaching Quality. Hyemi Lee, Michigan State University
- Postsecondary Persistence of Teacher Candidates Entering Math and Science Education: Supporting GYOT (Grow Your Own Teacher) Program Students. Karleen R. Goubreau, Long Island University; Estelle Kamler, Long Island University; Jennifer Pankowski, Long Island University
- Using Hierarchical Linear Models to examine Personal and School Effect on Teacher Motivation. Yi-En Wei, The Ohio State University; Belinda Gimbert, The Ohio State University
- District Policy Implementation: How Enactment Transforms Plans for Teacher Collaborative Time. Christine Joy Larson, Vanderbilt University; Joni Wilson, Vanderbilt University; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Ilana S. Horn, Vanderbilt University
- The Influence of Distance in Schools on Teachers’ Trust in Management, Commitment, and Citizenship Behavior. Maren Thomsen, University of Amsterdam
- Preparing Principals for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning (LGBTIQ) Equitable Leadership: Town Hall Discussion of the 2010 University Council for Educational Administration (UCEA) Equity Study. Division A - Administration Organization & Leadership; Symposium VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: Israel Aguilar, Texas State University - San Marcos

65.015. Preparing Principals for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning (LGBTIQ) Equitable Leadership: Town Hall Discussion of the 2010 University Council for Educational Administration (UCEA) Equity Study. Division A - Administration Organization & Leadership; Symposium VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: Israel Aguilar, Texas State University - San Marcos

Participants:
- How UCEA (University Council for Educational Administration) Member Institutions Prepare K-12 Principals for Equitable Leadership for LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer) Youth, Staff, and Families. Colleen A. Capper, University of Wisconsin-Madison; Michael Patrick O’Malley, Texas State University - San Marcos
- Creating Inclusive Schools for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning Persons: Equitable Educational Leadership and Research Practice. Michael Patrick O’Malley, Texas State University - San Marcos
- Expert Discussant Panel. Catherine A. Lugg, Rutgers University; Michelle D. Young, University Council for Educational Administration; Valerie J. Janesich, University of South Florida; Patrick Slattery, Texas A&M University

Discussants: Catherine A. Lugg, Rutgers University; Michelle D. Young, University Council for Educational Administration; Patrick Slattery, Texas A&M University; Valerie J. Janesich, University of South Florida

65.016. Using Data for Leadership: Connecting the Dots. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: Arie J. van der Ploeg, American Institutes for Research

Participants:
- School Leaders’ Sense Making and Use of Equity-Related Data to Disrupt Patterns of Inequality. Moses Ezirukwa Chikwe, University of California - Los Angeles; Immaculata Anayo Chukwunyere, University of South Carolina
- School Self-Evaluation in Jamaica: Policy Issues and Implications for School Leaders. Maurice D. Smith, Howard University; Janeada M. Burt, Bowie State University
- Using a Modified Data Envelope to assist Teachers in Target Setting for Student Achievement. Earl Irving, University of Auckland; Mark Gan Joo Song, University of Auckland
- Examining the Connections Between Teachers’ Data-Driven Decision-Making Practices in Early Literacy. Julia B. Smith, Oakland University; Pamela M. Jones, Chippewa Valley Schools, Michigan

65.017. Coyotes Will Howl: Narratives of Colonized Places, People, and Eco-Ethical Inquiries for Justice. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 10:35am to 12:05pm

Chair: Ambareen Nasir, University of Illinois at Chicago

Participants:
- A Coyote-and-Raven Counterhegemonic Conversation on “Knowing” in an Era of Neocolonialism and Ecological Crisis. Peter Cole, The University of British Columbia
- Decolonization, Reinhabitation, and Reconciliation: Aboriginal and Place-Based Education. Alexia Scully, Lakehead University
- Environmental Justice Pedagogies in the Borderlands: Counternarrativity as Decolonization. Marissa Munoz, The University of British Columbia
- Race and Place: The Discursive Construction of Children’s Place-Based and Racial Identities in Mauritius. Elsa Wiehe, University of Massachusetts - Amherst
- Promise and Pitfalls: Place-Based Education and Marginalized Students. Gwendolyn Perea Warniment, New Mexico State University; Jesse Moon Longhurst, New Mexico State University

Discussant: Isabel Nunez, Concordia University - Chicago

65.018. Knowing What Students Know and Feel: Innovative Technology-Rich Assessments. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm

Chair: Susanne P. Lajoie, McGill University

Participants:
- Technology Triggers for Caring: Examining Affect While Learning to Communicate Bad News to Patients. Susanne P. Lajoie, McGill University; Jingshan Lu, University of Hong Kong; Cindy E. Hmelo-Silver, Rutgers University; Haim Cruz-Panesso, McGill University; John Ranellucci, McGill University; Jeffrey Wiseman, McGill University; Lap
Discussions: Allan M. Collins, Northwestern University; Reinhard Pekrun, University of Munich

65.019. Moving Advanced High School Courses to Poverty-Impacted Urban Settings: Multidisciplinary Research on Rigor, Access, Learning, and Engagement, Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 10:35am to 12:05pm
Chair: John D. Bransford, University of Washington
Participants: Innovation Through Anchored Collaboration. John D. Bransford, University of Washington; Nancy J. Yee, University of Washington
Rethinking Rigor in High School Coursework: Toward Deep Knowing and Equity in “Advanced Placement United States Government and Politics”. Walter C. Parker, University of Washington; Angeline Jade Ekk Song Yoo, University of Washington; Jane Lo, University of Washington
School Context and the Implementation of Rigorous High School Curricula. Diem T. Nguyen, University of Washington; Lise Whitfield, University of Washington; Amy Sharp, University of Washington
Interest Is Not Enough: Designing for Engagement in Project-Based Courses. Susan B. Nolen, University of Washington; Kendall Becherer, University of Washington; Susan E. Cooper, University of Washington; Gavin Tierney, University of Washington; Chris Ward, University of Central Florida
Literacy Challenges for Teachers and Students in Rigorous Courses in Urban High Schools. Sheila Valencia, University of Washington; Sara Nachtigal, University of Washington
Discussant: Linda Darling-Hammond, Stanford University

65.020. Explorations in Differential Item Functioning, Division D - Measurement and Research Methodology; Paper Session VCC, Third Level, West Room 305; 10:35am to 12:05pm
Chair: Seock-Ho Kim, University of Georgia
Participants: Extensions of Mantel-Haenszel for Multilevel DIF (Differential Item Functioning) Detection. Brian F. French, Washington State University; William Holmes Finch, Ball State University
An Investigation of the Efficacy of DIF (Differential Item Functioning) Refinement Procedures. Rebecca Zwic, ‘Educational Testing Service; Lei Ye, Educational Testing Service; Steven Isham, ETS
Application of the Functional Approach of Item Analysis and DIF (Differential Item Functioning) Analysis of Polytomous Items. Hongwen Guo, ETS
Reporting Power for Differential Functioning of Items and Tests. Keith Darnell Wright, Georgia State University; T. C. Oshima, Georgia State University
Small Sample Differential Item Functioning Estimation Using Log-Linear Smoothing With Simultaneous Item Bias Testing (SIBTEST) and Cochran’s Z. Pui-Wa Lei, The Pennsylvania State University; Hong Li, Georgia State University
Discussant: Robert D. Ankenmann, University of Iowa

65.021. Profile Analysis via Multivariate Statistics for Continuous and Categorical Data, Division D - Measurement and Research Methodology; Symposium VCC, Second Level, West Room 206; 10:35am to 12:05pm
Chair: Se-Kang Kim, Fordham University
Participants: Investigating Group Differences in Criterion-Related Patterns. Mark L. Davison, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota
Patterns of SAT Verbal and SAT Quantitative Scores Associated With College Major and College Success: Results From a Moderated Profile Analysis Technique. Ernest C. Davenport, Jr., University of Minnesota; Mark L. Davison, University of Minnesota
Application of PAMS (Profile Analysis via Multivariate Statistics) to Interpreting Category Dimension Profiles in Correspondence Analysis. Jennifer Lord-Bessen, Fordham University; Se-Kang Kim, Fordham University
The PAMS (Profile Analysis via Multivariate Statistics) Perspective on Educational Survey Data via Correspondence Analysis. Jennifer Lord-Bessen, Fordham University; Se-Kang Kim, Fordham University
Discussant: Ronald K. Hambleton, University of Massachusetts - Amherst

65.022. Preventing Sexual Harassment and Dating Violence Among Middle School Students, Division E - Counseling and Human Development; Symposium VCC, Second Level, East Room 12; 10:35am to 12:05pm
Chair: Dorothy L. Espelage, University of Illinois at Urbana-Champaign
Participants: Focus Groups With Middle School Teachers About Student Sexual Harassment. Ashleigh Jones, University of Illinois; Linda Charmaraman, Wellesley Centers for Women; Nan D. Stein, Wellesley College
Sexual Harassment Perpetration and Victimization Experiences Across Bully-Victim Subtypes During Early Adolescence. Dorothy L. Espelage, University of Illinois at Urbana-Champaign
National Institute of Justice Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools. Bruce Taylor, Police Executive Research; Nan D. Stein, Wellesley College
Discussant: Shelley C. Hyemel, The University of British Columbia

65.023. Psychometric Issues in Assessment in the Schools, Division H - Research, Evaluation and Assessment in Schools; Paper Session VCC, Second Level, East Room 17; 10:35am to 12:05pm
Chair: James H. McMillan, Virginia Commonwealth University
Participants: Analysis of Differential Item Functioning in an Observational Assessment System of Child Development and Learning. Do-Hong Kim, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte
Examining the Effectiveness of Test Accommodation Using DIF (Differential Item Functioning) and a Mixture Item Response Theory Model. Hyun-Jeong Cho, The University of Kansas; Hongwook Suh, The University of Kansas; Neal M. Kingston, The University of Kansas
Identification of Child Behavioral and Emotional Risk at School: A Latent Class Approach. Randy William Kamphaus; Jisung Cha, Georgia State University
Measuring the Competence of Text and Picture Integration: Test Construction and Validation. Mark Daniel Ullrich, University Frankfurt am Main; Holger Horz, University Frankfurt am Main; Wolfgang Schnotz, University of Koblenz-Landau
Discussant: Gregory J. Cizek, University of North Carolina - Chapel Hill

65.024. Issues for Students in the Professions: Moving From School to the Workforce, Division I - Education in the Professions; Paper Session VCC, Second Level, East Room 16; 10:35am to 12:05pm
Participants: Economics and Business Administration Postgraduates in Transition From University to Work: Labor Market Success Factors. Monique Bijker, Open University of the Netherlands; Marcel Van der Klink, The Open University of the Netherlands; Henny Boshuizen, Open University Nederland
Have I Chosen the Right Occupation? Determinants of Successful Vocational Education and Training. Patricia Salzmann, University of Fribourg; Simone Berweker, University of Teacher Education St. Gallen; Samuel Krattennacher, University of Teacher Education St. Gallen
The Impacts of Economic Decline on Career Decision Making among Early Career Engineers. Katherine Winters; Holly Marie Matusovitch, Virginia Polytechnic Institute and State University; Samantha Ruth Brunhaver, Stanford University
The Professional and Social Integration Experiences of International Medical Graduates in Canada. Efrem Mauro Violato, University of Calgary; Sonia Faremo, University of Calgary; Claudio Violato, University of Calgary; David Watt, University of Calgary; Deidre Lake, University of Calgary

Discussion: Renee Stalmeijer, Maastricht University

65.025. Graduate School Decisions and Success. Division J - Postsecondary Education; Paper Session

VCC, Second Level, East Room 19&20; 10:35am to 12:05pm

Chair: Ferlin McGaskey, The University of Tennessee

Participants:
- Advance to and Persistence in Graduate School: Identifying the Influential Factors and Major-Based Differences. Yonhong Jade Xu, The University of Memphis
- Expanding the Pipeline: Exploring Students’ Decision to Apply to a Graduate Student Affairs Program. Erica K. Yamamura, Seattle University; Emily Wolfkiel, Seattle University
- Graduate School or the Workforce? The Postbaccalaureate Decisions of Racial Ethnic Minority Students With Engineering Majors. Araceli Espinosa, University of Southern California
- Surviving Grad School: Understanding Graduate Student Persistence Using Survival Analysis. Warren J. Brown, Grinnell College; Clinton M. Stephens, Iowa State University

Discussion: Susan B. Tymboly, The University of Kansas

65.026. Higher Education, Science, and Society. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 202&203; 10:35am to 12:05pm

Chair: Kyung-Hwa Tang, McGill University

Participants:
- Power and Control in Math and Science Faculty Instruction: A Cultural Strategies Approach. Joseph J. Ferrare, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison
- Unpacking diversity in STEM education. Raquel M. Rall, University of Southern California
- What Role Do Medical Schools Play in Shaping a Humanistic Physician? The Intersection Between Climate and Perception. Celia O’Brien, The University of Arizona; Jeffrey F. Milem, The University of Arizona

Discussion: Xuell Wurg, University of Wisconsin - Madison

65.027. Digital Video in Literacy Research, Teacher Education, and Professional Development: Demonstrations of Research Techniques and Practices. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: Mary B. McVee, University at Buffalo - SUNY

Participants:
- Video Streaming, Case Study, and NVivo as Tools for Teachers and Researchers in a Literacy Center. Mary B. McVee, University at Buffalo - SUNY; Jennifer A. Schiller, University at Buffalo
- Digital Video to Improve Teachers’ Literacy Strategy Instruction: A Tool for Researchers and Professional Development. Lynn E. Shanahan
- Teacher Video Reflection in Paired Conversation: Seeing and Believing Student Learning During Multimodal Composing. Suzanne M. Miller, University at Buffalo - SUNY

Discussion: Mary B. McVee, University at Buffalo - SUNY, Anne Burns Thomas, SUNY - College at Cortland

65.028. English Language Learners’ Development of Academic Literacy and Academic Development Across Contexts. Division K - Teaching and Teacher Education; Symposium

VCC, First Level, West Room 121&122; 10:35am to 12:05pm

Chair: Timothy J. Boals, University of Wisconsin

Participants:
- The Relationship Between Academic Language and Content: A Framework and Tools to Inform Classroom Practice. Edynn Sato, WestEd
- Developing Academic Language and Literacy in Middle and High School Content Area Classrooms. Deborah J. Short, ALRT
- Bilingualism-as-Participation: Examining Students’ Competencies Across In-School, Out-of-School, and Online Settings. Mariana Pacheco, University of Wisconsin - Madison; Patricia E. Venegas, University of Wisconsin - Madison

Opportunities for Academic Language and Literacy Development for English Language Learners During Group Work. Naomi Lee, University of Wisconsin - Madison; Daniella Molle, University of Wisconsin

Discussion: Kris D. Gutierrez, University of Colorado - Boulder

65.029. Literacy in the 21st Century: Reenvisioning Teaching and Research. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: Ernest D. Morrell, Teachers College, Columbia University

Participants:
- Critical Approaches to Media in Urban Language Arts Teacher Development. Ernest D. Morrell, Teachers College, Columbia University
- Service Learning in English Language Arts Teacher Education: for the Good of Teachers and Students. Lisa A. Scherff, Florida State University
- Examining How Microaggressions in Marginalized Student Populations Can Inform Sociospatial Justice Teaching Dispositions. SJ Miller, Indiana University of Pennsylvania
- From Knowing to Acting on What We Know: Action Research for Critical English Education. Susan L. Groenke, The University of Tennessee - Knoxville; Judson Crandall Laughert, The University of Tennessee - Knoxville

Discussion: Patricia Lambert Stock, University of Maryland - College Park

65.030. Sharing Knowledge in Local Settings: International Perspectives on Teacher Learning Communities. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: Xiangdong Yang, East China Normal University

Participants:
- Collaborative Reflection Meetings of Student Teachers in The Netherlands: Opportunities for Learning in Community? Paulien C. Meijer, Utrecht University; Helma Oolbekkink-Marchand, Radboud University Nijmegen
- Constructing Practice Through Conversations in Professional Learning Groups: Variations on a Theme in the Israeli Context. Lily Orland-Barak, University of Haifa
- Learning in Virtual Learning Communities in Spain: The Case of Teachers in Nonformal Education Settings. Carlos Marcelo, University of Sevilla; Ana Schulk, University of Pacifico
- Maintaining Learning Community in Challenging Circumstances: A Case Study From Portugal. Maria A. Flores, Minho University
- Teacher Learning Communities: Affordances and Constraints in the American Educational Context. Cheryl J. Craig, University of Houston

Discussion: Christopher W. Day, University of Nottingham

65.031. The Culture and Politics of Professional Learning Communities. Division K - Teaching and Teacher Education; Symposium

VCC, First Level, West Room 114&115; 10:35am to 12:05pm

Chair: Andrew Hargreaves, Boston College

Participants:
- School Districts as Learning Systems: Using Network Theory to Enact Knowledge on Systemic Change. Dennis J. Sumara, University of Calgary; Brent Davis, University of Calgary
- Teacher Learning, Leading, and Community: Rethinking Professional Development. Ann Lieberman, Stanford University
- The Use of Data Among Teachers in Professional Learning Communities. Amanda L. Datnow, University of California - San Diego
- The Politics of Professional Learning Communities. Andrew Hargreaves, Boston College; Kathryn Ann Sallis, Boston College

Discussion: Michael Pullan, OISE/University of Toronto

65.032. STEM Policies and Pathways in Two Cities Differently Positioned in the Global Economy. Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chair: Margaret A. Eisenhart, University of Colorado - Boulder

Participants:
- Proliferation of STEM High School Policies and Opportunity Structures: The Denver Case. Magda Tantia Chia, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder;
- The Good of Teachers and Students. Lisa A. Scherff, Florida State University
- Examining How Microaggressions in Marginalized Student Populations Can Inform Sociospatial Justice Teaching Dispositions. SJ Miller, Indiana University of Pennsylvania
- From Knowing to Acting on What We Know: Action Research for Critical English Education. Susan L. Groenke, The University of Tennessee - Knoxville; Judson Crandall Laughert, The University of Tennessee - Knoxville
- Collaborative Reflection Meetings of Student Teachers in The Netherlands: Opportunities for Learning in Community? Paulien C. Meijer, Utrecht University; Helma Oolbekkink-Marchand, Radboud University Nijmegen
- Constructing Practice Through Conversations in Professional Learning Groups: Variations on a Theme in the Israeli Context. Lily Orland-Barak, University of Haifa
- Learning in Virtual Learning Communities in Spain: The Case of Teachers in Nonformal Education Settings. Carlos Marcelo, University of Sevilla; Ana Schulk, University of Pacifico
- Maintaining Learning Community in Challenging Circumstances: A Case Study From Portugal. Maria A. Flores, Minho University
- Teacher Learning Communities: Affordances and Constraints in the American Educational Context. Cheryl J. Craig, University of Houston
- Christopher W. Day, University of Nottingham
- The Culture and Politics of Professional Learning Communities. Division K - Teaching and Teacher Education; Symposium
- VCC, First Level, West Room 114&115; 10:35am to 12:05pm
- Andrew Hargreaves, Boston College
- School Districts as Learning Systems: Using Network Theory to Enact Knowledge on Systemic Change. Dennis J. Sumara, University of Calgary; Brent Davis, University of Calgary
- Teacher Learning, Leading, and Community: Rethinking Professional Development. Ann Lieberman, Stanford University
- The Use of Data Among Teachers in Professional Learning Communities. Amanda L. Datnow, University of California - San Diego
- The Politics of Professional Learning Communities. Andrew Hargreaves, Boston College; Kathryn Ann Sallis, Boston College
- Michael Pullan, OISE/University of Toronto
- Proliferation of STEM High School Policies and Opportunity Structures: The Denver Case. Magda Tantia Chia, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder;
65.035. Science Artifacts as Boundary Objects: Designs That Cross Social Settings, SIG-Cultural Historical Research; Symposium
VCC, Third Level, West Room 302; 10:35am to 12:05pm
Chair: Deborah A. Fields, University of Pennsylvania
Participants:
Capturing Watershed Moments: Understanding How Critical Identity Artifacts Impact Middle School Girls’ Science Identity Trajectories. Tara O’Neill, University of Hawai’i - Manoa; Angela Calabrese Barton, Michigan State University; Edna Tan, University of North Carolina at Greensboro
Personally Relevant Science News Stories as Boundary Objects Within and Beyond a Hybrid, Distributed Activity System. Joseph L. Polman, University of Missouri; Jennifer Hope, University of Missouri
E-Textile Artifacts as Laminates of Personal, Peer, and Academic Values. Deborah A. Fields, University of Pennsylvania; Kristin Anne Searle, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
A Comparison of the Social Positions Made Available by Students’ Work on Inquiry Artifacts. Melissa Sunshine Cook, University of California - Los Angeles
Discussants: Jay L. Lemke, University of California - San Diego; Joshua Adam Danish, Indiana University

65.036. T’aała’i Diidleeł (We Become One): Toward a Collective and Ceremonial Praxis of Indigenous Decolonizing Scholarship. SIG-Indigenous Peoples of the Americas; Symposium
VCC, Second Level, West Room 214; 10:35am to 12:05pm
Chair: Lorna B. Williams, University of Victoria
Participants:
Reflectionen: Engaging Bicultural Children’s Televisual Media Through an Indigenous Praxis. Judith Estrada, University of Illinois
Tú añi dóó na’ntini náánádleex (The Truth Becomes a Teaching): Toward a Feminine Praxis of Beauty in Diné Research. Charlotte Davidson, University of Illinois at Urbana-Champaign
The Researcher as the Research Method: Dialect of Western and Indigenous Ways of Knowing. Gerardo Diaz, University of Illinois at Urbana-Champaign
Engaging Historical and Ancestral Peoples as a Praxis for Healthy Experimental Outcome in Higher Educational Environments. Jamie M. Singson, University of Illinois
Discussant: Antonia Dardeé, Loyola Marymount University

65.037. Social and Personal Connections to Informal Learning. SIG-Informal Learning Environments Research; Paper Session
Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm
Chair: Molly Phipps, Science Museum of Minnesota
Participants:
Visitor Talk at Interactive Animal Exhibits: Evidence for Engagement in Scientific Reasoning. James F. Kissel, California State University - Long Beach; Shawn M. Rowe, Oregon State University - Oregon Sea Grant
“This Is What’s Happening to Me”: Visitor Responses to Body Worlds. Michelle Dubek, OISE/University of Toronto; Erminia G. Pedretti, OISE/University of Toronto; Susan Jagger, OISE/University of Toronto
Cooperative Inquiry in Designing Technology in Life-Relevant Learning for Science. Jason C. Yip, University of Maryland - College Park; Tamara Lynnette Clegg, University of Maryland - College Park; Allison J. Druin, University of Maryland; Mona Leigh Guha, University of Maryland - College Park; Eva Golub, University of Maryland - College Park; Elizabeth Bonsignore, University of Maryland - College Park; Elizabeth Foss, University of Maryland - College Park; Greg Walsh, University of Maryland - College Park
Hands-On Museum Components Shape Family Science Talk About Fossils. Maureen A. Callanan, University of California - Santa Cruz; Megan R. Luce, University of California - Berkeley; Jenni Martin, Children’s Discovery Museum of San Jose; Sara De Angelis, Children’s Discovery Museum of San Jose; Lynn Kawaratan, Children’s Discovery Museum of San Jose
Seeding Social Norms About Energy Conservation Among Girl Scouts. Debra Bernstein, TERC; Gillian M. Putilik, TERC; Polly Hubbard, TERC

65.038. Lessons About Teachers’ Motivation From Teacher-Researcher Collaborative Research on Student Motivation. SIG-Motivation in Education; Symposium
VCC, Second Level, West Room 219; 10:35am to 12:05pm
Chair: Helen Patrick, Purdue University
Participants:
Teacher Coaches’ Development in an Intervention to Foster Student Engagement: Finding Their Way. Hayal Zeynep Kackar, University of Notre Dame; Juliann C. Turner, University of Notre Dame
Understanding Teacher Motivation to Adopt Student-Centered Learning Practices. Helen Patrick, Purdue University; Panayota Y. Mantzicopoulou, Purdue University
Making Sense of Theoretical Concepts: The Contribution of Participating in Collaborative Intervention Research to Educators’ Incorporation of Theory Into Educational Practice. Avi Kaplan, Temple University; Hanooh Flum, Ben-Gurion University of the Negev; Mirit Sinai, Ben-Gurion University of the Negev
Discussants: Ronald W. Marx, The University of Arizona; Michael J. Middleton, University of New Hampshire
65.039. Student Participation and Motivation in Music Education. SIG-Music Education; Paper Session
VCC, Third Level, West Room 304; 10:35am to 12:05pm
Chair: Jeananne Nichols, University of Illinois at Urbana-Champaign
Participants:
- Participation of English Language Learners in School Music Ensembles. 
  Julie Ann Lorah, University of Washington
- Self-Regulation and Musical Learning: Examining the Relationship Between Music Homework Practice, Self-Efficacy, Delay of Gratification, and Help Seeking. Darshanand Ramdas, The Graduate Center- CUNY; Hefei Renbenmuy, Queens College- CUNY
- Situational Interest of Fourth-Grade Children in Music at School. 
  Christopher Roberts, University of Washington
- The Discourse of Disability in the Music Education of Students with Visual Impairments. 
  Joseph Michael Abramo, University of Connecticut; Amy Elizabeth Pierce, Hartwick College
Discussant: Peter John Miksza, Indiana University Jacobs School of Music

65.040. Pushing Black Males Through the Pipeline: Research to Practice. 
SIG-Research Focus on Black Education; Paper Session
VCC, Second Level, East Room 18; 10:35am to 12:05pm
Chair: Marvin Lynn, University of Wisconsin - Eau Claire
Participants:
- Exploring Academic Resiliency in African American Males. Robert Cooper, University of California - Los Angeles; Justyn Korey Patterson, University of California - Los Angeles
- Investigating the College Adjustment and Transition Experiences of Formerly Incarcerated African American Males at Predominantly White Institutions. Terrell Lamont Strayhorn, The Ohio State University

VCC, Second Level, West Room 208&209; 10:35am to 12:05pm
Chair: Shawn M. Bullock, University of Ontario Institute of Technology
Participants:
- Becoming a Science Teacher Educator. Tim Fletcher, Memorial University; Dawn Garbett, University of Auckland; Alexandra Olivia Santau, Duquesne University; Stephen Keast, Monash University; Rebecca Cooper, Monash University
- Self-Study and Pedagogical Content Knowledge. Permina Nilsson, Halmstad University; J. John Loughran, Monash University; Deborah J. Trumbull, Cornell University
- Self-Study as Professional Learning for Science Teacher Educators. Garry F. Hohan, University of Wollongong; Wendy S. Nielsen, University of Wollongong; Patricia D. Morrell, University of Portland; Adele Schepige, Western Oregon University
Discussant: Tom Russell, Queen’s University

65.042. Changes in the School and Postschool Experiences of Youth With Disabilities: Comparing NLTS (National Longitudinal Transition Study) and NLTS2. SIG-Special Education Research; Symposium
VCC, First Level, West Room 111&112; 10:35am to 12:05pm
Chair: Paula D. Kohler, Western Michigan University
Participants:
- Changes Over Time in the High School Experiences and Outcomes of Students With Disabilities. Mary M. Wagner, SRI International
- Postsecondary School Experiences and Outcomes of Young Adults With Disabilities: Findings From the National Longitudinal Transition Study-2 (NLTS2). Lynn A. Newman, SRI International
- Employment Experiences and Outcomes of Young Adults With Disabilities: Findings From the National Longitudinal Transition Study-2. Renee Cameto, SRI International

Social and Community Involvement and Household Circumstances of Young Adults With Disabilities: Findings From National Longitudinal Transition Study-2 (2009). Debra Shaver, SRI International; Tracy Huang, SRI International
Discussant: Louis Danielson, American Institutes for Research

65.043. Advanced Topics in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session
VCC, Second Level, West Room 221; 10:35am to 12:05pm
Chair: Jennifer Koran, Southern Illinois University - Carbondale
Participants:
- An Evaluation of the Use of Multilevel Structural Equation Modeling for Mediation Analyses. Xin Li, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin
- Two Approaches to Estimate Multilevel Confirmatory Factor Analysis Models With Small Macro-Level Sample Sizes. Houston Lester, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln
- The Use of Item-Parcels in CFAs (Confirmatory Factor Analyses) to Camouflage Mismeasurement at the Item Level: Do Two Wrongs Make a Right? Herbert W. Marsh, University of Western Sydney; Oliver Lidike, Tuebingen University; Benjamin Nagengast, Tuebingen University; Alexandre J.S. Morin, University of Sherbrooke; Ulrich Trautwein, Universität Tübingen; Matthias Von Davier, ETS
- Rotation to a Partially Specified Target Matrix in Exploratory Structural Equation Modeling: How Many Targets? Nicholas D. Myers, University of Miami; Soyeon Ahn, University of Miami; Ying Jin, University of Miami
Discussant: Xintao Fan, University of Macau

65.044. Differentiated Instruction and Complex Instruction: Intersections and Differences to Teaching and Learning in Heterogeneous Classrooms. SIG-Tracking and Detracking; Symposium
VCC, Second Level, East Room 14; 10:35am to 12:05pm
Chair: Beth C. Rubin, Rutgers University
Participants:
- Mastering Content and Developing Language in Heterogeneous Classrooms. Rachel A. Lotan, Stanford University
- The meaning of “curriculum differentiation” in detracked math and science classrooms. Maika Watanabe, San Francisco State University
- Leadership for School-Wide Differentiation. Carol A. Tomlinson, University of Virginia

Division and SIG Roundtables

65.045. Roundtable Session 110; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Kevin S. Carroll, University of Puerto Rico - Mayaguez
Participants:
- Creating Spaces for Understanding Social Identity. Aura E. Gonzalez-Robles, University of Puerto Rico
- Understanding the Emergence of Islamic Schools in the United States. Kathryn Claus, Marywood University; Shamshad Ahmed, Marywood University; Mary E. Salvaterra, Marywood University
- “I Cannot Erase Myself”: Persistence of Transnational Mexican-origin Families’ Ways of Knowing. G. Sue Kasy, The University of Texas

65.045-2. Reconceptualizing Quality and Fairness in Early Childhood Classrooms, Programs, and Systems. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Mathias Urban, University of East London
Participants:
The Mythology of the “Good” Early Childhood Teacher: A Duo-Autobiography. Dana Frantz Bentley, Buckingham, Browne, and Nichols School; Heather J. Pinedo-Burns, Teachers College, Columbia University
The Tragic Flaw of Liberal Egalitarian Compensatory Programs: The Case of Head Start. Shelly L. Counsell, University of Northern Iowa; Robert M. Boody, University of Northern Iowa

65.045-3. Program Implementation and Outcomes. SIG-Early Education and Child Development; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: John A. Sutterby, University of Texas - Brownsville
Participants:
The Effects of Child Care Subsidy Use and Child Development: Examining Potential Mediators. Laura Hawkkinson, University of Pennsylvania
The Impact of Implementing a Comprehensive Literacy Curriculum on Teachers’ Understanding of Early Literacy. Alina Mihai, Indiana University - Bloomington; Gretchen D. Butera, Indiana University; Amber M. Friesen, Indiana University
Situating the Project Approach in Contemporary Early Schooling. Jolyn M. Blank, University of South Florida

65.045-4. Transnational and Intercultural Considerations in Environmental Education. SIG-Environmental Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Greg Lowan, Lakehead University
Participants:
“I Learn at the Same Time That I Teach”: Teachers’ Perspectives on Creating a Multicultural Environmental Curriculum. Natasha Blancher-Cohen, Concordia University; Rosemary C. Reilly, Concordia University
Making Pedagogical Decisions to Address Challenges of Joint Jewish-Bedouin Environmental Projects in Israel. Iris Alkazer, Kibbutzim College of Education; Revital Tal, Technion Israel Institute of Technology
Learning in Ecological Settings: Planning a Collaborative Research Agenda in Contrasting Mountain Systems. Michael J. Brody, Montana State University; John W. Fisher, Montana State University; Clifford Montagne, Montana State University
What Can We Learn About Environmental Education From International Educational Studies? Oren Pitmony Levy, Indiana University; Katie Ann Bucher, Indiana University

65.045-5. Multicultural/Multiethnic Education: Culture, Acculturation, and Identity. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Kenneth James Fasching-Yarner, Louisiana State University
Participants:
Negotiating Multicultural, Multiethnic and Multifaith Education: Sadaf Rizvi, University of London
The Recent Explicit Use of Theory in Empirical Studies on Acculturation of Children. Burhanettin Keskin, Columbus State University; Oguzcan Cig, Florida State University
Photo-Elicitation Interviewing by Multicultural Students of Korea. Jung Hoon Jung, The University of British Columbia; Chul Hyung Hong, Tongyoung Elementary School; Young Chan Kim
Race/Racism in South Korea and the Identity Development of Biracial Koreans. Hyein Kim, Yonsei Graduate School for International Studies

65.045-6. Elementary Social Studies: Testing, Achievement, and the Curriculum. SIG-Research in Social Studies Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Anne-Lise F. Halvorsen, Michigan State University
Participants:
Pockets of Promise. Chrystal S. Johnson, Purdue University; Deedra Ann Pell, Purdue University; Josh De Lon, Purdue University
The Contested Spaces of a “Failing” Elementary School. Stephanie C. Serriere, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University; Roi Kawai, The Pennsylvania State University; Donnan Marie Stoicov, Park Forest Elementary School
Using Project-Based Learning to Narrow the Achievement Gap in Second-Grade Social Studies and Content Area Literacy. Anne-Lise F. Halvorsen, Michigan State University; Nell K. Duke, Michigan State University; Kristy Brugar, Michigan State University; Meghan Block; Stephanie L. Strachan, Michigan State University; Meghan Berka, Michigan State University; Jason Brown

65.045-7. The Complex Reality of Marginality in K-12 Schools. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Rena Ellis Reynolds, University of California - Riverside
Participants:
Reenvising, Reconstructing, and Recasting Racial and Ethnic Identities in the High School English Classroom. Meredith DeCosta-Smith, Arizona State University
Newcomer Identity as Organizing Principle for Schools: Case Studies About Refugees and Alternative Education Environments. Lesley K. Coia, Agnes Scott College; Toby Emeret, Agnes Scott College
Critical Multicultural Literacy Education: Intersections of Critical Race Theory, Funds of Knowledge, and Multimodal Literacies. Fatima Pirbhai-Ilich, University of Regina

VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Namrata Sharma, Independent Scholar
Participants:
Authentic L2 (Second Language) Literacy Practice Through Dialogue Journals: A Young English-Language-Learner’s Journey as an Author. Deokssoon Kim, University of South Florida; Ho-Ryong Park, University of South Florida; Oksana Vorobel, University of South Florida
A Naturalistic Inquiry Into the Retrospective Experiences of Second-Generation Chinese and Taiwanese Americans Attending Chinese-Heritage Schools in Southeast Texas. Li-Yuan Liao, Defense Language Institute Foreign Language Center; Patricia J. Larke, Texas A&M University; Valerie Hill-Jackson, Texas A&M University
Effects of Prior Chinese Knowledge and of the CRC (Cooperative Integrated Reading and Composition) Model on Chinese American Students’ Reading and Knowledge. Yi-Fung Yeh, Fordham University

65.045-9. Ministry and Spirituality in Christian Education. SIG-Religion and Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Gregg Jorgensen, Western Illinois University
Participants:
Assessing Ministry Against Outcome Performance Criteria. Joe Ippolito, Education Development Center, Inc.; Joyce Malyn-Smith, Education Development Center, Inc.
Spiritual Practices as a Means of Ameliorating Stress in Order to Reduce Teacher Attrition. Shin Ji Kang, James Madison University; James Martin McCabe Hartwick, University of Wisconsin - Whitewater
Struggle for the Soul: Educational Progressives and Religious Experience. Jared R. Stallones, California State University, Long Beach

65.045-10. Approaches in School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Steven M. Cantrell, The Bill & Melinda Gates Foundation
Participants:
An Evaluation of Evidence to Support Valid Interpretations of a State’s Annual Student Growth Results. Anne H. Davidson, Alpine Testing Solutions; Richard Noel Vineyard, Nevada Department of Education
Comparing Models for School Performance Across Four States. Pete G. Goldschmidt, California State University - Northridge
Exploring Site Visitation as an Additional Accountability Tool. Mary Shannon Chiasson, The University of New Orleans; Brian Robert Beabout, The University of New Orleans
Test-Based Retention, Teacher Expectations, and Student Academic Performance. Yihua Hong, University of Chicago; Guanglei Hong, University of Chicago

65.045-11. Assessing Impact of Literacy Interventions on Student Outcomes in a Variety of Settings. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Ginger Stoker, SRI International
Participants:
Evaluating the Impact of an English Language Arts Curriculum on Students’ Performance on a State Reading Assessment. Hafsa B. Matos-Elefonte, The College Board; Juan Li, Fordham University; Jennifer Merriman Bausmith, The College Board
Improving Education Using a Classroom-Based Literacy Intervention: Causal Evidence of One District’s Effective Practice. Shaun Michael Dougerty, Harvard University
Is Knowing Enough? The Impact of Community Volunteerism on Early Literacy Development. Joe D. Nichols, Indiana University - Purdue University at Fort Wayne; Il-Hee Kim, Indiana University - Purdue University at Fort Wayne; Get W. Nichols, Fort Wayne Community Schools
The Impact of Adding Paid Internships to a Summer Literacy Program for Disconnected Youth. Allison D’Amour Meisch, Westat
Professional Learning Communities: A “Think Tank” for Negotiating Critical Literacy Practices. Marissa Bier, University of Washington

65.045-12. Assessment of Science and Mathematics Skills. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Participants:
An Assessment of a Mathematics Benchmark Testing Program: Are Benchmark Examinations Worth It? Albert Manuel Jimenez, University of Georgia
Performance Assessments in Science: Structures to Address Curricular Goals. Joseph Leo Zawicki, Buffalo State College - SUNY; Rodney Doran, University at Buffalo - SUNY; Joe Engemann, Brock University; Ethel Petrou, Erie County Community College; Ann W. Wright, Canisius College
The Effect of Item Position on State Mathematics Assessment. Pu Li Chiu, The University of Kansas

65.045-13. Collaboration and School Partnerships to Improve Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Jerry West, Mathematica Policy Research, Inc.
Participants:
Understanding Embedded Programming: Voices from Four Schools. Devarati S. Jyam, University of Wisconsin - Milwaukee
Reporting Research Is Not Enough: Mobilizing Research Collaboration Across School Districts and Faculties of Education. Maria Cantalini-Williams, Nipissing University; Terry F. Spencer, London District Catholic School Board; Colleen C. Willard-Holt, Wilfrid Laurier University; Dragana Martinovic, University of Windsor; Natasha Wiebe, University of Windsor; Snezana Ratkovic, Brock University
An Examination of the Relationship Between State Requirements for High School Diploma Programs and Student Achievement in Rhode Island. Julie Riordan, Education Development Center, Inc.; Laura M. O’Dwyer, Boston College; Kyle DeMeo Cook, Education Development Center, Inc.

65.045-14. Evaluating Operational and Improvement Systems: Results and Implications. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm
Chair: Myriam L. Baker, McREL
Participants:
Evaluating the Implementation of a Special Education Program at a Local Charter School. Leman Kanturk-Kose, University of Rochester
Impact of Michigan’s School Improvement System on Student Achievement. Hyekyung Jung, American Institutes for Research; James E. Taylor, American Institutes for Research; Kerstin A. Carlson Le Floc, American Institutes for Research; Marjorie Chinen, American Institutes for Research
The Hill Reading Achievement Program Model Replication: Evaluation Results and Implications. Tamara M. Walser, University of North Carolina - Winston-Salem; Michele A. Parker, University of North Carolina - Winston-Salem; Emily R. Grace, University of North Carolina - Winston-Salem; Christopher A. Bell, University of North Carolina - Winston-Salem; Elisabeth T. Dowsett, University of North Carolina - Winston-Salem; Michael E. Tart, University of North Carolina - Winston-Salem

65.046. Roundtable Session 11; Roundtable Session

65.046-1. Expressing Our Selves: Diversity and Self-Identity. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Rafael A. Espinoza Pizarro, New Mexico State University
Participants:
Factors Affecting the Normative Secondary Transition of Latina/o Students. Ellen K. Edelburn, California State University - Northridge; Greg Knotts, California State University - Northridge
Riding on the Backs of Crocodiles: Developing in a Social World. Jennifer A. Brinkerhoff, Brigham Young University
Understanding How Latina Teachers Transit in New Latino Communities. Soria Elizabeth Colomer, University of Georgia
B-Boy (Dance) Cipher: An Innovative Knowledge Community’s Shared Activity. Haidee Smith Lefebvre, McGill University

65.046-2. Family and Community-Based Resources for Language and Literacy. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Dinah Volk, Cleveland State University
Participants:
Latino Children of Immigrants: Dual Language Development and the Effect of Instructional Program Type and Home and School Factors. Brian A. Collius, Hunter College - CUNY
La Iglesia, Pokemon, the Rec Center: Latino Children’s Home and Community Access Points to Literacy. Dinah Volk, Cleveland State University
Moralejas y Enseñanzas: A Discourse Analysis of Oral Stories Told in Latino Immigrant Homes. Guadalupe Dominguez Chavez, The University of Texas - Austin; Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin; Anissa Wicktor Lynch, The University of Texas - Austin; Christian Ellen Zuniga, The University of Texas - Austin
How Chinese Families Support Their Children’s English Language and Literacy Learning. Shu Hui Lin, Kent State University; Lan-Ying Chou, Taiwan Shoufui University

65.046-3. For the Health of It: Interrogating Boys, Bodies, and Unspoken School Spaces. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Donal O’Donoghue, The University of British Columbia
Participants:
Bodies Without Voices: Masculinized Spaces and the Unspoken Places in Physical Education Classes. Michael D. Kehler, University of Western Ontario; Michael Atkinson, University of Toronto
Policing Boys’ Bodies: School Regimes of Gender and Sexuality. C. J. Pascoe, Colorado College
Civilizing “Troublesome” Boy’s Bodies: Observations From a “Health and Youth” Community College Initiative in Northeast England. Lee Monaghan, University of Limerick
Restoring to Restor(y)ing Heteronormativity in Physical Education: A Fru(stra)ghted Dance Educator’s Reflections on “Slowly” Getting Changed and “Airy” His Privates. Saul Keyworth, University of Bedfordshire
65.046-4. From Margins to Centers: Critical Pedagogies Across Contexts.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Letitia C. Fickel, University of Canterbury
Participants:
- Critical Pedagogy Enacted in the Gay-Straight Alliance. J. B. Mayo, University of Minnesota
- Pride, Purpose, and Potential: Testimonios in a Third-Grade Classroom. Christina P. Denicolo, University of Illinois at Urbana-Champaign
- Undocumented Youth and High School Activism: Becoming Critical Actors of Change. Roseanne Macias, University of California - Santa Barbara

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Sarah Lauren Diem, University of Missouri
Participants:
- Diasporic Identities and the Meaning of Education in an Era of Global Migration. Maria Sloan Chan, University at Buffalo - SUNY
- Learning to Mother in a New Land: Identity, Ideology, and Agency of an Immigrant Mother. Maria Belén Hernando Llorens, University of Wisconsin - Madison

65.046-6. Helping Students and Teachers to Find Their Voice.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Kevin C. Roxas, University of Wyoming
Participants:
- Cultivating New Discursive Practice in Science: Improvisation as Professional Vision. Sarah Taylor Hug, University of Colorado - Boulder; Raquel Holmes, University of Connecticut
- Identity as Teachers of Inquiry Science: Small Stories and Interpretive Repertoires as Discursive Resources. Frederick Torabballa Talane, National Institute of Education - Nanyang Technological University; Mijung Kim, University of Victoria; Ai-ling Tan, Nanyang Technological University
- Uptake of Students’ Comments, Questions, and Representations during Algebra 1 Classes. Clare Valerie Bell, University of Missouri - Kansas City; Stephen J. Pape, University of Florida

65.046-7. Questioning the Purpose of Education.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Katherine Cumings Mansfield, Virginia Commonwealth University
Participants:
- Reenvisioning Public Education Reform: Reclaiming a Public Path Toward the Public Good. Ruthanne Kurth-Schai, Macalester College
- Social Context of the Development of Education in Great Britain, India, and the United States. Steven Napier, University of Cincinnati

65.046-8. Rethinking Adolescents at Risk.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Kristy S. Cooper, Michigan State University
Participants:
- Shreddin’ It Up: Rethinking “Adolescence” by Examining the Social Arrangements at a Skateboard Park. Robert Peetron, Montana State University
- Why Can’t You Hear Me? Youth in Foster Care and Education. Lisa W. Loutzenheiser, The University of British Columbia

65.046-9. Rethinking Urban Education.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Joni Marie Schwartz, LaGuardia Community College - CUNY
Participants:
- The “Urban” in Urban Education: Conceptions, Questions, and Implications. Decoteau J. Irby, University of Wisconsin - Milwaukee; Melissa R. Gilbert, Temple University
- Theorizing the Third Space of Family-School Interaction. Antwan Jefferson, University of Colorado - Denver

65.046-10. Schooling in the Middle and Then in High School: Studying the Importance of School Settings.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Participants:
- Challenging Urban Adolescents’ Concepts of Race in a Secondary Humanities Class. Terrie Epstein, Hunter College - CUNY; Conra Gist, City University of New York

65.046-11. Science, Engineering, and Technology: Changing the Way We Teach and Learn in the Classroom.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Cesar Delgado, The University of Texas - Austin
Participants:
- Derrida, Science Education, and Multivoiced Writing Across the Epistemological Divide. Cary A. Buxton, University of Georgia; Ajay Sharma, University of Georgia; Martha A. Allexsaith-Neider, University of Georgia
- Designing From Their Own Social Worlds: The Digital Story of Three African American Young Women. Darryl Hall, Indiana University - Bloomington

65.046-12. Second Language Acquisition Across Multiple Contexts.
Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Edilberto Jesus Cano-Rodriguez, University of Colorado - Boulder
Participants:
- A Three-Year Longitudinal Study of the Writing of Simultaneous Spanish/English Bilingual Children. Edilberto Jesus Cano-Rodriguez, University of Colorado - Boulder
- Implying Levinasian Ethics to Support the Interaction of English Language Learners and Their English-Speaking Peers. Amy Fritzen Case.
65.047-13. Serving Families and Youth in Need in Schools and Communities. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: Diana B. Hiatt-Michael, Pepperdine University
Participants:
Accountability Interpretations: Neoliberal Policies in the Context of Youth Serving Community-Based Organizations. Joy Connolly, University of Wisconsin - Madison
Politics, Power, and Praxis: A Study of Literacy in the Provision of Health Care Delivery Among Homeless Adults in Toronto, Ontario. Naomi Hughes, University of Toronto
Unaccompanied Homeless Youth: Intersections of Homelessness, School Experiences, and Educational Policy. Ann M. Aviles de Bradley, Northeastern Illinois University

65.047. Roundtable Session 112; Roundtable Session

65.047-1. Exploring New Methodologies. SIG-Qualitative Research; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
A Critical Review of Drawing as a Method for Accessing the Child’s Perspective in Research. Pauline Agnieszka Duncan, University of Stirling
Neither Knowledge nor Irony Is Enough: Agent Ontology, Indigenous Philosophy, and a New Realism in Qualitative Research. Jerry L. Rosiek, University of Oregon; Scott L. Pratt, University of Oregon; Leilani Salzilian, University of Oregon
Refiguring Case Study Methodology Through Agential Realism: Possibilities and Dilemmas of Learning Events as Phenomena. Donna Kalmbach Phillips, Pacific University; Mindy Legard Larson, Linfield College
A Praxis of Uncertainty in Mathematics Education Research. David W. Stinson, Georgia State University; Erika C. Bullock, Georgia State University

65.047-2. Learning Science. SIG-Science Teaching and Learning; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Participants:
Examining the Coconstruction of a Science Student Role. Marie-Claire Shanahan, University of Alberta
The Value of Multitheoretic Analyses: Representational and Distributed Cognition Perspectives on a Classroom Sequence About Matter. Russell W. Tyler, Deakin University; Li Hua Xu, The University of Melbourne; David J. Clarke, University of Melbourne; Carolina Castano, Australian Catholic University
The viability of portraiture for science education research: Learning from portraits of two science classrooms. Cassie Fay Quigley, Clemson University; Amy E. Trauth-Nare, Indiana University; Nicole Beeman-Cadwallader, Indiana University
Comparative Analysis of Two Inquiry Observational Protocols: Striving to Understand the Quality of Inquiry-Based Instruction. Julie Brockman Smart, Presbyterian College; Jeff C. Marshall, Clemson University

65.047-3. Literacies That Matter: Using Research, Writing, and Pedagogy to Engage Adolescents. SIG-Writing and Literacies; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: Heather M. Pleasants, The University of Alabama
Participants:
Teen Boys’ Church Related Literacy Practices: Direct and Indirect Sponsorship. Deborah Friend Van Dainen, Hope College

Write On! Using New Literacies Practices to Increase Engagement and Improve Writing Achievement of Middle School Students. Vicki S. Collet, University at Buffalo - SUNY

65.047-4. The Second Decade of the 21st Century: Moving Forward in the Millennium. SIG-International Studies; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: Stephen P. Heyneman, Vanderbilt University
Participants:
America’s Top-Performing Students in Mathematics and Science: A Trend Analysis With International Comparisons. Ariana L. Harner, American Institutes for Research; Anindita Sen, American Institutes for Research
Demographics and Education: The 20 Richest Countries. Gregory J. Marchant, Ball State University; Jessica J. Johnson, Ball State University
Effects of Self-Beliefs About Mathematics on Mathematics Achievement: Mediating Role of Time on Homework. Qingshui Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas
Maps, Math, and Media: Developing Gallery Walk Across Cultures Throughout History. Melda N. Yildiz, Kean University

65.047-5. Community and Its Influence on Education. Division G - Social Context of Education; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: David E. Long, Valdosta State University
Participants:
Collaboration Across Communities: A Network Analysis of Power Distribution in an Urban Literacy Initiative. Kimberly LeChasseur, University of Connecticut
Exclusion or Exclusiveness? A Critical Analysis of Educational and Community Opportunities for Marginalized Students. Elena Garcia Ansani, National Louis University; Jamilla Pitts, National Louis University; Sharon Sanders-Funnuy, National-Louis University; Antonina Lukenchuk, National-Louis University

65.047-6. African American, Latino, and Native Peoples’ Experiences in the Mid-20th-Century United States. Division F - History and Historiography Cosponsored with SIG-Hispanic Research Issues, SIG-Indigenous Peoples of the Americas; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: Scott Baker, Wake Forest University
Participants:
Community Mobilization, Race, and the Politics of Student Assignment: Desegregating San Francisco, 1971-1983. Rand Quinn, University of California - Berkeley
“Who Shall Educate the Mexican and Native Children?” The Demise of the Center for the Study of Migrant and Indian Education and La Escuelita in the Yakima Valley, Washington 1968-74. Gonzalo Guzman, University of Washington
Hispanic Teachers in the Southwest, 1940-1980: A Descriptive Profile and Comparison. Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Aarti Bajaj, University of Missouri - Kansas City

65.047-7. Multiple Narratives: Learning From One Another. SIG-Narrative Research; Roundtable Session
VCC, Second Level, East Room 1; 10:35am to 12:05pm
Chair: Brigitte Smit, University of South Africa
Participants:
Familial Curriculum Making and the Home Reading Program. Sonia T. Houle, University of Alberta
Integrating Narrative and Propositional Knowledge in Learning From and Through Experience. Bryce Douglas Bunting, Brigham Young University; Stefnee E. Pinegar, Brigham Young University; Patricia Esplin, Brigham Young University
More Than a Reading Level: A Fuller Picture of Adult Literacy Learners. Denise L. McLurkin, City College of New York - CUNY

65.048. Roundtable Session 113; Roundtable Session
65.048-1. Learning Through Poetry and Aesthetic Based Art and Design. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm Chair: Read M. Diket, William Carey University Participants:

Poetry Teaching in the Diverse Cultural Contexts of New Zealand and the United Kingdom. Sue Dynoove, University of Leicester

More Than STEAM (Science, Technology, Engineering, Arts, and Math): Conceptualizing Aesthetic-Based Art and Design Thinking in STEM Education. James W. Bequette, University of Minnesota; Marjorie Bullitt Bequette, Science Museum of Minnesota

The Development of Interpretive Talk and Literary Reasoning in High School Classrooms Studying Poetry. Michael Barber, Northwestern University

65.048-2. Civic Learning Across Multiple Contexts. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm Participants:

“We Are Dumbledore’s Army”: Students Becoming Upstanders Through a Summer Institute on Human Rights. Robert Lawrence Duhlgen, SUNY - College at Fredonia; Jill M. Gradwell, Buffalo State College - SUNY; Misty Dawn Rodeheaver, Buffalo State College - SUNY

Using Film as a Catalyst for Political Understanding: A Case Study of Secondary Civics Classes. Lisa Brown Buchanan, University of North Carolina - Greensboro; Wayne Journell, University of North Carolina - Greensboro

African Immigrants’ Civic Identities, Learning, and Action, and Negotiations of Citizenship Across Digital Media Technology Contexts. Michelle G. Knight, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University

65.049. Roundtable Session 114; Roundtable Session

65.049-1. Designing Motivationally Supportive Lessons. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm Chair: Jill D. Salisbury-Glennon, Auburn University Participants:

Genre Practice and the Socialization of Learners: Longitudinal Case Studies of Metacognition and Social Cognition. Judith S. Kaufman, Hofstra University

Improving Students’ Learning and Motivation Through Reciprocal Questioning. James D. Allen, College of Saint Rose

Inventing Prepares Learning Motivationally but Cuts Down Learning Outcomes? Inga Blogger, University of Freiburg; Julian Kappich, University of Freiburg; Rolf Schonwe, University of Freiburg; Matthias Nekles, University of Freiburg; Lars Holzaepfel, University of Freiburg; Alexander Renkl, University of Freiburg

65.049-2. Emotion and Engagement. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm Chair: Paul A. Schutz, The University of Texas - San Antonio Participants:

Emotional Engagement, Social Interactions, and the Development of an After-School Game Design Curriculum. Helen Kwah, New York University; Catherine E. Milne, New York University; Ricki Goldman, New York University; Jan L. Plass, New York University


Emotionally Supportive Classroom Contexts for Young Latino Children in Rural California. Leslie J. Reese, California State University - Long Beach; Bryant T. Jensen, University of Oregon

65.050. Roundtable Session 115; Roundtable Session

65.050-1. How Classroom Language Influences Learning. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm Chair: Revathy Kumar, University of Toledo Participants:

A Study of Teachers’ Speech and Students’ Preadjivanie in High School Physics Classrooms. Jennifer A. Schmidt, Northern Illinois University; Elena Lukykh, Northern Illinois University; Lee Shumow, Northern Illinois University

Closing the Gender Gap: The Influence of Teachers’ Language Use on Children’s Gender-Related Occupational Beliefs. Dries Verweck, Freie Universität Berlin; Bettina Hannover; Freie Universität Berlin

Influence of Instructional Tasks on Classroom Discourse in China’s Reforced Primary Mathematics Classrooms. Yajing Ni, Chinese University of Hong Kong; Dehui Zhou, Hong Kong Baptist University; Xiaoping Li, The Chinese University of Hong Kong; Qiong Li, Beijing Normal University

65.050-2. Literacy and Motivation. Division C - Learning and Instruction; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm Chair: Rob Klassen, University of Alberta Participants:

Exploring the Relationship Among Parental Literacy Beliefs, Children’s Motivation for Reading, Reading Amount and Achievement: A Concurrent Study. Qiaying Wang, Oklahoma State University

Self-Efficacy and Perceived Classroom Climate: Implications for Language Learning. Michael Yough, Purdue University

Sources of Reading Self-Efficacy in High-Stakes Testing. Ellen L. Usher, University of Kentucky; Stephen M. Tonks, Northern Illinois University

Division and SIG Posters

65.051. Poster Session 18; Poster Session

65.051-1. College Student Learning and Outcomes Poster Session 1. Division J - Postsecondary Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm Posters:

1. The Impact of Gender and Pedagogy on the Development of Self-Regulated Learning Skills in Engineering Education. Jennifer Nicole Walter, Bucknell University; Candice R. Stefanou, Bucknell University; Jonathan Stolk, Franklin W. Olin College of Engineering; Michael J. Prince, Bucknell University; Susan M. Lord, University of San Diego; John Chen, California Polytechnic State University; Cathryn Nottis, Bucknell University


3. Academic Entitlement: Evidence for a Trait and a State. Marilla D. Svinicki, The University of Texas - Austin; Jennifer Kay Leach, The University of Texas - Austin; Laura Graciela Torres, The University of Texas - Austin; Daniel A. Clark, The University of Texas - Austin

4. An Examination of College Seniors’ Self-Reported Critical Thinking Ability: A Three-Level Hierarchical Linear Model. Louis Rocconi, Indiana University

5. College Student Veterans’ Identity Development. Corey Bradford Runman, The University of West Georgia

6. Development and Validation of an Instrument to Measure Perceived Utility of Training and Future Time Perspective for Technical Students. Annie Dubeau, L’Université du Québec à Montréal; Mariane Frenay, Université Catholique de Louvain; Annie Presseau, Université du Québec à Trois-Rivières

7. Doctoral Students’ Research Productivity: Does Involvement in Doctoral Signature Pedagogies Make a Difference? Baaska Anderson, Global Educational Consulting; Marc Catrighth, University of North Texas; Storrm Anderson, Walden University

8. Examining Social-Networking Site (SNS) Use Across the Undergraduate Years: Socialization via SNSs Approaching Graduation. Pius Ochwo, Kent State University; Jennifer Mellott, Kent State University; Ipek Ozar, Kent State University; Aryn C. Karpinski, Kent State University


10. Motivational Differences Between LEP (Limited English Proficient) and Non-LEP Hispanic Community College Students. Carlton Jing
Fong, The University of Texas - Austin; Jaimie Meredith Krause, The University of Texas - Austin; Claire Ellen Weinstein, The University of Texas; Taylor Wayne Acee, Texas State University - San Marcos


12. Self-Regulation in Undergraduate Engineering Courses. Candice R. Stefanoff, Bucknell University; Jonathan Stolk, Franklin W. Olin College of Engineering; Michael J. Prince, Bucknell University; John Chen, California Polytechnic State University; Susan M. Lord, University of San Diego; Jennifer Nichole Walter, Bucknell University

13. The Relationship Between College Students’ Achievement Goal Orientations and Academic Achievement Beliefs and Actions. Laura Graciela Torres, The University of Texas - Austin; Marilla D. Svinicki, The University of Texas - Austin; Jennifer Kay Leach, The University of Texas - Austin; Daniel A. Clark, The University of Texas - Austin

14. Validation of the CAST-R (Common Assessment for Special Education Teachers: Reading). Sheri Berkeley, George Mason University; Kelley Sarah Regan, George Mason University; Dimiter M. Dimitrov, George Mason University; Mary Guckert, George Mason University

15. When Two Plus Two Does Equal Four: The Experiences of Students Who Started at the Community College and Graduated in Four Years. Tekla Nicholas, Florida International University; Glenda Droogsmas Musoba, Florida International University

65.051-2. Family, School, Community Partnerships SIG: Poster Session. SIG-Family, School, Community Partnerships; Poster Session

Posters:
16. A Study of the Impact of School Climates on Parent-School Partnerships and on Young Children’s Academic Achievement. Young-Hee Park, Florida State University; Pamela S. Carroll, Florida State University

17. Parents’ Perspectives on What Enables and Inhibits Their School Involvement. Sejal Parikh, NC State University; Christopher A. Janson, University of North Florida

18. Preparing Urban Novice Teachers to Implement Family and Community Partnerships to Support Student Achievement. Yolanda Abel, Johns Hopkins University

19. Sources of Variability in Summer Learning in Low-Socioeconomic-Status Schools: Teacher, Student, and Family Contributions. Rebecca Jesson, University of Auckland; Stuart Menaughton, The University of Auckland; Natalie Gero, The University of Auckland; Tone Kolose, The University of Auckland

20. The Impact of Collaboration in After-school Programs on Student Achievement and Attendance. Matilda Theresa Soria, California State University - Fresno; Susan M. Trucz, California State University - Fresno

65.051-3. Current Issues and Topics in Special Education. SIG-Special Education Research; Poster Session

Posters:
21. The Implementation of the Personal Strengths Intervention to Promote Increased Self-Determination in Postsecondary Students With Learning Disabilities and/or Attention Deficit Hyperactivity Disorder. Jennie L. Farmer, Clemson University; David Allsopp, University of South Florida; John M. Farron, University of South Florida

22. She’s More Than a Shy Smile: Supporting Maria Through Her Silence. Kathryn I. Scorgie, Azusa Pacific University; Megan Everhart, Azusa Pacific University


24. The Validity of the Learning Disability Construct: A Review of Research from 2001-2010. Jeremy Miciak, The University of Texas; Jacob Williams, The University of Texas - Austin; Laura McFarland, The University of Texas - Austin

25. Effects of School Risk on Limited Proficient English Learners’ Reading Growth: Implications for Special Education. Kristen D. Beach, University of California - Riverside; Rollanda E. O’Connor, University of California - Riverside

26. The Impact of Teacher Behavior on Student Engagement Within a Tier 1 Response to Instruction (RtI) Model. Lindsay Flynn, University of North Carolina - Charlotte; Rollanda E. O’Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside; H. Lee Swanson, University of California - Riverside

27. Coupling the Theoretical With the Empirical: An Investigation of Social Network Analysis Techniques and Bronfenbrenner’s Ecological Model for Human Development. Kathryn Shirley Akers, Kentucky Department of Education

28. Building Constructs and Lists of Behaviors and Experiences Associated With Post-High School Employment and Educational Success. Amber Elizabeth McConnell, University of Oklahoma; James E. Martin, University of Oklahoma; Maeghan N. Hennessey, University of Oklahoma; Robert A. Terry, University of Oklahoma; Tammy C. Pannells, University of Oklahoma; Nidal El-Kazimi, University of Oklahoma; Donna Willis, University of Oklahoma

29. Behavioral and Academic Characteristics of Fetal Alcohol Spectrum Disorders Among Children With Attention-Deficit/Hyperactivity Disorder. Fumio Someki, Hamamatsu University; School of Medicine; Asha K. Jitendra, University of Minnesota

30. Coteaching: The Effect on Teachers’ Perceived Efficacy to Instruct Students With Disabilities. Peggy Sepety, University of Michigan - Dearborn

31. Attention Deficit Hyperactivity Disorder (ADHD) Medication Vacations and Parent-Child Sex Differences. Lucy Barnard-Brak, Texas Tech University; Marcello R. Schmidt, Texas Tech University

32. Predictive Validity of Writing Curriculum-Based Measurement for Students in General Education and Special Education. Stacy L. Weiss, Indiana University

33. Learning Disability in Taiwan: Cultural Implications From Families’ Perspectives. Szu-Yin Chu, National Taiwan University, Taiwan; Hsiang-Yi Wu, The University of Kansas; Shu-Yu Chen, Taipei Municipal University of Education


65.051-4. Contemporary Issues in Computers and Internet Applications in Education. SIG-Computer and Internet Applications in Education; Poster Session

Posters:
35. ICT (Information and Communication Technologies) Literacy in Macau Primary Education. Kan Kan Chan, University of Macau

36. Misrepresentation in Online Personals: Which Teenagers Lie? Chiao Ling Huang, Institute of Education - National Sun Yat-sen University; Shu Ching Yang, Nationla Sun Yat-sen University; An Sing Chen, National Chung Cheng University

65.051-5. Gestures, Models, and Explanations in STEM Learning. SIG-Learning Sciences Co-sponsored with SIG-Science Teaching and Learning, Division C - Learning and Instruction; Poster Session

Posters:
37. A Case of Changing Explanations From Centralized Causality to Decentralized Causality. Lauren April Barth-Cohen, University of California - Berkeley


39. On Learning Ecology in Elementary Grades by Designing Robotic Animals and Their Habitats. Gokul Chandra Krishnan, Vanderbilt University; Pratim Sengupta, Vanderbilt University; Amanda Catherine Dickes, Vanderbilt University; Amy Voss Farris, Vanderbilt University

40. Student Modeling Conversations in Elementary School Science. Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University; C. P. Constantiou, University of Cyprus

41. The Role of Gesture in Solving Spatial Problems in STEM. Matthew E. Lira, University of Illinois at Chicago; Mike Stieff, University of Illinois at Chicago; Stephanie Athen Scopelliti, University of Washington; Lianne Schroeder, University of Illinois at Chicago

65.051-6. Teachers’ Beliefs, Knowledge, and Instructional Practice. SIG-Research in Mathematics Education; Poster Session

Posters:
42. Getting to “Why?”: Teacher Practices That Support Mathematically Sound Student Justifications in Middle Grades Classrooms. Megan E. Staples, University of Connecticut; Briana Hennessy, University of
43. Teacher Variables Associated With Teachers’ Beliefs and Awareness of Their Students’ Mathematics Dispositions. Lawrence M. Clark, University of Maryland; Jill Neu- Mayer-DePiper, University of Maryland - College Park; Tanya Jones, University of Maryland - College Park; Patricia F. Campbell, University of Maryland; Masako Nishio, University of Maryland - College Park; Tony M. Smith, George Mason University; Darcy Conant, University of Maryland - College Park; Amber Rust, University of Maryland; Matthew J. Griffin, University of Maryland.

44. Teachers’ Feelings of Preparedness to Teach Mathematics, Instructional Time, and Student Achievement. Jill L. Adelson, University of Louisville; Timothy Michael Sauer, University of Louisville; Tim Truitt, University of Louisville.


65.051-8. Technology Impact on Equity: A Digital Divide. SIG-Research in Mathematics Education; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm


47. Mathematics Teachers’ Reflections on Curriculum Change: A Critical Perspective. Laura M. Singletary, University of Georgia; Zandra de Araujo, University of Georgia; Patricia S. Wilson, University of Georgia.

48. Using Standards-Based Curriculum Materials to Help Elementary Preservice Mathematics Teachers Learn to Organize Discussions. Andrew Tyminski, Clemson University; Corey Drake, Michigan State University; Tonia Jo Land, Drake University.

49. Pedagogical and Mathematical Analyses of Teaching Equation-Solving in Standards-Based and Traditional Curricula. Bikai Nie, University of Delaware; Jinfu Cai, University of Delaware; John Moyer, Marquette University.

65.051-9. Technology Impact on Equity: A Digital Divide. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster: Differences in Student Technology Literacy Based on Socioeconomic Status, Ethnicity, and Gender. Albert Dieter Ritchaupt, University of Florida; Feng Liu, University of Florida; Kara M. Dawson, University of Florida; Ann E. Barron, University of South Florida.

65.051-10. Research on Giftedness, Creativity, and Talent: Poster Session. SIG-Research on Giftedness, Creativity, and Talent; Poster Session VCC, First Level, East Ballroom B; 10:35am to 12:05pm


53. Factors Affecting STEM and Non-STEM Career Perceptions of Gifted College Students: The Role of Social Support and School Climate. Anne N. Rimm, University of North Texas; Sita Periathiruvadi, University of North Texas.

54. Family Processes, Beliefs About Intelligence, and Openness as Predictors of English Learners’ Creative Problem Solving. Norman Eng, St. John’s University; Seokhee Cho, St. John’s University.


56. Teaching Strategies to Foster Academic Talent and Giftedness Among Students in Higher Education. Marca V.C. Wolfensberger, Hanze University of Applied Science; Roeland M. Van der Rijst, Leiden University.

57. Traditional Is Not a Synonym for Bad: Creativity in Public and Waldorf Classrooms. Catharine Dishke Hondzel, University of Western Ontario; Ronald Hansen, The University of Western Ontario.


Chair: Willis D. Havel, University of Maryland
Participants: Alfredo J. Artiles, Arizona State University; Deborah Loewenberg Ball, University of Michigan; Linda Darling-Hammond, Stanford University
Discussant: Kathleen Paliookas, Council of Chief State School Officers

66.011. The Affective Turn, Sexuality, and Curriculum Studies. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm

Chair: Jen Gilbert, York University
Making Trouble: Worried Teaching and Learning in Sex Education. Jessica Fields, San Francisco State University
Feeling Sexuality Education: Teachers’ Learning About Homophobia and Affective Agency. Mary Louise Rasmussen, Monash University
Affects of Teaching. Nancy L. Lesko, Columbia University, Teachers College

66.012. Connecting the Moving Dots: Comparing Approaches to Coordinating Temporal Analyses of Groups and Individuals. Division C - Learning and Instruction; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm

Chairs: Alyssa F. Wise, Simon Fraser University; Rebecca Reynolds, Rutgers University
Participants: Tracing Nested Timelines of Participation and Understanding in Asynchronous Online Discussions. Alyssa F. Wise, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University
Statistical Discourse Analysis: Contextual Effects of Algebra Students’ Actions on Microcreativity Processes. Ming M. Chiu, University at Buffalo - SUNY
Four Lenses for Examining Individual- and Collective-Level Mathematical Progress. Chris L. Rasmussen, San Diego State University; Megan Wawro, Virginia Tech; Michelle J. Zandieh, Arizona State University
Group Interactivity Patterns Within Classrooms and Student Teams in a Constructionist Program of Game Design Learning. Rebecca Reynolds.
315 Tuesday Afternoon, April 17, 2012

66.016. Power and the Development and Reorganization of Intellectual and Physical Spaces. Division F - History and Historiography  
Cosponsored with SIG-Politics of Education; Paper Session  
VCC, Third Level, West Room 305; 12:25-1:55pm  
Chair: Eileen H. Tamura, University of Hawaii - Manoa  
Participants:

66.013. Division C New Directions Session: Bringing Research Into Practice. Division C - Learning and Instruction; Invited Session  
Sheraton Wall Centre; Third Level, South Pavilion Ballroom D; 12:25-1:55pm  
Chair: Jennifer Richardson McGee, University of North Carolina - Charlotte  
Discussant: Chris Teplow, OISE/University of Toronto  
Participants:  
Dr. Meng, University of California, San Diego  
Khalil, Malaria Research  
Sor, University of Hawaii  
Yoon, School of Education - University of California, San Diego  
Zhu, Midwest Research, Inc.
Exposing the Racial and Ethnic Socialization of 1.5- and Second-Generation Caribbean American Youth: Negotiating Conflicting Messages Between Home and School. Chonika Coleman-King, The University of Tennessee

Reconciling Multiple Black Identities: The Case of 1.5 and 2.0 Nigerian Immigrants. Janet T. Awokoya, Frederick D. Patterson Research Institute

Diverse in Some Ways, But Not in Others: How 1.0-, 1.5-, and 2.0-Generation Black Immigrants Perceive Racial Climate at a Predominantly White University. Kimberly Griffin, The Pennsylvania State University

Discussant: Vivian L. Gadsden, University of Pennsylvania

66.021. Implementing Randomized Controlled Trials in Local Education Settings: Design, Methods, Findings, and Practical Research Realities. Division H - Research, Evaluation and Assessment in Schools; Symposium VCC, Second Level, West Room 207; 12:25-1:55pm Chair: Neal D. Finkelstein, WestEd Participants:

Evaluating the Program for Infant/Toddler Care. Phyllis Weinstock, Berkeley Policy Associates

Lessons in Character Impact Evaluation. Thomas Hanson, WestEd

Evaluation of Quality Teaching for English Learners (QTEL) Professional Development. Raquel C. Sanchez, Berkeley Policy Associates

Effects of Understanding Science Professional Development on the Achievement of Middle School Students. Joan I. Heller; Heller Research Associates

Discussant: Michael J. Puma, Chesapeake Research Associates, LLC

66.022. Investigating Impact of Literacy Interventions. Division H - Research, Evaluation and Assessment in Schools; Paper Session VCC, First Level, West Room 116&117; 12:25-1:55pm Chair: Maria Teresa Sanchez, Education Development Center, Inc. Participants:

Evaluating Which Classroom and Student Variables Are Predictive of Children’s Early Language and Literacy Outcomes: A Follow-Up Study. Lydia Janeva Carlis, AppleTree Institute for Education Innovation; Chavaghn Brown

An Impact Study of the 6+1 Trait Writing Model on Student Achievement. Richard H. Smiley, Education Northwest; Michael T. Coe; Vicki M. Nishioka, Education Northwest; Makoto Hanita, Education Northwest

The Impact of a New Instructional Model on High School Science Writing. Jonathon Grooms, Florida State University; Victor Dale Sampson, Florida State University; Peter Carafano, Florida State University Schools

Where the Rubber Hits the Road: Theory to Practice with a Research-based Remedial Reading Program. Kristen J. Kinney; Yubo Zhang, K12 Inc.; Laura Seuschek, K12 Inc.

66.023. Measurement Issues in Medical Licensure and Certification. Division I - Education in the Professions; Paper Session VCC, First Level, West Room 114&115; 12:25-1:55pm Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences

Participants:

The Impact of Changes to the Written Communication Construct on Examinee Performance and Pacing: Findings From the USMLE (United States Medical Licensing Examination) Step 2 CS. Su G. Baldwin, National Board of Medical Examiners; Polina Harik, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Brian E. Clauer, National Board of Medical Examiners; Thomas Rebbecchi, Educational Commission for Foreign Medical Graduates

Assessing the Psychometric Impact of Enhancements to the Documentation Component of the USMLE (United States Medical Licensing Examination) Step 2 CS. Su G. Baldwin, National Board of Medical Examiners; Polina Harik, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Brian E. Clauer, National Board of Medical Examiners; Thomas Rebbecchi, Educational Commission for Foreign Medical Graduates

Discussant: Rebecca A. Baranowski, American Board of Internal Medicine

66.024. Division J Graduate Student Session: Negotiating the Job Market. Division J - Postsecondary Education; Invited Session VCC, Second Level, West Room 208&209; 12:25-1:55pm Chairs: Daisy Denise Alfaro, University of Washington - Seattle; Lauren Theresa Schudde, University of Wisconsin - Madison Participants:

Making a Successful Transition From Community College to a Four-Year University. Cynthia Hudley, University of California - Santa Barbara

Moving Beyond Transfer: Success for Low-Income, First-Generation Students at Four-Year Institutions in Texas Post-Transfer. Abby Miller, The Pell Institute/University of Maryland; Wendy Erisman, Strix Research; Adolfo Bermeo, The Pell Institute

Navigating the Transition: Reconfiguring and Maintaining Social Networks Among Latino/a Community College Transfer Students. Celia O’Brien, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University

The Effect of Articulation Agreements on Community College Transfers and Bachelor’s Degree Attainment. Jonathan M.B. Stern, Vanderbilt University

Discussant: Regina J. Deil-Amen, The University of Arizona

66.026. Top Down or Bottom Up? Building Human Capacity in Higher Education. Division J - Postsecondary Education; Paper Session VCC, Second Level, East Room 19&20; 12:25-1:55pm Chair: Guillbert C. Hentschke, University of Southern California Participants:


Postdocs in U.S. Research Universities, 1987-2008: Professionalization and Contingency in Academic Research. Brendan Cantwell, Michigan State University; Barrett Taylor, University of Georgia

Strategic Decision-Making by Deans in Public Universities: A Mixed-Method Study. Brianne Keeney, University of Minnesota

“Not Interested in the ‘Little’ People”? Faculty Perceptions of the Role of Full Professors in the Development of Junior Colleagues. Linda Evans, University of Leeds; Matt Homer, University of Leeds; Stephen George Rayner, Oxford Brooks University

Discussant: Christopher C. Morphew, University of Iowa

66.027. Understanding Precollege Access Factors. Division J - Postsecondary Education; Paper Session VCC, Second Level, East Room 13; 12:25-1:55pm Chair: Ginger Stoker, SRI International Participants:

Causes and Consequences of Failure to Complete the Financial Aid Application Process. Aleksandra Holod, Teachers College, Columbia University; Colin Chellman, City University of New York; David Crook, City University of New York

College Admissions Test Score Gap in Chile: A Piece-Wise Linear Growth Model. Paulina Perez Mejias, University of Maryland - College Park; Robert G. Croninger, University of Maryland - College Park

Exploring the Relationship Between High School Math Course-Taking and College Access and Success. Stephen L. DesJardins, University of Michigan; Brian McCall, University of Michigan; Jiyun Kim, University
of Michigan; Jeongeun Kim, University of Michigan
Staying on Track to College: Gaps Between Desired and Actual P-12 Math Achievement Trajectories. Jaekyung Lee, University at Buffalo - SUNY
Discussant: Eric Grodsky, University of Minnesota

66.028. Designing Hybrid Field-Based Experiences: Insights From Faculty in One Urban Teacher Education Program. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 221; 12:25-1:55pm
Chair: Sherryl G. Graves, Hunter College - CUNY
Participants:
Preparing to Teach English Language Learners: Cross-Departmental “Virtual” Fieldwork. Laura Baecher, Hunter College - CUNY; Melissa B. Schieble, University of Wisconsin - Madison
Examining the Use of Hybrid Field Experiences in a Child Development Course. Gess Leblanc, Hunter College - CUNY
Moving Beyond Knowing: Partnering With Families to Support Struggling Readers. Jenny Tuten, Hunter College - CUNY; Deborah Ann Jensen, Hunter College - CUNY
Lessons in Reciprocity and Hybridity for Urban Adolescents and Preservice Teachers Through the Use of Digital Poetry. Jody Nicole Polleck, Hunter College - CUNY; Christine Rosalia, Hunter College - CUNY; Jason Wirz, Hunter College - CUNY
Discussant: Deborah B. Eldridge, Lehman College - CUNY

66.029. Mentoring Teachers: Navigating Real-World Tensions. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 217&218; 12:25-1:55pm
Chair: Susan G. Hanson, New Teacher Center
Participants:
What Mentors Learn from Mentoring. Susan G. Hanson, New Teacher Center
Navigating the Tensions: Vignettes on Mentoring. Ann Lieberman, Stanford University
Mentoring Novice Teachers: Perspective of a Mentor. Kathy Aldred, Boston Public Schools
Discussant: Betty Achinstein, University of California - Santa Cruz

66.030. Preparing Urban Teachers in a Postindustrial City. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 222; 12:25-1:55pm
Chair: Kathleen Crawford-McKinney, Wayne State University
Participants:
Urban Mathematics Teachers’ Reflections on Classroom Experiences. Viveka O. Borum, Wayne State University
Preparing Teacher Candidates to be Effective Urban Educators: Adapting to the Needs of Culturally Diverse Students. Chavon Jackson, Wayne State University
Solving Problems of Practice for Urban Science Teachers. David J. Grueber, Wayne State University
Preparing Urban Language Arts Teachers. Ebony Elizabeth Thomas, Wayne State University
Discussant: Carolyn M. Shields, Wayne State University

66.031. Situated Learning in Physical Education: Four Teaching Initiatives From Teaching Games for Understanding. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 12:25-1:55pm
Chair: Katherine J. Sanford, University of Victoria
Participants:
Learning Situations in Game Play: Leveling the Playing Field With Modification by Adaptation. Karen Richardson, Bridgewater State University; Deborah A. Sheehy, Bridgewater State University
Learning Through Situated Game Play and Problem-Solving: Two Profiles of Fifth-Grade Students. Heidi Renee Bohler, Westfield State University
Back in the Curriculum Race: (Re)inventing Teaching and Learning Through Physical Education. Joy I. Butler, The University of British Columbia; Timothy F. Hopper, University of Victoria; Claire Elizabeth Rohson, The University of Calgary
Emergent Learning in Physical Education: Exploring Connections Between School Integrated Teacher Education and Inventing Games. Timothy F. Hopper, University of Victoria; Joy I. Butler, The University of British Columbia
Discussant: Dennis J. Sumara, University of Calgary

66.032. Strengthening the Clinical Education of Teachers. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 220; 12:25-1:55pm
Chair: Kenneth Zeichner, University of Washington
Participants: James G. Cibulka, National Council for Accreditation of Teacher Education; Caitlin Rose Dailey, Teachers for a New Era Learning Network; Etta R. Hollins, University of Missouri - Kansas City; D. John McIntyre, Southern Illinois University - Carbondale; Arthur McKee, National Council on Teacher Quality

66.033. Symposium on Common Standards and Common Assessments: Implementation and Alignment Challenges and Opportunities. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 11; 12:25-1:55pm
Chair: Pascal D. Forgione, K-12 Center at ETS
Participants:
Overview of the SBAC (Smarter Balanced Assessment Consortia) and PARCC (Partnership for Assessment of Readiness for College and Careers) Supplemental Application Grants: Support to States and Districts for Transition to Common Standards. Pascal D. Forgione, K-12 Center at ETS
SMARTER Balanced Assessment Consortium Assessment Design and Supplemental Application Support for States and Districts: Implementation and Alignment Challenges and Opportunities. Joseph L. Willhoft, SMARTER Balanced Assessment Consortium; Deborah V. Sigman, California Department of Education
PARCC (Partnership for Assessment of Readiness for College and Careers): Progress, Challenges and Opportunities of a Cross-State Assessment Consortium. Laura Slover, Achieve, Inc.; Mitchell D. Chester, Massachusetts Department of Elementary and Secondary Education
Discussants: Sharon Lewis, Council of the Great City Schools; Chris Minnich, Council of Chief State School Officers; Andrew C. Porter, University of Pennsylvania

SIG Sessions

66.034. Reimagining the "Global Citizenship" Discourses: A View From the Contexts of Developing Countries. SIG-Caribbean and African Studies in Education; Symposium
VCC, Second Level, East Room 18; 12:25-1:55pm
Chair: Janice B. Fourniller, Georgia State University
Participants:
Reconstructing Lost Citizenships for Social Subjective Redemption: Africentric Perspectives. Ali A. Abdi, University of Alberta
Rethinking “Global Citizenship From an Indigenous Knowledge Perspective”. George J. Dei, OISE/University of Toronto
Local Knowledge and Global Citizenship Through a Caribbean Lens. June Marilyn George, University of the West Indies
Discussant: Annette M. Henry, The University of British Columbia

66.035. From Research to Transformative Action: Interpreting Research Critically From Raced, Decolonial, and Womanist Perspectives. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Third Level, West Room 306; 12:25-1:55pm
Chair: Rachel A. Grant, George Mason University
Participants:
Decolonizing the Spread of Research Epistemologies in a Second Language. Theresa Y. Austin, University of Massachusetts - Amherst; Yuri Kumagai, Smith College
Negotiating the Sociopolitical in Critical Multiliteracies: Research to Walk With and Alongside Urban Indigenous Communities. Fatima Pirbhai-Ilich, University of Regina
Uncovering Orientalisms in Occupied Palestine: Transforming English Language Teacher Education. Shelley Wong, George Mason University; Ilham Nasser, George Mason University
66.036. Investigating Doctoral Students’ Experiences and Perspectives. SIG-Doctoral Education across the Disciplines; Paper Session
VCC, Second Level, West Room 214; 12:25-1:55pm
Chair: Sean Robinson, Argosy University
Participants:
Agents of Doctoral Student Socialization: Faculty, Peers, and Students. Laura M. Portnoi, California State University - Long Beach; Ana Lima, California State University - Long Beach; Dilianna Peregrina-Kretz, OISE/University of Toronto
Bourdieu and Doctoral Education: Rethinking Academic Work and Socialization. Bryan Gopaul, OISE/University of Toronto
Factors Affecting the Research Productivity of Black Ph.D. Students at Predominantly White Institutions. Ferlin McGaskey, The University of Tennessee; Adriel Adon Hilton, Upper Iowa University; Ted Nicholas Ingram, Bronx Community College - CUNY
From the Margins to the Forefront: Perspectives of Doctoral Students of Color on the Socialization Process. Kimberly A. Truong, Northeastern University; Samuel D. Museus, University of Hawaii - Manoa
The Effect of Debt and Working While Enrolled on Graduate Attainment. Pilar Mendoza, University of Florida; Alee Lynch Gunderson, University of Florida

66.037. Literacy and Mathematics Instruction and Skills. SIG-Early Education and Child Development; Paper Session
VCC, Second Level, West Room 223; 12:25-1:55pm
Chair: Tran Keys, University of California - Irvine
Participants:
Effects of Child Care Quality on Children’s Language and Mathematics Skills at Kindergarten Entry. Tran Keys, University of California - Irvine; George Farkas, University of California - Irvine; Margaret Burchinal, University of California - Irvine; Greg Duncan, University of California - Irvine; Deborah L. Vandell, University of California - Irvine; Weiling Li, University of California - Irvine; Erik Ruzek, University of California - Irvine, Carolee Hoves, University of California - Los Angeles
Impacts of Supplemental Tutoring Configurations for Preschoolers at Risk for Reading Difficulties. Carol Vukelich, University of Delaware; Laura M. Justice, The Ohio State University; Myae Han, University of Delaware; Martha J. Buell, University of Delaware
Investigation of the Effects of Early Childhood Education on Fifth-Grade Literacy and Math Skills. Stephanie Michelle Carenton, Society for Research on Child Development; Louise B. Russell, Rutgers University; Xiangin Shen, Rutgers University; Renee K. Gormley, Rutgers University
Connect4Learning: Early Childhood Education in the Context of Mathematics, Science, Literacy, and Social-Emotional Development. Douglas H. Clements, University at Buffalo - SUNY, Julie Sarama, University at Buffalo - SUNY; Mary Louise Hemmeter; Vanderbilt University; Kimberly Brennanman, Rutgers University; Nell K. Duke, Michigan State University
Discussant: Julie Sarama, University at Buffalo - SUNY

66.038. Meanings and Conceptions of Environmental Education. SIG-Environmental Education; Paper Session
VCC, Third Level, West Room 302; 12:25-1:55pm
Chair: Chrisy M. Moroye, Regis University
Participants:
An Autoethnography Exploring Local Versus Universal Definitions of Academic Excellence in Environmental Science. Nicole Beeman-Cadhwell, Indiana University
Civic Agriculture: Education for a Civic Society. Robert Alan Wight, University of Cincinnati
Using the evolutionary-ecological land ethic to frame environmental science courses. Yael Wyner, City College of New York - CUNY
EcoMindedness Across the Curriculum. Chrisy M. Moroye, Regis University; Ben Ingram, University of Denver
The Importance of “Bad Practice” in Environmental Education and Environmental Education Research. Jonas Greve Lysgaard, Aarhus University - School of Education
Discussant: John Joseph Lupinacci, Eastern Michigan University

66.039. Online Toolkit for Comparative International Education Research. SIG-International Studies; Demonstration/Performance
VCC, Second Level, West Room 202&203; 12:25-1:55pm
Chair: David C. Miller, American Institutes for Research
Participants:
Discussant: Francisco O. Ramirez, Stanford University

66.040. Beyond Words: Action and Animation in Young Children’s Reading, Writing, and Playing. SIG-Language and Social Processes; Symposium
VCC, Second Level, West Room 219; 12:25-1:55pm
Chair: Guy Merchant, Michigan State University
Participants:
The Multimodal Construction of “Comprehensible Input”: Emergent Bilinguals’ Participation at the Preschool Writing Table. Deborah Rowe, Vanderbilt University
Subverting School Writing Modes: Young Children’s Linguistic Playgrounds. Maria Paula Ghiso, Teachers College, Columbia University
Animation and Action Texts in Children’s Play and Filmmaking. Karen E. Wohlwend, Indiana University - Bloomington
Discussant: Marjorie Siegel, Teachers College, Columbia University

66.041. National English Ability Test in Korea. SIG-Large Scale Assessment; Symposium
VCC, First Level, West Room 121&122; 12:25-1:55pm
Chair: Seok-Ho Kim, University of Georgia
Participants:
Overview of National English Ability Test. Tae-Je Seong, Ewha Womans University
Washback and Content Alignment. Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation
The Online Rater Training System. Dongkwang Shin, Korea Institute for Curriculum and Evaluation; Youn-Hee Kim, McGill University; Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation
Score Reporting. Ki-Ja Si, Ewha Womans University; Insuk Kim, Korea Institute for Curriculum and Evaluation; Yongseung Lee, Korea Institute for Curriculum and Evaluation; Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation
Discussants: Janal Abedi, University of California - Davis; Allan S. Cohen, University of Georgia

66.042. What’s OK? Speech and Behavior for Students. SIG-Law and Education; Paper Session
VCC, Second Level, East Room 9; 12:25-1:55pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
Legal Standards for Students’ Off-Campus Expression: Are They Clearly Established? Martha M. McCarthy, Loyola Marymount University
The Legal Landscape of Student Online Expression in K-12 and Higher Education: A Comparative Legal Case Analysis. Kevin P. Brady, North Carolina State University; Neal H. Hutchens, University of Kentucky; Jeffrey C. Sun, University of North Dakota
Discussant: Barbara Garri, SUNY - College at Oswego

66.043. Considering the Whole Student: The Use of Person-Centered Approaches to Characterize and Study Motivation. SIG-Motivation in Education; Symposium
VCC, Second Level, West Room 215&216; 12:25-1:55pm
Chairs: Lisa Linnenbrink-Garcia, Duke University; Jennifer Hendler Long
Participants:
Creating Rich Portraits: A Mixed-Methods Approach to Understanding...
Profiles of Intrinsic and Extrinsic Motivations. Jennifer Henderlong, Corpus, Reed College; Kyla Haimovitz, Stanford University; Stephanie V. Wormington, Duke University

Motivational Profiles of Upper-Elementary School Students: Stability and Change in Relation to Academic Engagement. Lisa Linnenbrink-Garcia, Duke University; Jan J. Riggbee, Duke University; Nancy E. Hill, Harvard University; Kate E. Snyder, Duke University; Adar Ben-Eliyahu, University of Pittsburgh

A Longitudinal Analysis of High School Students’ Profiles of Academic Buoyancy in Math and English. Peggy Ann Barnett, Fordham University; Karen Elizabeth Clayton, Fordham University; Akame Zasho, Fordham University

The Developmental Relationships Between Middle School Students’ Ability Judgments and Academic Interest: A Person-Centered Approach. Markku J. Niemivirta, University of Helsinki

Capturing the Relationships Between Achievement Goals and Outcomes: Latent Profile Analysis Versus Multiple Regression. Dena A. Pastor, James Madison University; Kenn E. Barron, James Madison University

Discussant: Avi Kaplan, Temple University

**66.044. Multicultural/Multilingual Education SIG: Contemporary Topics in Postsecondary Education.** SIG-Multicultural/Multilingual Education: Theory, Research, and Practice; Paper Session

VCC, Third Level, West Room 304; 12:25-1:55pm

Chair: Satasha L. Green, The University of Alaska - Anchorage

Participants:

- A Qualitative Study of the Ethno-Racial Identities of Minority Immigrant College Students. Eunyoung Kim, Seton Hall University; Danette Edwards, Seton Hall University

- Assessment of Changes in Multicultural Awareness and Behavior in Three Undergraduate Majors. Matthew R. Lee, James Madison University; Alex M. Borgella, James Madison University

- Not for Us: An Exploratory Study of Black Male Undergraduates’ Lived Experiences. Wayne D. Lewis, University of Kentucky; Steven Thurston Oliver, University of Kentucky; Jennifer L. Burris, University of Kentucky

- Faculty Women of Color Post-Gratz and -Grutter: The Critical Nexus of Race and Gender. Caroline Solotelo Viernes Turner, California State University - Sacramento; Juan Carlos Gonzalez, California State University - Fresno; Kathleen Wong (Lau), Western Michigan University

Discussant: Satasha L. Green, The University of Alaska - Anchorage

**66.045. Visual Methods in Qualitative Research.** SIG-Qualitative Research; Paper Session

VCC, Third Level, West Room 303; 12:25-1:55pm

Chair: Travis S. Wright, The George Washington University

Participants:

- Visual Participatory Research with Indigenous Youth: Do researchers know enough to be Appropriate or Risk Appropriating? Lisa M. Korteweg, Lakehead University; Cynthia C. Nicol, The University of British Columbia; Marc Roderick Higgins, The University of British Columbia


- How Art Practice Can Inform and Shape the Future of Visual Research in Education. Donal O'Donoghue, The University of British Columbia

- Using Digital Photography to Shed Light on “Bodies-at-Risk” in Physical Culture. Laura Azzario, Columbia University

- Photovoice for Self-Authorship: Methodological Bifurcation and Its Implications. Amanda O. Latz, Ball State University

Discussant: Joyce Mahler Duckles, University of Rochester

**66.046. Issues in Identification and Measurement of Student Abilities and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Paper Session

VCC, First Level, West Room 113; 12:25-1:55pm

Chair: Carol A. Carman, University of Houston - Clear Lake

Participants:


- Learning Prerequisites of Gifted Children: A Closer Consideration of Working Memory. Jessica Kornmann, University of Tuebingen; Ingo Zettler, Center for Educational Science and Psychology, Tuebingen, Germany; Peter Gerjets, Knowledge Media Research Center; Ulrich Trautwein, Universität Tubingen

- The Malleability of Spatial Ability Under Treatment of a FIRST LEGO League Competition-Based Simulation. Steve Coxon, Maryville University

- Using Picture-Based Nonverbal Tests to Help Identify Academically Talented Children. David F. Lohman, University of Iowa; James Lamar Gambrell, University of Iowa

Discussant: D. Betsy Mccooch, University of Connecticut

**66.047. Youth Civic Engagement and School Community, Climate, and Culture: Reciprocal Possibilities.** SIG-School Community, Climate, and Culture; Symposium

VCC, Second Level, East Room 17; 12:25-1:55pm

Chair: Adam Voight, Vanderbilt University

Participants:

- School Climates and the Development of Social Trust in Younger Generations. Constance A. Flanagan, University of Wisconsin - Madison; Les Gallay, University of Wisconsin - Madison

- Breaking Down Youth Civic Participation: The Effect of Engagement on Students’ School Climate Perceptions. Joanna D. Geller, Vanderbilt University; Maury Nation, Vanderbilt University

- Developing Nation, Developing Citizens: Contextualizing the Meaning of Civic Engagement Among School Students in Liberia. Holly Wegman, Vanderbilt University

- Student Perspectives on the Efficacy of Youth Participatory Action Research as a Tool for Institutional Change. Adam J. York, University of Colorado - Boulder

- School Climate as “Common Good”: Urban Middle School Student Civic Engagement for School Improvement. Adam Voight, Vanderbilt University

Discussant: Ben R. Kirshner, University of Colorado

**66.048. Second Language Learning, Instruction, and Pedagogical Issues.** SIG-Second Language Research; Paper Session

VCC, Second Level, East Room 10; 12:25-1:55pm

Chair: Yukari Takimoto Amos, Central Washington University

Participants:

- Measuring Language Learning Motivational Orientations Among Precollege English Language Learners: An Instrument Validation Study. Yuliya Ardasheva, University of Louisville; Szoe Szee Tong, University of Louisville; Thomas R. Tetreu, University of Louisville

- Language Attitudes in a German Classroom. Johanna Ennser-Kananen, University of Minnesota

- Measuring Second Language Learning Across Contexts: An Ecological Approach. Noah Borrello, University of San Francisco; Christine Jean Yeh, University of San Francisco

- Perceptions and Use of Language Learning Strategies: Results From a Survey Study. Yuliya Ardasheva, University of Louisville; Thomas R. Tetreu, University of Louisville

Discussant: Zheng Zhang, University of Western Ontario

**66.049. Writing Instruction and Interventions for Students With Disabilities.** SIG-Special Education Research; Paper Session

VCC, First Level, West Room 111&112; 12:25-1:55pm

Chair: Pei-Ying Lin, University of Saskatchewan

Participants:

- Monitoring Writing Progress of Elementary Students: Contributions and Cautions. Christine Espin, University of Minnesota; Miya Muara Wayman, University of Minnesota; Stanley L. Deno, University of Minnesota

- Teaching Peer-Revision to Middle School Students With Emotional and Behavioral Disabilities: Can They Do It? Margo A. Mastroppieri, George Mason University; Sara J. Mills, George Mason University

- Comparing Two Story-Writing Mnemonic Strategies: A Randomized Control Trial Study. Michael W. Dunn, Washington State University

- The Effects of Compare-Diagnose-Operate Strategy Instruction on the Revising Skills of Students With and Without Disabilities. Cindy K. Sherman, University of Maryland; Susan De La Paz, University of Maryland

- Teaching Students With Emotional and Behavioral Disorders to Self-Advocate Through Writing. Yojanna Cuencu, Illinois State University
Division and SIG Roundtables

66.050. Making Space for Writing Through Artistic Literacies; Roundtable Session

66.050-1. Making Space for Writing Through Artistic Literacies, SIG-Writing and Literacies; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Gloria E. Jacobs, Portland State University
Participants:
Writers and Artists Coming Together: Literacy Partnerships at Work. S. Rebecca Leigh, Oakland University
“I Just Wanted to Let That Out”: Teen and Adult Filmmaking Literacies as Spaces for Healing. Brian Bailey, Nazareth College; Maria Baldassarre Hopkins, Nazareth College of Rochester

66.051. Roundtable Session 116; Roundtable Session

66.051-1. Interventions to Support Data-Driven Decision Making and Instructional Improvement: Frameworks and Findings. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chairs: Julie A. Marsh, University of Southern California; Jennifer Sloan McCombs, RAND Corporation
Participants:
Understanding Coaches and Data Teams as Capacity-Building Interventions: A Sociocultural Learning Approach. Julie A. Marsh, University of Southern California; Jennifer Sloan McCombs, RAND Corporation; Caitlin Farrell, University of Southern California
The Nature of Teachers’ Collaborative Use of Student Learning Data. Tamara Hohlnland Nelson, Washington State University; David Slavit, Washington State University Vancouver
Linking Instructional Practice to Student Performance. Jonathan A. Supovitz, University of Pennsylvania
Districts’ Efforts for Data Use and Computer Data Systems. Vincent Cho, Boston College; Jeff Wayman, The University of Texas - Austin

66.051-2. Leadership and Learning Roundtable. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Participants:
Facilitating Opportunities for Professional Learning in Teacher Work Groups. Britnie Delinger Kane, Vanderbilt University
Making Sense of Principals’ Efficacy in Chilean Elementary Schools. Stephen E. Anderson, University of Toronto; Javieria Marfan Sanchez, Fundacion Chile; Andrea Horn Kupfer, Fundacion Chile
Math Content Knowledge May Not Be Enough for the Development of Math Teacher Leadership. Serigne Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Barbara C. Schroder, The Graduate Center - CUNY
The Networked School Leader: Examining the Principal Position in School and District Networks. Nienke M. Moolenaar, Universiteit Twente
The Development of Math Teacher Leadership: A Pre-Post Analysis of a Three-Stage Model. Serigne Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Barbara C. Schroder, The Graduate Center - CUNY

66.051-3. Leadership for Authentic Family and Community Partnerships: Research Perspectives to Inspire Practice. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Susan Auerbach, California State University - Northridge
Participants:
Edging In: Locating a Focus on School-Family-Community Partnerships Within the Scholarship of Educational Leadership. Carolyn J. Riehl, Teachers College, Columbia University
Conceptualizing Leadership for Authentic Partnerships: A Model to Inspire Practice. Susan Auerbach, California State University - Northridge
Target, Strategic Partner, Critical Friend? Relationships Between School Leaders and Community Organizing Groups. Sara McAlister, Annenberg Institute for School Reform; Michelle Renee, Annenberg Institute for School Reform

66.051-4. Leadership, Identity, and Culture. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Participants:
Coloring the College Pipeline: Students of Color and the Role of Community Cultural Wealth in College Access and Choice. Anjalee DeVayon Welton, University of Illinois at Urbana-Champaign; Melissa Ann Martinez, Texas State University-San Marcos
Culturally Responsive Leadership: Developing Social Justice Within Colonized Students’ Population in a Mexican University. Elia Villasenor, The University of Arizona; Nolvia Ana Cortez, The University of Arizona
Relationships Between Teacher and Student Ethnicity in Texas Elementary Schools: An 11-Year Analysis. Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University
The Influence of Cultural Discontinuity on Academic Bias against Racially and Ethnically Diverse Students. Amanda Taggart, Mississippi State University

66.051-5. Leading and Teaching in Diverse Contexts. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Lauri Johnson, Boston College
Participants:
Perspective on Collective Leadership From School and Community Leaders. Christopher A. Janson, University of North Florida; Matthew C. Millitello, North Carolina State University; Francisco Guajardo, The University of Texas - Pan American; Miguel Angel Guajardo, Texas State University - San Marcos
Principals at Low-Performing Schools: Characteristics of New Hires, Stayers, Leavers, and Their Relationship With School Outcomes. Edward J. Fuller, The Pennsylvania State University; Michelle D. Young, University Council for Educational Administration
Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and Social Organization. Matthew Philip Steinberg, University of Chicago; Elaine M. Allensworth, University of Chicago; David Wilson Johnson, University of Chicago
Supplemental Education Services and the Effects on English Language Learners Case Studies of Two Middle Schools. Ricardo D. Rosa, University of Massachusetts - Dartmouth

66.051-6. Mechanisms to Improve School Learning Environments. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Jessica Ann Brown, The University of Texas - Austin
Participants:
Developing Constructs to Distinguish Between Schools. Dana Yoder-Wefers, Weizmann Institute of Science; David L. Fortus, Weizmann Institute of Science
Bridging Research, Reform, and Classroom Practice: Stakeholder’s Perceptions of a High School’s Revised Grading Policy. Anthony C. Frontier, Cardinal Stritch University; Carroll Elizabeth Bronson, Cardinal Stritch University
Investigating Changes in Schools’ Educational Practices Over Time. Ronald H. Heck, University of Hawaii - Manoa

66.051-7. Onward! Leading the Charge: Principal Capacity and Effectiveness. Division A - Administration Organization & Leadership;
321Tuesday Afternoon, April 17, 2012

66.051-8. Principal Accountability: Measuring Performance for Merit Pay and Ongoing Improvement. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Participants:
Study of Standards-Based Principal Evaluation in Two Large School Districts. Tony Milanowski, Westart, Steven M. Kimball, University of Wisconsin - Madison
Implementing Performance Pay for Principals: Findings From the Teacher Incentive Fund (TIF) 1 and II Grantees. H. Aix Gallagher, SRI International; Kaily Yee, SRI International; Ashley Z. Campbell, SRI International
The Best Laid Plans of Principal Performance Pay. Peter Trabert Goff, Vanderbilt University; Ellen B. Goldring, Vanderbilt University

VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Rick Mintrop, University of California - Berkeley
Participants:
From “Ways of Knowing” to “Ways of Action”: Women’s Application of Critical Leadership in Service to the Public Good. Lori Michelle Johnson Santamaria, California State University - San Marcos; Guatane Jean-Marie, University of Oklahoma; Rhonda M. Blackwell-Flanagan, Florida State University
Social Justice Leadership: Theory and Practice. Fei Wang, OISE/University of Toronto
The National Survey of LGBT (Lesbian, Gay, Bisexual, and Transgender) Educators’ Perceptions of School Climate 2011. Tiffany Wright, Millersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania
The Impact of Elementary Principals’ Special Education Preparation on the Implementation of Inclusion in Schools. Carmelita Thompson, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University; Edward L. Mason, Prairie View A&M University
Caring Across Differences: Its Possibilities and Challenges in an Urban Elementary School. James Calvin Eslinger, OISE/University of Toronto

66.051-10. The Roles, Experiences, and Perceptions of Teachers and Leaders in Schools. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Craig Martin Peck, University of North Carolina - Greensboro
Participants:
An Investigation Into Teachers’ Job Satisfaction Using Structural Equation Modeling. Xin Luo, Michigan State University; Keyin Wang, Michigan State University
Assessing Teacher Emotional Intelligence and Burnout Provides a New Lens for School Leaders. Nan Thorngquist, School Board of Alachua County; Linda S. Behar-Horenstein, University of Florida; Cyndi W. Garvan, University of Florida
Exploring K-12 Administrator and Teacher Experiences of Assessment for Learning and Its Implementation. Susan Drake, Brock University; Joanne L. Reid, Brock University
The empirical study of the kindergarten teachers’ job satisfaction in Taiwan: exploring the effect of the intrinsic demand, external reward, and organizational treatment. Yi-Gean Chen, Chung Hwa University of Medical Technology; Jao-Nan Cheng

VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Madlene P. Hamilton, Stanford University
Participants:
Professional Learning Communities in Cross-Cultural Comparison. Svenja Vieuf, German Institute for International Educational Research; David Kaplan, University of Wisconsin - Madison; Eckhard Klieme, German Institute for International Educational Research; Sonja Bayer, German Institute for International Educational Research
Making Research Relevant: An Example of Aggregating School-Based Findings in Support of Decision Making With Implications for Educational Leadership. Theodore Stefan Kaniuka, Fayetteville State University; Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University
Building Leadership Capacity at the District Level. Robert B. Macmillan, University of Manitoba; Jennifer Tidhope, Thames Valley District School Board; Jane Lashbrook-Sherman, Thames Valley District School Board; Shelley Handle, Thames Valley District School Board; Andrea Morrison, Thames Valley District School Board; Michael Philips, Thames Valley District School Board; Patricia Tomico, Thames Valley District School Board
Governing by Paradox: Empowerment and Network Bureaucracy in New York City. Fanon Howell, Teachers College, Columbia University
Cooperation in Education? A Case Study of Collaboration in a Competitive Environment. Daniel R. Muijs, University of Southampton; Natasha Rumiantseva, University of Southampton

66.051-12. Transformations of Teachers, Learners, and Identities. SIG-Cultural Historical Research; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm
Chair: Emily Duvall, University of Idaho
Participants:
Beginning Teachers’ Production of Pedagogical Content Knowledge: A Cultural-Historical Perspective. Victor Diaz, Arizona State University
Dis/abling Autistic Student in the Context of Community College. Naja Berg Hougaard, The Graduate Center - CUNY; Eduardo F. Romance, Florida Atlantic University
Vygotsky and Defectology: Creating Contexts for Alternative Developmental Pathways toward Conventional Cultural Ends. Peter Smagorinsky, University of Georgia

66.052. Roundtable Session 117; Roundtable Session

66.052-1. Reflecting on Practice and Reflective Practice in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Veronica Pacini-Ketchabaw, University of Victoria
Participants:
Encounters With Materials in Early Childhood Education. Veronica Pacini-Ketchabaw, University of Victoria; Sylvia C. Kind, The University of British Columbia; Laurie Kocher, Douglas College
Teacher Inquiry and Reflective Practice in Primary Teacher In-Service Teacher Education. Margaret Joan MacDonald, Simon Fraser University; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Cher Michelle Hill, Simon Fraser University
Teaching for Creativity: Examining the Beliefs of Early Childhood Education.
66.052-2. Thinking Across/Through the Species Divide: Nonhuman Animals in Educational Theory and Research. SIG-Critical Educators for Social Justice; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: E. Wayne Ross, The University of British Columbia Participants:

Lynne, the Animal: Rethinking Nonhuman Animals in Educational Discourses. Abraham P. Deleon, The University of Texas - San Antonio

Nothing but the Dog in Me: Critical Race Theory and the African American Construct of Canines as Nonhuman Animals. Michael E. Jennings, The University of Texas - San Antonio

Meet Them at the Plate: Reflections on the Eating of Animals. Cory D. Wright-maley, University of Connecticut

Animals-Becoming-Meat: Embracing a Disturbing Education. Bradley D. Rowe, The Ohio State University


Can Performance-Based Assessments Be Reliable and Valid? Findings From a State Pilot. Ruth Cheng Wei, Stanford University; Ken Mathew Cor, Stanford University; Nicole Leigh Arshan, Stanford University; Raymond Lee Peecheone, Stanford University

Method Effects: Concepts and Models. Andrew Maul, University of Oslo

Modeling the Predictive Validity of SAT Critical Reading Items. Jennifer L. Kohrin, The College Board; YoungKoung Kim, The College Board; Mylene Remigio, The College Board

Validating CELPIP-G (Canadian English Language Proficiency Index Program-General) Test for Canadian Immigration: Classification Consistency/Accuracy as Evidence for Consequences of Assessment. Amery Dai Ling Wu, Paragon Testing Enterprises; Donald Wehrung, Paragon Testing Enterprises; Bruno D. Zumbo, The University of British Columbia

66.052-4. Research on Accommodating Missing Data. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: Christopher M. Swoboda, University of Cincinnati Participants:

Inclusive Strategy in Missing Data Analyses: Inclusion of Interaction or Higher Order Terms of Auxiliary Variables. Xiaoxi Li, Peking University; Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong

Missing Data Procedures Used in a Large-Scale Randomized Controlled Trial: Lessons Learned and Limitations. Anja Kurki, American Institutes for Research; Chuck Wilkins, Edvance Research, Inc.; John H. Hitchcock, Ohio University; Russell M. Gersten, Instructional Research Group; Joseph A. Dimino, Instructional Research Group

What Do We Do When Data Are Missing on Multiple Variables? Jonathan D. Rubright, University of Delaware; Ratna Nandakumar, University of Delaware; Joseph J. Glutting, University of Delaware

66.052-5. Searching for Clarity With Theories of Action and Validity Arguments: The Place of Consequence. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc. Participants:

Building a Conceptual Bridge Between Theories of Action and Interpretive Arguments. Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Paul D. Nichols, Center for Evaluation and Assessment

Initial Interpretative and Evaluative Arguments for the Use of Growth Scores for Teacher Performance Pay. Nathan Dadey, University of Colorado - Boulder; Brian Gong, National Center for the Improvement of Educational Assessment, Inc.

Theory of Action as a Framework for Evaluating an Assessment Program. Randy E. Bennett, ETS

66.052-6. The Whole Is Greater Than the Sum of Its Parts: Research on Aggregated Test Scores. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: Anton Beganu, Cito Participants:

Reliability of Aggregation of Results on Multiple Assessments: Which Role Can Retests Play? Robert Zwiers, Cito

A Valid Decision Based on Multiple Tests: Validation of Competence Assessment Programs. Saskia Woolf, Cito


66.052-7. Validation of Scales. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: Timothy R. Konold, University of Virginia Participants:

Dimensionality Assessment of Chinese Elementary and High School Teacher Burnout Scale Using Full-Information Item Bifactor Analysis. Xinting Zhao, University of Missouri; Fang Wang, Beijing Normal University


New Evidence on the Validity of the Classroom Assessment Scoring System. Nicole Makas Colwell, University of Illinois at Chicago


Multilevel Issues in the Application of Propenss Score Matching. Brian Francis Patterson, The College Board

The Effect of Within- and Cross-Level Multicollinearity on Parameter Estimates and Standard Errors in Multilevel Modeling With Different Centering Methods. Thomas James Blaze, University of Pittsburgh; Feifei Ye, University of Pittsburgh

Can We Count on AIC (Akaike Information Criterion), BIC (Bayesian Information Criterion), and Likelihood Ratio Test in Model Selection? Melhua Qian, Indiana University; Jonathan A. Pherger, Indiana University

66.052-9. Item Response Theory. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: Brian T. Habeing, University of South Carolina Participants:

Bayesian Analyses of IRT (Item Response Theory) Parameters and Amount of Information. Taslima Rahman, University of Maryland - College Park; Robert J. Mislevy, University of Maryland

Comparisons of Three Strategies for Addressing Missing Data in a Graded Response Model. Arnomd Sakworszich, Fordham University; Jennifer Hill, New York University; Charles Lewis, Fordham University

Effects of Weighting Schemes on the Composite Scores Under the Multivariate Proficiency Distribution Using Item Response Theory. Shun-Wen Chang, National Taiwan Normal University; Shin Teng, National Yang Ming University; Chia-Feng Lu, National Yang Ming University

Evaluation of Person Fit Under the Least Squares Distance Model of Cognitive Diagnosis. Dimitar M. Dimitrov, George Mason University; Dimitar V. Atanasov, New Bulgarian University; Bulgaria

Proposing a New IRT (Item Response Theory) Guessing Model That Adjusts Both Ability and Difficulty. Yao Wen, University of Wisconsin - Milwaukee; Bo Zhang, University of Wisconsin - Milwaukee

66.052-10. Discussions in Item Response Theory. Division D - Measurement and Research Methodology; Roundtable Session VCC, First Level, East Ballroom C; 12:25-1:55pm Chair: William Holmes Finch, Ball State University Participants:

A Comparison of Bayesian, MLM (Maximum Likelihood With Mean Adjustment), and WLSMV (Weighted Least Squares With Mean and Variance Adjustment) in Confirmatory Factor Analysis Under a Range
of Non-Ideal Situations. Zijia Li, University of Kentucky; Michael Toland, University of Kentucky; Yuchen Yang, University of Kentucky

A New Tool for Fitting Polytomous Item Response Theory Models. Zhushan Mandy Li, Boston College

Asymptotic and Sampling-Based Standard Errors for IRT (Item Response Theory)-Based Item Maps in NAEP. Weiwei Cui, National Institute of Statistical Sciences; Tao Jiang, American Institutes for Research


Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Marilyn S. Thompson, Arizona State University
Participants:
A Simulation Approach to Locally Derived Criteria for Model Fit. Brent F. Olson, The University of British Colombia

Exploring an Optimal Procedure for Creating Parcels in Structural Equation Modeling. Faith Orcan, Florida State University; Yanyun Yang, Florida State University

Fit Indices in Exploratory Factor Analysis for Ordered Categorical Data. Yanyun Yang, Florida State University; Yan Xia, Florida State University

66.053. Roundtable Session 118; Roundtable Session
66.053-1. Educational Technology and Mathematics Learning. SIG-Research in Mathematics Education; Roundtable Session
VCC, Second Level, East Room 1; 12:25-1:55pm
Chair: Cheng-Yao Lin, Southern Illinois University - Carbondale

Participants:
Examining the Effectiveness of a 3-D Mathematics Game: A Structure Equation Model. Haitian Bai, University of Central Florida; Wei Pan, University of Cincinnati; Atsui Hirumi, University of Central Florida

Graduate Assistants’ Perspective as Student Avatars in a Simulation of Teaching Algebra for Diverse Learners. Tingting Ma, Texas A&M University; Irving A. Brown, Texas A&M University; Chance W. Lewis, University of North Carolina at Charlotte; G Donald Allen, Texas A&M University - College Station; Trina J. Davis, Texas A&M University - College Station; Gerald Kulm, Texas A&M University

The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis. Alan Cheung, Johns Hopkins University; Robert Slavin, Johns Hopkins University

66.053-2. Effective Mathematics Teaching: Is There a Best Approach? SIG-Research in Mathematics Education; Roundtable Session
VCC, Second Level, East Room 1; 12:25-1:55pm
Chair: Egon J. Chernoff, University of Saskatchewan

Participants:
Effects of Reading Practices in and Out of School on Mathematics Achievement: A Comparative Study Using PISA (Programme for International Student Assessment) 2009 Data. Simon Kim, California State University - Long Beach; Seon-Hi Shin, Seoul National University; Bong-Ju Yi, Korea Institute for Curriculum and Evaluation

Learning and Affect: A Comparison of Two Approaches to Teaching Elementary Data and Statistics. Noel D. Enyedy, University of California - Los Angeles; Tessa Sengupta Irving, University of California - Irvine; Christine Brigid Maisarry, University of California - Los Angeles; Elizabeth Horst Redman, University of California - Los Angeles

Reform and Traditional Instructional Effects on African and Caucasian Americans’ Mathematics Achievements Using 2007 Trends in International Mathematics and Science Study (TIMSS). Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas


66.053-3. Instructional Materials-Based Mathematics Education Reform in Urban Districts. SIG-Research in Mathematics Education; Roundtable Session
VCC, Second Level, East Room 1; 12:25-1:55pm
Chair: Overview of Issues in Curricular-Based Urban Mathematics Education Reform. Karen D. King, National Council of Teachers of Mathematics

Relationship Between School and District Supports for Adopting an Inquiry-Oriented Curriculum and Change in the Quality of Teaching. Thomas M. Smith, Vanderbilt University; Rebecca Schmidt, Vanderbilt University; Daniel Berebitsky, Vanderbilt University; Anne Louisa Garrison, Vanderbilt University; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Paul A. Cobb, Vanderbilt University

Exploring Relationships Among Use of Standards-Based Instructional Materials in Mathematics, Cognitive Demand, Alignment, and Student Achievement in an Urban District. Karen D. King, National Council of Teachers of Mathematics; Monica B. Mitchell, MERAsociates; Jessica Tybursky, New York University; Robert J. Tobias, New York University; Ognyen Simic, New York University; Candace Barriteau Phaire, New York University

66.053-4. Mathematical Discourse and Student Learning. SIG-Research in Mathematics Education; Roundtable Session
VCC, Second Level, East Room 1; 12:25-1:55pm
Chair: Sandra M. Crespo, Michigan State University

Participants:
Embodiment Theory and Mathematics Education Research. Laurie D. Edwards, Saint Mary’s College of California

Mathematics Teachers Discussing Urban Students in Professional Development Meetings. Andrew Haiven Chu, The Graduate Center - CUNY

Relational Interactions in Mathematics Classrooms and Their Relationship With Instructional Quality. Dan Battey, Rutgers University; Rebecca A. Neal, Arizona State University

Strategies That Support Mathematical Discourse in the Elementary Classroom. Karen M. Higgins, Oregon State University; Barbara Lynn Blanke, California Polytechnic State University, San Luis Obispo

66.053-5. Learning Science Through Engaging With Its Representational Practices. SIG-Science Teaching and Learning; Roundtable Session
VCC, Second Level, East Room 1; 12:25-1:55pm
Chair: Richard A. Duschl, The Pennsylvania State University

Participants:
A Representation Construction Pedagogy for Learning Science. Russell W. Tyler, Deakin University; Peter Hubber, Deakin University

Organizing Purposes to Support Students’ Semiosis and Science Learning. Per-Olof Wickman, Stockholm University; Annie-Maj Johansson, Stockholm University

Explaining Newton’s Laws of Motion: Using Student Reasoning Through Representations to Develop Conceptual Understanding. Bruce G. Waldrip, Monash University; Vaughan Prain, La Trobe University

66.054. Roundtable Session 120; Roundtable Session
66.054-1. Computational Literacy Revisited. SIG-Advanced Technologies for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Florence R. Sullivan, University of Massachusetts - Amherst

Participants:
A Technologically Enhanced Construction Kit as a Support for Children’s Socially Distributed Computational Thinking. Maneska K. DuMont, Utah State University

Scratch: An Entree into Computational Literacy and Learning in Young Adolescents. Florence R. Sullivan, University of Massachusetts - Amherst; Claire E. Hamilton, University of Massachusetts - Amherst; Annemarie Foley, University of Massachusetts - Amherst

The Cognition of Everyday Machines: Computational Literacy and the Development of Everyday Technological Understanding. Daniel Greene, Stanford University; Paulo Blikstein, Stanford University

66.054-2. Games for Learning: Research Outcomes and Student Experiences. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm
Chair: Mehmet Dalı Ozturk, Arizona State University
Participants:
A Literature Synthesis About Games in Education. Albert Dieter Ritzhaupt, University of Florida; Nathaniel Poling, University of Florida; Chris Atkinson Frey, University of Florida; Margeaux C. Johnson, University of Florida
Fifth Graders’ Flow Experience in a Digital Game-Based Science Learning Environment. Meixun Zhong, North Carolina State University
Self-Regulation, Alternate Reality Games, and Problem Based Learning: Are Students Ready to Play to Learn? Chris William Bigenho, Greenhill School

66.055. Roundtable Session 121; Roundtable Session
66.055-1. Culturally Responsive Pedagogies. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm
Chair: Charles F. Scott, Simon Fraser University
Participants:
Gendered Art: Implications of Single Sex Art Education at an Urban Middle School. Kelly A. Hrenko, University of Southern Maine
The Legend of Awara and Rereroa: Developing Culturally Responsive Pedagogy Through the Arts. Rawiri Hindle, Victoria University
Examining Practice in a Kura Kaupapa Indigenous Maori School. Delia Jane Baskerville, Educational Psychology and Pedagogy

66.055-2. Drama-Based Pedagogies in Teacher Education and Classroom Learning. SIG-Arts and Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm
Chair: Pamela L. Grossman, Stanford University
Participants:
When, Where, How Much, and for Whom? A Research Synthesis of Drama-Based Pedagogy on Student Outcomes. Bridget Lee, The University of Texas - Austin
Pedagogy for Teacher Presence: Applying Actor’s Training to Teacher Education. Tony Johnston, University of California - Berkeley
Supporting Teachers’ Facilitation of Classroom Discussion: Where Teacher Education and Improvisational Theatre Intersect. Lisa Barker, Stanford University
Practitioner Inquiry and Ethnodrama in a High School Classroom: A Methodological and Pedagogical Approach for Fostering Critical Literacy With Adolescents. Sarah Reed Hobson, University of Pennsylvania

66.056. Roundtable Session 122; Roundtable Session
Chair: James C. Jupp, Georgia Southern University
Participants:
A Critical Look at Culture: College Students Crossing Violent Borders. Angelica Maria Fuentes, The University of Texas - Brownsville; Bryant Griffith, Texas A&M University - Corpus Christi; Corinne Valadez, Texas A&M University - Corpus Christi
Choice and the Constructed Comparison of Possible Futures in Specialized Arts Education. Ruben Gaztambide-Fernandez, OISE/University of Toronto; Elena VanderDussen, University of Toronto; Kate Cairns, OISE/University of Toronto
Exhalation, Homonationalism, and the Construction of Safe Subjects in Specialized Arts High Schools. Ruben Gaztambide-Fernandez, OISE/University of Toronto; Lia Gladstone, OISE/University of Toronto; Dominique Riviere, OISE/University of Toronto
Toward Cosmopolitan Sensibilities in Curriculum Studies. James C. Jupp, Georgia Southern University

66.056-2. Instructional Technology SIG: Design and Evaluation of Games and Simulations. SIG-Instructional Technology; Roundtable Session Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm
Chair: Thomas Brush, Indiana University
Participants:
Complexity, Cognitive Regulation, and Understanding of a Complex Science System. Victor Law, University of Oklahoma; Deniz Eseryel, University of Oklahoma
Design of Digital Game-Based Content Learning for Diverse Learners. Fengfeng Ke, Florida State University
Gaming in the Media Center: What School Media Specialists Are Saying About Barriers to Game Adoption in Libraries. Ginger S. Watson, Old Dominion University; Amy B. Adcock, Old Dominion University; Carol A. Doll, Old Dominion University

66.057. Roundtable Session 123; Roundtable Session
66.057-1. Grounded Embodied Cognition in the K-12 Classroom: Innovations and Explorations in Practice. SIG-Learning Sciences; Roundtable Session Sheraton Wall Centre, Third Level, South Orca; 12:25-1:55pm
Chair: David Kirsh, University of California - San Diego
Participants:
Combining Movement and Imagination With Story Development: Using Direct Embodiment to Construct Narrative-Driven Computational Artifacts. Cameron L. Fadjo, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
Doing-for-Seeing, Seeing-for-Doing: Demonstration and Imitation as Critical Opportunities for Schema Development in Embodied-Interaction Mathematics Learning. Dor Abrahamson, University of California - Berkeley; Timothy Charoenying, University of California - Berkeley
Mind Your Body: Learning Mathematics Through Physical Action. Carmen Julia Petruck, The University of Texas at Austin; Taylor Martin, The University of Texas - Austin
SimPhysics: Learning Physics With Force Feedback in a Simulation. Shih-Chieh Douglas Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Vea, Teachers College, Columbia University
Do Gestural Interfaces Promote Thinking? Embodied Interaction: Congruent Gestures and Direct Touch Promote Performance in Math. Ayselet Segal, Teachers College, Columbia University

Chair: Frederick A. Levenson, Texas A&M University
Participants:
Impact of Gaming and Programming Affinities on Learning to Mod. Shree Durga, University of Wisconsin - Madison
Language in a Modding Community: Learning English for a Specific Purpose. Yoonhee Naseef Lee, Arizona State University
The Playable Stories System: Learning programming and 3D role-playing game design as socially relevant practice. Adam Ingram-Goble, Indiana University

Division and SIG Posters
66.058. Poster Session 19; Poster Session
Posters:
1. Examining Preservice Teachers’ Knowledge of Number and Operations Using Cognitively Guided Instruction. Leigh A. Van Den Kieboom, Marquette University; Lara Geronime, Marquette University
2. Exploring the Effectiveness of Interventions Designed to Deepen Preservice Teachers’ Conceptual Understanding of Algebra Concepts. Xiaobo She, Texas Tech University; Shirley M. Matteson, Texas Tech University; Kamau Qginga Sowats, Texas Tech University; Jennifer A. Wilhelm, University of Kentucky
3. Preservice Teachers’ Epistemic Changes Involved in Modeling Fractions. Mohan Chinnappan, University of South Australia; Tricia Forrester, University of Wollongong; Elise Thurtell-Hoare, University of Wollongong

5. Studying Mathematical Preparation in an Elementary Teacher Education Program. Stephanie Z. Smith, Georgia State University; Marvin E. Smith, Kennesaw State University; Susan L. Swars, Georgia State University; Lynn C. Hart, Georgia State University; Jody Carothers, Georgia State University

6. The Juxtaposition of Instructor and Student Perspectives on Mathematics Differentiated Instruction in Elementary Science. Katrina Roseler, Florida State University; Margaret L. Niess, Douglas College; Lynn C. Hart, Georgia State University

7. Transferring Problem-Solving Skills in Art Education: Preservice Elementary Candidates’ Perceptions of the Relationship to Mathematics Education. Patricia M. Lamphere-Jordan, Oklahoma State University

66.058-2. Supporting, Challenging, and Shifting Teacher Practice in STEM. Division C - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:
8. “Gives Me the ‘Right’ to Teach Science”: Professional Development’s Impact on Primary Grade Teachers’ Practice. Margaret Saucedo Curwen, Chapman University; Kimberly A. White-Smith, Chapman University; Roxanne Greitz Miller, Chapman University; Colette Marie O’Bannon, Chapman University; Robert Calfee, Stanford University


10. A Summary of Impacts of Two Distinct RET (Research Experience for Teachers) Programs. Katrina Roseler, Florida State University; Giang-Nguyen Nguyen, University of West Florida; Barry W. Golden, Florida State University


12. Elementary Teachers’ Self-Directed Approach to Developing Knowledge of Inquiry-Based Teaching of Mathematics. Olive Chapman, University of Calgary


15. Teachers Teaching Teachers: In-School Professional Development Integrating Mathematics, Science, and Technology Learning. Emily H. Van Zee, Oregon State University; Henry Gillow-Wiles, Oregon State University; Nancy Staats, Oregon State University; Margaret L. Niess, Oregon State University


Posters:

17. Perceptual Benefits of Physical Material for a Spatial Task. Bertrand Schneider, Stanford University

18. The Influence of Working Memory on ELL (English as a Second Language) Children’s Literacy. H. Lee Swanson, University of California - Riverside; Cathy Lussier, University of California; Michael John Oroso, University of California - Riverside; Danielle Gazman-Orth, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara

19. The Rhythm Task: A New Method for Measuring Cognitive Load while Learning from Multimedia Instruction. Rabette Park, Saarland University; Roland Brunken, Saarland University

20. The Role of Immediate Feedback on the Accuracy of Metacognitive Judgments in an Intelligent Multi-Agent Hypermedia Learning Environment. Reza Feyzi Behnaghi, McGill University; Roger Azevedo, McGill University

21. “What’s the Question?” Examining the Impact of Question Type on Students’ Multiple Source Use. Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland


23. The Impact of Teachers’ Instruction on Children’s Knowledge and Strategy Use: An Experimental Investigation. Jennie K. Grammer, University of Michigan; Jennifer L. Coffman, University of North Carolina - Chapel Hill; Peter A. Ormstein, University of North Carolina - Chapel Hill

24. The Influence of Popular Culture Infusion in Self-Regulated Learning Instruction. Terri Lynn Gaffney, University of Central Florida; Bobby Hoffman, University of Central Florida

25. Accuracy of Immediate and Delayed Comprehension Judgments About Problem-Solving Tasks. Martine Baars, Erasmus University Rotterdam; Tamara Van Gog, Erasmus University; Anique De Bruijn, Erasmus University; Fred Paas, Erasmus University

26. Excluding Seductive Details From Case-Based Instructional Narratives to Increase Novice Teacher Education Students’ Learning Transfer. Sara A. Abercrombie, Bowling Green State University

27. Interactive Effects of Text and Task Characteristics on Active Cognition, Metacognition, and Learning Outcomes. Marie Lippmann, Dresden University of Technology; Neil H. Schwartz, California State University - Chico; Susanne Narciss, Technical University of Dresden; Robert William Danielsson, California State University - Chico; David Sarmento, California State University - Chico

28. Metacognitive Strategies and Test Performance: An Experience Sampling Analysis of Students’ Learning Behavior. Ulrike Elisabeth Nett, University of Konstanz; Thomas Goetz, University of Konstanz; Nathan C. Hall, McGill University; Anne C. Frenzel, University of Augsburg

29. Maximizing and Counterfactual Thinking in Academic Major Decision Making. Jennifer Kay Leach, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin


31. Guidelines for Assessing Two Independent Calibration Processes. Gregory John Schraw, University of Nevada - Las Vegas; Frederick Kuch, University of Nevada - Las Vegas; Antonio P. Gutierrez, University of Nevada - Las Vegas

32. Climate Change, Genetically Modified Foods, Airport Body Scanners: Investigating Students’ Emotions Related to Science Topics. Suzanne H. Broughton, Utah State University; Reinhard Pekrun, University of Munich; Gale M. Sinatra, University of Southern California

66.058-4. Technology-Enhanced Learning Environments. Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:
33. Academic Achievement in Supplemental Educational Services: An Experimental Study of an Online Reading Program. S. Marshall Perry, Dowling College

34. An Immersive Simulation for Evolutionary Biology: Advancing Knowledge Community Through Shared Experiences in Collective Inquiry. Michelle Lui, OISE/University of Toronto; Maria Niño-Soto, University of Toronto Schools; James D. Slotta, University of Toronto


36. Finding the Right Balance: Integrating Fantasy, Rhythm, and Content Into Educational Computer Games. Ugochi Cynthia Achenolu, Stanford University; Osvaldo Jimenez, Stanford University; Dylan Andrew Arena, Stanford University

37. GlobalEd 2: A Technology-Mediated Simulation. Kimberly A. Lawless, University of Illinois at Chicago; Kamila Brodowska, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Daniel William O’Brien, University of Illinois at Chicago; Nicole Powell,
54. Working With Rookies: A Case Study of Science Teacher Mentors Who Mentor Face-to-Face and Online. Thomas Francis Meagher, Owatonna Public Schools

66.058-9. Multilevel Modeling Methods and Applications IV. SIG-Hierarchical Linear Modeling; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm
Poster:
55. Impact of Design Features for Cross-Classified Random-Effects Logistic Models When the Cross-Classification Structure Is Ignored: A Monte Carlo Study. Weijia Ren, The Ohio State University; Ann A. O’Connell, The Ohio State University; William Loadman, The Ohio State University; Raecal Moore, National Center for Educational Achievement

Tuesday, 12:30 pm

Goverance Meetings and Events

67.001. AERA 2013 Annual Meeting Program Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 12:30-5:00pm
Chair: Kristen A. Renn, Michigan State University; William G. Tierney, University of Southern California

Tuesday, 1:00 pm

AERA Related Activities

68.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 1 of 2). AERA Related Activities; Workshop
Pan Pacific, Restaurant Level, Pacific Rim 1; 1:00-7:00pm
Chair: George L. Wimberly, American Educational Research Association

Tuesday, 2:15 pm

Presidential Sessions

69.010. An Effective Educator in Every Classroom: Connecting Research and State Policy to Support Implementation of a Teacher Performance Assessment for Credential Candidates. Presidential Session
VCC, First Level, West Room 109&110; 2:15-3:45pm
Chair: Sharon P. Robinson, American Association of Colleges for Teachers of Education
Participants: Raymond Lee Pecheone, Stanford University; Charles A. Peck, University of Washington; Karen Balmer, Minnesota Board of Teaching; Mistilina D. Sato, University of Minnesota; Linda Darling-Hammond, Stanford University; Arnetha F. Ball, Stanford University; Peter McWalters, Rhode Island Commissioner of Elementary and Secondary Education; Jennifer Wallace, Professional Educator Standards Board

Committee Sessions

69.011. Snapshots From “Postracial” and “Postcolonial” Americas: A Transnational Conversation. Committee on Scholars of Color in Elementary and Secondary Education; Poster Session
VCC, First Level, West Ballroom A; 2:15-3:45pm
Chair: Nikola Hobbel, Humboldt State University
Participants: Roland Sintos Coloma, OISE/University of Toronto; Marie Battiste, University of Saskatchewan; Ozlem Sensoy, Simon Fraser University; Edward Brockenbrough, University of Rochester; Leticia Alvarez Gutiérrez, University of Utah
**Division Sessions**

69.012. Effective High Schools: Insight From the National Center on Scaling Up Effective Schools. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 10; 2:15-3:45pm
Chair: Marisa A. Cannata, Vanderbilt University

Participants:
- Conceptualizing Essential Components of Effective High Schools. Ellen B. Goldring, Vanderbilt University; Joseph F. Murphy, Vanderbilt University; Jason Huff, The University of Tennessee
- Differences in Instructional Quality Between High- and Low-Performing Schools. Thomas M. Smith, Vanderbilt University; Bruce Vineyard, Florida State University; Courtney Preston, Vanderbilt University; Karin Katterfeld, Vanderbilt University; Katherine Taylor-Haynes, Vanderbilt University
- The Essential Components in Action: Identifying Practices of High Schools That Have Demonstrated Effectiveness With Traditionally Underperforming Students. Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Stacey A. Rutledge, Florida State University; LaTara D. Osborne-Lampkin, Florida State University; Christopher Harrison, University of North Carolina - Chapel Hill
- Explaining Effectiveness: An In-Depth Exploration Into Essential Components That Make a Difference. Stacey A. Rutledge, Florida State University; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; LaTara D. Osborne-Lampkin, Florida State University; Ronnie Roberts, Florida State University

Discussant: Brian P. Rowan, University of Michigan

69.013. Promoting Data Use in Education: Promises and Pitfalls. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room S&I 15; 2:15-3:45pm
Chair: Andrea Conklin Bueschel, Spencer Foundation

Participants:
- Intersections of Teachers’ Use of Data: Research Insights and Gaps. Julie A. Marsh, University of Southern California
- Data, Dyads, and Dynamics: Exploring Data Use and Social Networks in Educational Improvement. Alan J. Daly, University of California - San Diego
- The Effects of Accountability System Features on Data Use. Jennifer Jennings, New York University
- The Assessment Marina. Jonathan A. Sapozivt, University of Pennsylvania

Discussants: Cynthia E. Coburn, University of California - Berkeley; Melissa R. Roderick, University of Chicago

69.014. What Does a District’s Commitment to “Inclusive Practices” Mean and How Does It Affect School Practices? Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 9; 2:15-3:45pm
Chairs: Jeannie Kleinhammer-Trammell, University of South Florida; Leonard C. Burrello, University of South Florida

Participants:
- A Descriptive Landscape of District Special Education Policy Reform for School Improvement. Amy Lene-Monier Toson, University of South Florida; Tyler Hicks, University of South Florida; Sarah R. Semon, University of Northern Iowa; Leonard C. Burrello, University of South Florida; Jeannie Kleinhammer-Trammell, University of South Florida
- Wrestling with Accountability and Capacity: Stories of the Evolution of Elementary Inclusive Programs. William R. Black, University of South Florida; David T. Hoppey, University of South Florida; Ann Marie Mickelson, University of South Florida
- Caught in the Middle: The Challenges and Opportunities of Inclusive Education in Middle School Contexts. Joshua Hazen Barton, University of South Florida - Tampa; Jeannie Kleinhammer-Trammell, University of South Florida
- The ABC’s of Inclusion: High School Lessons on Accountability, Budgets, and Collaborative Teaching. Zorka Karanxha, University of South Florida; Fonzell Agosto, University of South Florida; Gregory Knollman, University of South Florida
- Cross-Case Analysis: Making Sense of It All. Fonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; David T. Hoppey, University of South Florida

Discussant: Colleen A. Cappe, University of Wisconsin - Madison

69.015. Curriculum and the Classroom: Using Theory to Conceptualize Everyday Practice. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm
Participants:
- Curriculum Change and Resistance: Challenges Identified During the Implementation of an Expansive State English Curriculum. Kelli McGraw, Queensland University of Technology
- Sunday Schools and English Teaching: Rereading Ian Hunter and the Emergence of English in the United States. Joy J. Brass, Arizona State University
- Learning for Public Value: Making Community History in the High School Classroom. Robert Lucas, Stanford University
- Liberation of Physics Education: Philosophical Impact of Physics Curriculum on Our Views of Reality. Goksenen Sen, University of Victoria

Discussant: Patrick Roberts, National Louis University

69.016. The Violence of Voyerism: Theorizing the Vancouver Hockey Riots. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm
Chair: Melanie D. Janzen, University of Manitoba

Participants:
- E-Racing the Riot: Public Pedagogy and Denial of Whiteness. Kalbir Heer, The University of British Columbia
- Behind the Masc: Un/naming Masculinities Within the Vancouver Hockey Riots. Shannon Dawn Maree Moore, The University of British Columbia
- “Circulating Light”: Social Media, Surveillance, and “Responsible” Youth Subjectivities. Stuart R. Poyntz, Simon Fraser University

Discussant: Melanie D. Janzen, University of Manitoba

69.017. Motivation and Emotion in Context: Exploring the Influence of Culture and Context on Teachers’ Lives. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm
Chairs: Ji Yeon Hong, University of Oklahoma; Dionne Ineira Cross, Indiana University

Participants:
- Two Novice Teachers’ Negotiations of Figured Worlds and Their Developing Views of Student Motivation. Susan E. Cooper, University of Washington
- Teachers’ Emotions in Times of Change: Responding to the Challenges of Multiculturalism and Immigration. Michalinos Zembylas, The Open University of Cyprus
- Early Career Mathematics and Science Teachers’ Emotional Experiences, and Emerging Teacher Identities. Paul A. Schutz, The University of Texas - San Antonio; Sharon L. Nichols, The University of Texas - San Antonio; Kimberly Bilica, The University of Texas - San Antonio; Kelly A. Rodgers, City University of New York; Walt Hudson, The University of Texas - San Antonio; Amy A. Rodgers, City University of New York; Walt Hudson, The University of Texas - San Antonio; Jamie McKenzie Davis, The University of Texas - San Antonio
- Examining Emotional Regulation During the Act of Teaching. Dionne Ineira Cross, Indiana University; Ji Yeon Hong, University of Oklahoma
- Implicit Beliefs About Emotional Display Rules in the Classroom, Emotion Regulation, and Burnout. Mei-Lin Chang, Emory University

Discussant: Debra K. Meyer, Elmhurst College

69.018. Reliability and Subscores. Division D - Measurement and Research Methodology; Paper Session
VCC, Third Level, West Room 305; 2:15-3:45pm
Chair: Alvaro J. Arce, Pearson

Participants:
- Comparing Four Lower Bound Coefficients of Reliability Under Violation of the Assumption of Unidimensionality. Wei Tang, University of Alberta; Ying Cui, University of Alberta
- Investigating the Behavior of Reliability Coefficients for Different Test Score Distributions. Yi-Fang Wu, University of Iowa; David J. Woodruff,
ACT, Inc.
Subscores and Subgroups. Sandip Sinharay, ETS; Shelby Haberman, Educational Testing Service
Application of the Bifactor Item Response Theory Model for Subscores
Estimation. Zairul Nor Deana Md Desa, The University of Kansas; Adibah Abdul Latif, Universiti Teknologi Malaysia
Discussant: Frank Rijmen, ETS

69.019. Critiquing Neoliberalism and Its Impact on Schooling. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 2:15-3:45pm
Chair: Bradley W. Carpenter, University of Louisville
Participants:
Mapping the Terrain: Teach For America, Charter School Reform, and Corporate Sponsorship. Kerry Kretchmar, Carroll University; Beth Leah Sondel, University of Wisconsin
Neoliberalism’s Unwritten Curriculum for Achievement. Peter Demerath, University of Minnesota
The Social Construction of Urban Students as Unbelievable: A Call for “Disruptive Listening”. Sari K. Biklen, Syracuse University; Heidi Katherine Pitzer, Syracuse University
Discussant: Michelle D. Young, University Council for Educational Administration

69.020. Humanizing Research: Decolonizing Research With Youth and Communities. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 2:15-3:45pm
Chair: Django Paris, Michigan State University
Participants:
The Space Between: Listening and Story-ing as Foundations for Projects in Humanization (PiH). Valerie F. Kinloch, The Ohio State University; Timothy Jose San Pedro, Arizona State University
Too Close to the Work/There is Nothing Right Now. Dasyi Diaz-Strong, Elgie Community College; Maria Luna Duarte, Northeastern Illinois University; Christina Gomez, Northeastern Illinois University; Erica R. Meiners, Northwestern Illinois University
Discussant: Maisha T. Winn, Emory University

69.021. Latino/a Students Using New Digital Technologies to Develop Hybrid Literacies and Craft Agentic Selves. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 2:15-3:45pm
Chair: Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York
Participants:
"El Valor de una Mujer": Latina Mothers’ Reconstructing Womanhood, Motherhood, and Family Through Multimodal Composition. Silvia Cecilia Nogueron-Liu, University of Georgia
Expanding Normative School Genres: Latino Students as Semiotic Boundary Workers in Digital Space. Lisa Hope Schwartz, The University of Arizona
(Re)constructing Latino Identities Through Multimedia Hybrid Narratives: Young Latino Men Composing Digital Stories. Theresa A. McGinnis, Hofstra University; Andrea Garcia, Hofstra University
¿Quiénes Chatean? Chatting as a Space for the Development of Hybrid Cultural Practices. Omar Bavalcasa, University of California - Santa Cruz; Jill Denner, Education, Training, and Research Associates; Jacob Martinez, ETR Associates
Discussant: Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York

69.022. What Students and Teachers Know About Health: Implications for School and Community Partnerships. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 202&203; 2:15-3:45pm
Chairs: Vivian L. Gadsden, University of Pennsylvania; Mary Yee, University of Pennsylvania
Participants:
Student Experiences in the “Breakfast in the Classroom Program”: Learnings From an Urban High School. Rodney Fisher, University of Pennsylvania
Exploring Weight and Body Image in High School: An Educational Leadership Perspective. Tulane Jackson, University of Pennsylvania
Should (Sexual) Healthcare Go to School? Conflict and Collaboration in a School-LINKED Community Health Center. Laura Carolyn Murray, University of Pennsylvania
Understanding the Role of Classroom Teachers in Issues of Student Health and Well-Being. Mary Elizabeth Del Savio, University of Pennsylvania
Discussant: James Earl Davis, Temple University

69.023. Examining Benchmark Assessments. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, East Room 12; 2:15-3:45pm
Chair: Jim R. Flaitz, University of Louisiana at Lafayette-retired
Participants:
Designing Your Own: The Influence of School-Developed Interim Assessment on Teacher Learning and Instructional Practice. Kate Spence-Ado, Fairleigh Dickinson University
Linking Teacher Benchmark Data Use With Student Achievement in Urban Schools. Ann-Marie Faria, American Institutes for Research; Jessica Heppen, American Institutes for Research; Sharon Lewis, Council of the Great City Schools; Suzanne Statchel, American Institutes For Research; Yiping Li, Tufts University; Jinok Kim, American Institutes for Research; David Miser, American Institutes for Research; Renata Charles Uzzell, Council of the Great City Schools; Candace A. Simon, Council of the Great City Schools; Amanda Corcoran, Council of the Great City Schools
Prediction of Student Proficiency on High-Stakes Assessment From Results of Benchmark Assessments. Muza Furin, Pittsburgh Public Schools; Barbara Rudiak, Pittsburgh Public Schools
The Utilization of Benchmarks: A Deal or A Dud? Cynthia L. Williams, Texas Christian University; Doug Silver, Successful Practices Network; Jimmy K. Byrd, University of North Texas
Discussant: W. James Popham, University of California - Los Angeles

69.024. Impact, Implementation, and Evaluation of Literacy Programs for Adolescents. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, West Room 207; 2:15-3:45pm
Chair: Ludwig D. Van Broekhuizen, AdvancED
Participants:
The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Ayrin M. Molefe, American Institutes for Research; W. Christopher Brandt, American Institutes for Research; David Cordray, Vanderbilt University; Georjeone Pion, Vanderbilt University
Measuring Implementation Fidelity: Lessons From the Field. Jill M. Feldman, Research for Better Schools; Kelly Peighan, Research for Better Schools; Elizabeth Heenen, Memphis City Schools; Elena Kirkcheva, Research for Better Schools; Ning Rui, Research for Better Schools
The Value of Replication: Learning about an Educational Model and Evaluation Practice. Tamara M. Walser, University of North Carolina - Wilmington; Michele A. Parker, University of North Carolina - Wilmington; Emily R. Grace, University of North Carolina - Wilmington; Elisabeth T. Dowcett, University of North Carolina - Wilmington; Dawn M. Hodges, Hill School of Wilmington
Investigation of Reading Intervention Effectiveness Using Propensity Score Matching. Grant B. Morgan, University of South Carolina; Tanmeece S. Dickenson, University of South Carolina - Columbia; Jennifer E. Young, University of South Carolina
When Is High Fidelity Not High Implementation? Observations From an Adolescent Literacy Intervention. Theresa Deussen, Education Northwest; Kari Nelsestuen, Education Northwest

69.025. Teaching Innovations in the Education of Professionals. Division I - Education in the Professions; Paper Session
VCC, Second Level, East Room 19&20; 2:15-3:45pm
Chair: Renee Stulmeyer, Maastricht University
Participants:

- Improving Economics and Business Students’ Critical Thinking: Empirical Support for Explicit Instructions. Anita Heijltjes, Avans University of Applied Sciences; Tamara Van Gog, Erasmus University; Fred Paas, Erasmus University
- Learner-Centered Higher Education in East Asia: Assessing the Effects on Student Engagement in Management Education. Philip Hallinger, The Hong Kong Institute of Education
- Interventions That Work: Improving Use of Medical Literature Sourcing by Beginning, First-Year Medical Students. Sally Kraune, University of California - Los Angeles; Carl D. Stevens, University of California - Los Angeles; Luana Wilkerson, University of California - Los Angeles
- Preparing Pharmacy Students to Consider Issues of “Public Good”: Research Evidence From an Innovative Classroom Unit. Eva E. Toth, West Virginia University; Paula Witt-Endery, Duquesne University; Maria Demetriou, Duquesne University; Stephanie Horner, West Virginia University
- Discussion: Muriel J. Bebeau, University of Minnesota

69.026. Crossing Institutional Boundaries: Collaborations Between Higher Education and Other Sectors. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 208&209; 2:15-3:45pm
Chair: Mehmet Dali Ozturk, Arizona State University
Participants:
- Cross-Sectoral Postsecondary Success Coalitions: How Education Professionals Navigate Voluntary Collaborative Efforts. Jenee Myers Twitchell, University of Washington
- Higher Education Consortia as an Occasion for Organizational Learning. Diana Burley, The George Washington University; Mary Francis Forcier, Colonial Academic Alliance; Lesley-Anne Pittard; Susan Swartz
- Regional Partnerships and Resource Asymmetries: Comparing Universities’ Interorganizational Alignment Strategies. Anatoly Oleksiyenko, The University of Hong Kong
- Influences on the Commitment to and Focus of Community Engagement at Colleges and Universities. Melissa McIlroy Hawkins, Consultant; Gregory Barrett, University of Arkansas at Little Rock
- Discussion: Christopher C. Morphet, University of Iowa

69.027. Does Money Matter? The Impact of Financial Aid on Student Success. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 222; 2:15-3:45pm
Chair: Daisy Denise Afigo, University of Washington - Seattle
Participants:
- A Randomized Control Trial of the Effect of Increased Scholarship on Graduate School Enrollment. Rui Yang, University of Pennsylvania; Jun Hwang; Jennifer McMaken, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania
- Conditional Cash Transfers and College Persistence: Evidence From a Randomized Need-Based Grant Program. Sara Goldrich-Rab, University of Wisconsin - Madison; Douglas N. Harris, University of Wisconsin - Madison; James G. Benson, University of Wisconsin - Madison; Robert Kelchen, University of Wisconsin - Madison
- Filling the Financial Aid Gap: The Performance-Based Scholarship Demonstration. Lashawn Richburg-Hayes, MDRC; Reshma Patel, MDRC
- Discussion: Stephen L. DesJardins, University of Michigan

69.028. Minority-Serving Institutions and the Campus Experience. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 212&213; 2:15-3:45pm
Chair: Laura M. Portnoi, California State University - Long Beach
Participants:
- College Markets by Race and Ethnicity in Texas: Accounting for Minority-Serving Institutions From Enrollment to Completion. Stella M. Flores, Vanderbilt University; Toby Park, Vanderbilt University
- Exploring Student Success Outcomes at Two-Year Tribal Colleges and Native American-Serving Nontribal Institutions. Amy J. Fann, University of North Texas; Janet Marling, National Institute for the Study of Transfer Students; Beverly L. Bower, University of North Texas; Dawna Wilson, University of North Texas
- Historically Black Colleges and Universities Propose African American Male Mathematics Majors. Christopher Charlie Jett, Georgia State University
- Self Beliefs and College Persistence: The Mediating Effects of Campus Based Experiences. Diane Cardenas Elliott, Educational Testing Service
- Discussion: Tara L. Parker, University of Massachusetts - Boston

69.029. Thinking About Race and Teaching at Predominantly White Institutions. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 214; 2:15-3:45pm
Chair: Linda T. Deangelo, University of California - Los Angeles
Participants:
- Racial Issues in Nonrace Courses at a Predominantly White Institution: A Failure of Faculty Socialization. Stacy Raphael
- Some of the Challenges Black Doctoral Students Face in Predominantly White Research 1 Institutions. Kingsley Banya, Misericordia University Taxed for the Public Good: Black Faculty, Agents of Change in a Creative Class City. Richard J. Reddick, The University of Texas - Austin; Beth E. Bukoski, The University of Texas - Austin; Jessica Jimenez, The University of Texas - Austin; Stella Smith, The University of Texas - Austin; Patrick Valdez
- Patterns in Faculty Teaching Practices on the Campuses of Historically Black Colleges and Universities and Predominantly White Institutions. Mahaagamee Dawn Shaw, Indiana University; Eddie R. Cole, Indiana University; Cameron J. Harris, Indiana University; Thomas F. Nelson Laird, Indiana University
- Discussion: Dorian L. McCoy, Louisiana State University

69.030. Developing Middle School Teachers’ Understandings About Scientific Inquiry and Investigations: A Case of Formal-Informal Partnerships. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, West Room 222; 2:15-3:45pm
Chairs: Suzanne M. Wilson, Michigan State University; James B. Short, American Museum of Natural History
Participants:
- Learning Science as Inquiry With the Urban Advantage: Project Overview. Patricia S. Bills, Michigan State University
- Development and Use of Teaching Case Materials. Suzanne Elgeny, American Museum of Natural History
- Providing Opportunities for Teachers to Learn About Scientific Inquiry and Investigation. Jamie N. Mikeska, Michigan State University
- The Contribution of Professional Development Resources to Teachers’ Understandings about Scientific Inquiry and Investigations and Teachers’ Instructional Practice. Rhody A. Carlson, Michigan State University
- Discussion: Ann Rosebery, TERC

69.031. Mobilizing Teachers’ Research Knowledge: School Improvement in Leeds, United Kingdom. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, West Room 221; 2:15-3:45pm
Chair: Ann Lieberman, Stanford University
Participants:
- Conceptualizing a Model for Teachers’ Knowledge Development and Mobilization. Lori Beckett, Leeds Metropolitan University
- Generating Teachers’ Research Knowledge About White British Pupils’ Progress. Tonia Bowden, Private consultant; Lori Beckett, Leeds Metropolitan University
- Unlocking Teachers’ Knowledge About School Improvement. Terry Wrigley, Leeds Metropolitan University
- Discussion: Ann Lieberman, Stanford University

69.032. Notions of Context, Community, and Identity in Teacher Education. Division K - Teaching and Teacher Education; Paper Session VCC, Second Level, West Room 217&218; 2:15-3:45pm
Chair: Brad Olsen, University of California - Santa Cruz
Participants:
- The Impact of a Faculty Learning Community Approach on Preservice Teachers’ English Learner Pedagogy. Michael P. Alfano, University of...
69.033. Redefining Teacher Education Through Community-Based Collaboration. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, West Room 215&216; 2:15-3:45pm
Chair: Kenneth Zeichner, University of Washington
Participants:
- Teacher Education Redefined: Contextual Cognizance and the Promise for Community Impact. Eva M. Zygmunt-Fillwalk, Ball State University; Patricia Clark, Ball State University; Jon M. Clausen, Ball State University; Winnie Mucherah, Ball State University
- Learning to See Students: Opportunities to Develop Relational Practices of Teaching Through Community-Based Placements in Teacher Education. Morra McDonald, University of Washington
- Developing Trust in a School-Community-University Urban Teacher Education Center. Jana Noel, California State University - Sacramento
- The Construction of Teacher Identity: The Impact of Cultural Immersion on Teacher Candidates’ Understanding of Self and Teaching in Urban Schools. Jennifer H. Waddell, University of Missouri - Kansas City
Discussant: Peter C. Murrell, Loyola University Maryland

69.034. Teachers as Public Intellectuals and Civic Agents: Toward a Grounded Theory of Transformative Teacher Education. Division K - Teaching and Teacher Education; Symposium VCC, Third Level, West Room 303; 2:15-3:45pm
Chair: Ernest D. Morrell, Teachers College, Columbia University; Nicole Mirra, University of California - Los Angeles
Participants:
- Teachers as Civic Agents: Toward a Critical Democratic Theory of Urban Teacher Development. Nicole Mirra, University of California - Los Angeles; Ernest D. Morrell, Teachers College, Columbia University
- Teachers as Critical Researchers. Frederick David, Crenshaw High School; Laurence A. Tan, Watts Youth Collective/122nd Street School/UCLA IDEA; Katie Rainge-Briggs, Manual Arts High School, Los Angeles; Eduardo Lopez, Theodore Roosevelt High School; Maria Isabel Martinez, University of California - Los Angeles
- Toward a Teacher-Led Model of Small School Reform. Ben Gertner, School of Communications, New Media, and Technology; Jorge Lopez, UCLA/Theodore Roosevelt High School
Discussant: Tyrone C. Howard, University of California - Los Angeles

69.035. The Politics of Policy in Teacher Education: International Perspectives. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, West Room 220; 2:15-3:45pm
Chair: Beatrice Avalos, Universidad de Chile
Participants:
- The Politics of Accountability: Assessing Teacher Education in the United States. Marilyn Cochran-Smith, Boston College; Peter Piazza, Boston College; Christine Power, Boston College
- The Politics of Teacher Education Reform in Ireland: From Contentment to Concern. Paul F. Conway, University College Cork
- The Politics of Responsibility: Teacher Education and Persistent Underachievement. Lexie Barbara Grudnoff, University of Auckland; Fiona Ruth Ell, University of Auckland
Discussant: Beatrice Avalos, Universidad de Chile

69.036. Too Much Not to Know: Considering a Broader and Bolder Approach to Equity and Access in Teaching and Teacher Education Policy. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, East Room 13; 2:15-3:45pm
Chairs: Pedro A. Noguera, New York University; Jeffrey M.R. Duncan-Andrade, San Francisco State University
Participants:
- Assessment Matters: Humanizing Education. Patrick Camangian, University of San Francisco
- Eco Havens and Eco Have-Nots: Building College and Career Pathways to Prevent Youth of Color From Dying of Unnatural Causes. A.A. Akin, San Francisco State University
Discussant: David O. Stovall, University of Illinois at Chicago

SIG Sessions

69.037. Current Research on the Use of Learning Progressions in Mathematics Formative Assessment: Explorations and Synthesis. SIG-Classroom Assessment; Symposium VCC, Second Level, East Room 16; 2:15-3:45pm
Chair: Malcolm Bauer, ETS
Participants:
- Form and Function of Learning Progressions in Mathematics: A Framework and Review. Meirav Arieli-Attali, ETS
- Investigating the Impact of an Interactive Diagnostic Assessment Instrument on Classroom Instruction. Kenny Huy Nguyen, North Carolina State University
- The Use of Three Learning Progressions in Formative Assessment in Middle School Mathematics. Malcolm Bauer, ETS
- Research on Learning Fractions and Relational Thinking: Guiding Teacher’s Thinking About Children’s Learning. Susan B. Empson, The University of Texas - Austin
- Research Synthesis of Professional Development Surrounding Learning Progressions. Alma Fabiola Rangel-Chavez, Texas A&M University
Discussant: Fritz A. Mosher, Teachers College, Columbia University

69.038. The Struggle for Parent and Community Voice in Schools. SIG-Critical Educators for Social Justice; Paper Session VCC, Second Level, East Room 17; 2:15-3:45pm
Participants:
- Immigrant Women’s Interactions With Their Children’s Schools: Formal Inclusion/Informal Exclusion. Lilian Cibils, University of Northern Colorado
- "Role Models Can’t Just Be on Posters": Barriers to Indigenous Community Engagement in Canadian Schools. Marc Roderick Higgins, The University of British Columbia; Brooke Madden, The University of British Columbia
- Human Rights for Latino Parents at an Urban High School: Empowerment and Engagement. Guillermo Antonio Gomez, an Diego State University
- Parents and Teachers Working Together for Social Justice Education. Fernando Naiditch, Montclair State University; Elizabeth P. Quintero, California State University - Channel Islands
Discussant: Anna Choi, The University of Texas - Austin

69.039. Critical Race Theory: Methodological and Pedagogical Tools for Critical Race Theorists and Beyond. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium VCC, Second Level, West Room 219; 2:15-3:45pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
- Critical Race History as Pedagogy: The Case of the Puente Research Team. Ryan Edward Santos, University of California - Los Angeles
69.040. Mathematics + Early Childhood = ? SIG-Early Education and Child Development; Symposium
VCC, Second Level, West Room 223; 2:15-3:45pm
Chair: Katherine Krein Delaney, University of Wisconsin - Madison
Participants:
Supporting Preschool Students’ Engagement in Meaningful Mathematics Through Play. Amy Noelle Parks, University of Georgia
Australian Early Childhood Educators Reflecting on Their Children’s Mathematics Learning. Bob Perry, Charles Sturt University; Sue Dockett, Charles Sturt University
The U.S. Building Blocks and TRIAD (Technology-enhanced, Research-based, Instruction, Assessment, and professional Development) Scale-Up Projects. Douglas H. Clements, University at Buffalo - SUNY; Julie Saravama, University at Buffalo - SUNY
Valuing What Children Bring: Professional Development for Developmentally and Culturally Responsive Pre-K Mathematics. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Anita A. Wager, University of Wisconsin; Anne Karahon, University of Wisconsin - Madison; Sonia Olivia Pacheco Ibarra, University of Wisconsin - Madison
Discussant: Marta Civil, University of North Carolina

69.041. Education and Climate Change, Climate Justice, and Cultural Inertia. SIG-Environmental Education; Paper Session
VCC, Third Level, West Room 302; 2:15-3:45pm
Chair: Randolph Brent Halaza-DeLay, The King’s University College
Participants:
Integrating Climate Justice Into the Primary Initial Teacher Education Curriculum and Primary Classroom: From Theory to Practice. Rachel Kavanagh, St. Patrick’s College; Rowan Oberman, St. Patrick’s College; Fionnuala Waldron, St. Patrick’s College; Brian Ruane, St. Patrick’s College
Exploring Global Climate Change in Secondary Social Studies and Science Curricula. Casey Meehan, University of Wisconsin - Madison
Strategic Environmental Education in the Face of Cultural Inertia About Climate Change. Kari Norgaard, University of Oregon; Randolph Brent Halaza-DeLay, The King’s University College; Robert Brulle, Drexel University
Discussant: Leesa K. Fawcett, York University

69.042. Breaking the Code: Strategies to Survive in Academia. SIG-Hispanic Research Issues; Workshop
VCC, Second Level, East Room 18; 2:15-3:45pm
Chair: Nilah J. Thoros, Azusa Pacific University
Participants: Concepcion M. Valadez, University of California; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Florida State University; Claudia Peralta Nash, Boise State University

69.043. Instructional Technology SIG: How Are Computer Games and New Media Changing Text Comprehension and Learning? SIG-Instructional Technology; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm
Chair: Jan L. Plass, New York University
Participants:
Additions to Electronic Books for Beginning Readers That Support Interest, Comprehension, and Reading Fluency. Adriana Bus; Maria de Jong, University of Leiden
Designing Computer Games Into Books With Sixth-Grade Partners. Glenn Gordon Smith, University of South Florida
An Unholy Mix: Reading and Games? Mina Catherine Johnson-Glenberg, Arizona State University; Tatiana Kozuipa, Arizona State University
Discussant: Ian Bogost, Georgia Institute of Technology

69.044. What’s New in the Classroom: Global Uses of New Media. SIG-International Studies; Paper Session
VCC, First Level, West Room 114&115; 2:15-3:45pm
Chair: Ming-tek Hue, The Hong Kong Institute of Education
Participants:
Innovative Teaching and Learning: Lessons Learned From Distributed Research in Seven Countries. Gucci Estrella-Trinidad, SRI International; Gloria Isabel Miller, Stanford University; Linda F. Shear, SRI International; Akiko Terao Lipton, Empirical Education Inc.; Larry Gallaugher; SRI International
Online Diaspora: Social Media and International Students in the United States. Wei Qiu, Webster University; Yong Zhao, University of Oregon Beyond PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study): Educating for 21st-Century Global Capacities. Suzanne S. Choo, Teachers College, Columbia University; Deborah Sawch, Teachers College, Columbia University; Alison Villanueva, Teachers College, Columbia University
The Impact of Synchronous Video Conferencing on Chinese English Language Learner’s Oratory Skills. Timothy Andrew Goodale, College of Coastal Georgia; Ruling Lu, Tsinghua University; Dwight W. Allen, Old Dominion University
Discussant: Sharon Anne O’Connor-Petruso, Brooklyn College - CUNY

69.045. Strategies for Teaching Educational Research. SIG-Professors of Educational Research; Paper Session
VCC, Third Level, West Room 304; 2:15-3:45pm
Chair: Kenneth James Fasching-Baro, Louisiana State University
Participants:
Exploring Active Learning as a Strategy for Teaching Research Methods in a Socioconstructionism Environment. Daisayne Barreto, University of Georgia; Tonia Douay, University of Georgia; Seung Won Park, University of Georgia; Su-Yueh Justine Chien, University of Georgia; Melissa Guy, University of Georgia; So Mi Kim, Yonsei University (Eunice) Chang, University of Georgia; Robert C. Branch, University of Georgia
Mastering the Research: Exploring the Delivery of Research Methods in an M.A. Reading Program. Amanda Mulcahy Maddock, Concordia University; Dara Soljaga, Concordia University - Chicago
Prevalence and Characteristics of Citation Errors: The Case for Research in the Schools. Anthony J. Owaughbegie, Sam Houston State University; Rebecca K. Frels, Lamar University; John R. Slate, Sam Houston State University
The Epistemological Foundations of Education Researchers. David C. Ensminger, Loyola University Chicago; Joshua R. Polanin, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago
Discussant: Amanda L. Nolen, University of Arkansas at Little Rock

69.046. Lone Scholar as “Not Enough”: The (Im)possibility of Authorship in Postmodern Research. SIG-Qualitative Research; Symposium
VCC, First Level, West Room 111&112; 2:15-3:45pm
Chair: Jessica Lynn Van Cleave, University of Georgia
Participants:
Troubling the Single-Authorhip Dissertation. Jessica Lynn Van Cleave, University of Georgia; Sarah Bridges-Rhoads, Georgia State University Late to the E-Party? Academics and the Reshaping of Authority. Teri J. Holbrook, Georgia State University; Melanie Hundley, Vanderbilt University
Assembling Partnerships and Methodologies. Sharon Murphy Augustine, Mercer University; Amy Davis Sanford, University of Georgia
Discussant: Elizabeth A. St. Pierre, University of Georgia

69.047. Digital Mediation and Language Learners: Imagined Identities and Placed Resources. SIG-Second Language Research; Symposium
VCC, Second Level, East Room 14; 2:15-3:45pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
Imagined Identities: Mediating “Self” and “Other” Through Transnational Digital Storytelling. Kathleen Nicoletti, University of Wisconsin - Madison; Margaret R. Hawkins, University of Wisconsin - Madison
Making Video: Imagining Socially Productive Work in Schools. Kelleen Tooley, Simon Fraser University; Diane H. Dagenais, Simon Fraser University
Discussant: Wan Shun Eva Lam, Northwestern University
69.048. Methodological Issues in Survey Research. SIG-Survey Research in Education; Paper Session
VCC, First Level, West Room 113; 2:15-3:45pm
Chair: Juliana M. Taymans, The George Washington University
Participants:
Diverse Postsecondary Learners' Retention of STEM Content With Tablet Computer-Based Notes. Michael S. Stinson, Rochester Institute of Technology; Lisa B. Elliot, Rochester Institute of Technology; Donna Easton, Rochester Institute of Technology
Effects of Content Acquisition Podcasts on Vocabulary Performance of Students With Learning Disabilities. Michael J. Kennedy, University of Virginia
Live Webcam Coaching to Help Elementary Classroom Teachers Provide Effective Literacy Instruction for Struggling Readers. Lynne Vernon-Feagans, University of North Carolina - Chapel Hill; Kirsten Lynne Kainz, University of North Carolina - Chapel Hill; Amy Hedrick, Lenoir-Rhyne University; Marnie Ginsberg, University of North Carolina - Chapel Hill; Steven J. Amendum, North Carolina State University
Reframing Assistive Technology: A Critical Literacy Approach. Srikala Narasian, Teachers College, Columbia University; Mark Surabian, Pace University
The Effectiveness of Cognitive Augmentation Computer-Assisted Instruction in Special Education: A Meta-Analysis. Pei-Lin Weng, Purdue University; Yukiko Maeda, Purdue University

69.049. Methodological Issues in Survey Research. SIG-Survey Research in Education; Paper Session
VCC, First Level, West Room 116&117; 2:15-3:45pm
Chair: James R. Chromy, RTI International
Participants:
Effects of Message Timing, Name of Sender, and Subject-Line on Web-Based Survey Response Rate. Ross A. Perkins, Boise State University
Profilng College Students Who Skip Open-Ended Items in Questionnaires With Varied Item Formats. Patricia Wallis, Simon Fraser University; Rachel T. Fouladi, Simon Fraser University
The Order Effects on Teacher Professional Development Surveys. Yi-Chun Chen, International Baccalaureate; Michael Dean, International Baccalaureate
Lower Response Rates on Alumni Surveys Might Not Mean Lower Response Representativeness. Amber Desiree Lambert, Indiana University; Ann L. Miller, Indiana University
Impact of Cash Incentives on Response Rate and Quality in a Longitudinal Survey. Yan Wang, American Institutes for Research
Discussant: Steven Siera, Saint Martin's University

69.050. Roundtable Session 124; Roundtable Session
69.050-1. Educational Reform and Free Markets. Division F - History and Historiography Cosponsored with SIG-School Effectiveness and School Improvement; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Nancy Beadie, University of Washington
Participants:
Interpreting School Vouchers: Policy Tool or Conservative Reform? Jim Carl, Cleveland State University
Collectivists and Free Marketeers: Historical Perspectives on Contemporary Reform. Mary Rose McCarthy, Pace University; Sonia E. Mowar, Brooklyn College - CUNY

69.050-2. Exploring Methods for History of Education. Division F - History and Historiography Cosponsored with SIG-Qualitative Research; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Donald Jeffrey Bule, Michigan State University
Participants:
Reconsidering the Place of Day School in the History of Indian Education in Canada. Helen S. Raptis, University of Victoria
Material Culture as a Source for Writing the History of Schooling: A Brazilian Example. Eurize Caldas Pessanha, Universidade Federal de Mato Grosso do Sul; Fabiany de Cassia Tavares Silva, Universidade Federal de Mato Grosso do Sul
A Life in Language: An Oral History of James E. Alati. Nicole Coomber, University of Maryland

69.050-3. Weaving of Narratives Within Poetic and Visual Expressions. SIG-Arts-Based Educational Research; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Rosemary C. Reilly, Concordia University
Participants:
Caught in the Process of Becoming: A Comparative Look at Narrative Inquiry and A/r/tography. Karolina J. Riddett-Moore, Notre Dame Academy; Jacqueline Marie Ellett, University of Georgia
Oh, to Drink From the River Lethe: Making (Non)Sense of Testimony. M.D. Caroline Lefebvre, Simon Fraser University
The Challenge and Responsibility of Researcher as Writer and Witness: Poetry From Rwanda. Laura J. Apol, Michigan State University

69.050-4. Lessons Learned From School District Reorganization in Maine: Process, Progress, and Early Impacts of State-Mandated District Consolidation. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Casey D. Cobb, University of Connecticut
Participants:
Challenges, Supports, and Strategies in the Implementation of School District Consolidation in Maine. Janet C. Fairman, University of Maine; Christine Donis-Keller, Public Consulting Group; David L. Silvernail, University of Southern Maine; Walter J. Harris, University of Maine
Early Impacts of School District Consolidation Policy in Maine on Educational Opportunities and Equity. Christine Donis-Keller, Public Consulting Group; Beth O'Hara-Miklavic, University of Southern Maine; Janet C. Fairman, University of Maine; David L. Silvernail, University of Southern Maine
The Financial Impacts of School District Consolidation: Early Evidence from Maine. David L. Silvernail, University of Southern Maine; James Sloan, University of Southern Maine
Lessons Learned: Maine’s Experiment With School District Consolidation. David L. Silvernail, University of Southern Maine; Janet C. Fairman, University of Maine; Christine Donis-Keller, Public Consulting Group

69.050-5. Political Issues in Higher Education. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Rand Quinn, University of California - Berkeley
Participants:
Preserving the Free Speech of College Students at California’s Private Colleges and Universities. Kevin M. Collins, Claremont Graduate University; Edith Pomposo, National University
The Dissemination of Performance Funding for Higher Education. Kevin J. Dougherty, Teachers College, Columbia University; Elizabeth Paleso, Teachers College, Columbia University

69.050-6. Teacher Policies in High-Achieving East-Asian Countries. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Motoko Akiba, University of Missouri - Columbia
Participants:
Teacher License Renewal System: A Comparative Analysis of Accountability Policies in Japan, Motoko Akiba, University of Missouri - Columbia
National Teacher Evaluation Policy Development in South Korea. Nam-Hye Kang, Oregon State University
Free Teacher Education Program: A Teacher Distribution Policy in China. Xudong Zhu, Beijing Normal University; Ping Zhao, Beijing Normal University
Teacher Award System in China. Zhikui Niu, Beijing Normal University

69.050-7. Teacher Retention in New York City Middle Schools: The Research Alliance for the New York City Schools’ Three-Year Study (2009-2012). Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: James J. Kemple, New York University
Participants:
Organizational Factors Affecting Retention and Attrition in New York City Middle Schools. Jennifer Goldstein, City University of New York; Aaron Pallas, Columbia University
The Effect of Leadership on Teacher Retention and Attrition. Amy Millett Scallon, New York University; Jennifer Goldstein, City University of New York
The Role of Organizational Factors in the Retention and Attrition of Male Teachers of Color. Travis Bristol, Teachers College, Columbia University
The Effects of Teacher Turnover on School Organization. Aaron Pallas, Columbia University; Barbara Tanner, Teachers College, Columbia University

69.050-8. The Impact of a Restrictive Language Policy on the Education of English Language Learners. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: M. Beatriz Arias, Arizona State University
Participants:
Policy and the Practice of Power: The Impact of Language Policy Implementation Among Adolescent English Language Learners. Alexandria Estrella, Arizona State University
A Synthesis of Recent Research on the Impact of Structured English Immersion. M. Beatriz Arias, Arizona State University
Hearing the Students: The Impact of Structured English Immersion as Perceived by Language Minority Students. Karen E. Lillie, SUNY - College at Fredonia
The Implications of the Flores Decision. Patricia C. Gandara, University of California - Los Angeles

69.050-9. The Impact of Accountability on Subgroups. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Laurene L. Christensen, University of Minnesota
Participants:
A Comparison of State Alternative Education Accountability Policies and Frameworks. Amy Schlessman, Rose Management Group; Kelly Hurtado, Rose Academies
Education in the 21st Century for Students With Disabilities: Obstacles to Inclusive Education in Bangladesh. Muhammed Mahbubur Rahman, University of Dhaka; Deb J. Hill, University of Liverpool

69.050-10. How Parents Choose: Sociological and Economic Perspectives. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Christopher A. Lubienski, University of Illinois at Urbana-Champaign
Participants:
Contexts Matter: Voucher Use and Students’ Current Schools, Private School Markets, and Public School Markets. Cassandra M.D. Hart, University of California - Davis; David Figlio, University of Florida
Outside the Comfort Zone: How Space and “Place” Influence the School Choice Patterns of Families. Sarah Butler-Jessen, New York University

69.050-11. Supporting Youth Through Family, School, and Community Involvement. SIG-Family, School, Community Partnerships;
Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Heath A. Bouche, Lyndon State College
Participants:
Developing a Culture of Resilience for Low-Income Immigrant Youth. Diane Sookyoung Lee, Stanford University; Noah Borrero, University of San Francisco; Amado M. Padilla, Stanford University
Parent Involvement and High School Graduation in the NLSY97 (National Longitudinal Survey of Youth 1997) Cohort: Classroom Volunteers, PTA (Parent-Teacher Association) Parents, and Parental Expectations. Huckle Jones-Sanpei, Brigham Young University; Rebecca Winkel, Brigham Young University
Using Participatory Research Principles to Rethink Dropout Prevention Planning in Urban Communities. Lynnette K. Mawhinney, The College of New Jersey; Decoteau J. Irby, University of Wisconsin - Milwaukee; Kristopher Thomas, University of Wisconsin - Milwaukee

69.050-12. The Motivational Benefits and Detriments of Choosing: Exploring the Complexity of Choice in Educational Contexts. SIG-Motivation in Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Suzanne E. Hidi, University of Toronto
Participants:
 Provision of Choice and Grade Focus in the Written Narratives of Students From Four Countries. Christopher Peter Niemie, University of Rochester; Ikhas Ahmad, The University of Jordan; Yi Cheng, National Taiwan University; Erdal Hamarta, Selcuk University; Zümra Özgeyil, Istanbul Arel University; Sau-Hsien Yu, National Taiwan University
Choice as a Motivator for Undergraduate College Students: Perceptions and Beliefs. Terri L. Flowerday, University of New Mexico
Choices and Options Enhance Motivational Benefits, but Only When Offered in a Noncontrolling Way. Johnmarshall Reeve, Korea University
Constructing Motivation Through Choice, Interest, and Interestlessness. Erika Alisha Patall, The University of Texas - Austin

69.050-13. Queering Institutions and Using Queer Institutions. SIG-Queer Studies, Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Jeffrey Poirier, American Institutes for Research
Participants:
Getting There: Paths From High School to University for Queer Students. Rachael E. Sullivan, The University of British Columbia
Institutional Erasure Upon Achieving “Equality”? A Call for Maintaining Identity-Based Community Centers for Queer Youth. Jillian Carter Ford, Kennesaw State University

69.050-14. The Continuing Significance of Race in Black Education. SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm
Chair: Daniella Ann Cook, University of Tulsa
Participants:
A Latent Class Analysis of Racial Identity and Racial Attitudes: Associations With Racial Climate and Well-Being. Christy Michelle Byrd, University of Michigan
Complicating Culturally Relevant Teaching: Unpacking African Immigrants’ Cultural Identities. Isha Jackson, Teachers College, Columbia University; Keisha McIntosh Allen, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University
Parents of African American Children Talk About Their Experiences With Issues of Race and Racism in School. John F. Clau, Ithaca College

69.051. Roundtable Session 125; Roundtable Session
69.051-1. Models of Action Research and Collaboration: Learning Circles and Critical Friends. SIG-Action Research; Roundtable Session
69.052. Multimodal Composing Processes Across Contexts, SIG-Writing and Literacies; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Leslie S. Cook, Appalachian State University
Participants:
- Deepening Exploration of Identities Through Print-Based and Digitally Mediated Multimodal Composing Practices. Youngjo Yi, Georgia State University; Jayoung Choi, Georgia State University; Eliza Allen, Georgia State University; Tuba Angay, Georgia State University
- The Emergence of Syntagmatic Units in the Composing Processes of Young Students in a Literacy Classroom Context. Jason Paul Ranker, Portland State University
- New Literacies Perspectives and Practices in Composition Teaching and Learning: An Action Research Study. Jill A. Mcclay, University of Alberta; Shelley Stagg Peterson, OISE/University of Toronto
69.052. Roundtable Session 126; Roundtable Session

69.052-1. Teaching and Learning With Historical Documents, Textbooks, and Expository Texts, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Participants:
- Effects of Genre and Content Knowledge on Historical Thinking With Academically Diverse High School Students. Daniel Wissinger, University of Maryland; Susan De La Paz, University of Maryland
- Examining History Textbooks: Are Texts More “Considerate” After 20 Years? Sheri Berkeley, George Mason University; Peggy Kingsears, George Mason University; Brittany Lynn Hott, George Mason University; Katherine Bradley-Black, George Mason University
- The Effects of Relevance Instructions on Immediate and Delayed Recall and Comprehension of Expository Text. Vivian Lee Surwil, University of Nevada - Las Vegas; Caroleanne M. Kardash, University of Nevada - Las Vegas
69.052-2. Measuring Motivation, Division C - Learning and Instruction Co-sponsored by SIG-Motivation in Education, Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm
Chair: Akane Zasho, Fordham University
Participants:
- Comparing Students’ Achievement Goal Responses to Open-Ended and Likert-Type Survey Questions. Miinhye Lee, bMRI/Korea University; Sun Kyung Lee, Korea University; Sun-II Kim, Korea University; Mimi Bong, Korea University
- Multidimensional Assessment of Chinese Students’ Learning Motivations: A Validation Study Using Inventory of School Motivation. Feifei Li, Educational Testing Service; Douglas F. Kaufman, University of Nebraska - Lincoln
- Sources of Self-Efficacy Scale for High School Students: A Validation Study. Hyun Seon Ahn, Korea University
69.053. Roundtable Session 127; Roundtable Session

69.053-1. Scientists and Educators Working Together, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Participants:
- The Effect of a Horsehoe Crab Citizen Science Project on Student Self-Efficacy and Career Trajectories. Suzanne E. Hiller, George Mason University Using Problem-Based Learning to Reengineer a Lecture-Based Cell and Molecular Biology Undergraduate Course. Barbara Burks Fasse, Georgia Institute of Technology; Thomas Barker, Georgia Institute of Technology

69.053-2. Strategies for Encouraging Self-Regulation and Motivation in an Online Environment, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm
Chair: Anika Ball Anthony, The Ohio State University
Participants:
- Supporting Students’ Motivation in College Online Courses. Jie-Eun Russell, University of Iowa
- Expert Online Faculty Strategies for Motivating Online Students. Richard E. Clark, University of Southern California; Bror Valdemar Haug Saxberg, Kaplan Inc.
69.054. Roundtable Session 128; Roundtable Session
69.054-1. Tech Uses and Teacher Practices, Attitudes, and Knowledge, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm
Chair: Alan R. Foley, Syracuse University
Participants:
- Do Good Fences Make Good Communities? The Paradox of Classroom Learning Communities With Web 2.0. Daniel Light, Education Development Center, Inc.; Deborah Keisch Polin, University of Massachusetts - Amherst
- Fostering an “Adaptive Nature” for Teacher Practice: Technology Supports in a Codesign Community. Cheryl Ann Madeira, OISE/University of Toronto; Alessandro Gnoli, University of Illinois at Chicago; Richard Messina, Institute of Child Study; Tom Moher, University of Illinois at Chicago; James D. Slotta, University of Toronto
- Future Educators’ Perspectives on Digital Literacy and Their Confidence in Using Technology. Lesley Wilton, University of Toronto - OISE; Ronald D. Owston, York University
69.054-2. Technology in Early/Elementary Childhood Literacy and Listening Comprehension, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm
Chair: Pamela M. Christian, Azusa Pacific University
Participants:
- The Affordances and Constraints of Using iPads for Reading and Responding to Text. Amy Carter Hutchison, Iowa State University; Beth Beschorner, Iowa State University; Genya Rebecca Coffey, Iowa State University; Denise A. Schmidt-Crawford, Iowa State University
- Listening Comprehension in Digital Storybook Environments. Kathleen Ann Paciga, Purdue University - Calumet
69.055. Roundtable Session 129; Roundtable Session
69.055-1. Understandings of Evolution—And Other Contentious Topics, Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Orea; 2:15-3:45pm
Chair: John Settlage, University of Connecticut
Participants:
- Teaching Younger Students About Evolution: Examining the Evidence From a Three-Year Study. Laura M. O’Dwyer, Boston College; Ting Wang, Boston College; Shelagh M. Peoples, Boston College; Katherine
Division C - Learning and Instruction; Roundtable Session  

69.055-2. Writing. Division C - Learning and Instruction; Roundtable Session  
Sheraton Wall Centre, Third Level, South Orca; 2:15-3:45pm  
Chair: Sharon Zumbrun, Virginia Commonwealth University  
Participants:  
- Writing Feedback Perceptions, Self-Efficacy Beliefs, and Self-Regulation  
- What Matters Most in the Teaching and Learning of Argumentative Writing in High School English Language Arts Classrooms. George E. Newell, The Ohio State University; Alan Hirvela, The Ohio State University; Helen M. Marks, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University; Allison Wynhoff-Olsen, Ohio State University; Jamie Rae Smith, The Ohio State University; Amy Bradley, The Ohio State University; Mark Edward Sholl, Ohio State University  
- Understanding Students’ Metacognitive Reflections About Their Writing. Michael Harten, Boston University; Mary H. Shann, Boston University  
- Improving the Writing Skills of Bachelor’s and Master’s Students in Education. Mary H. Shann, Boston University  

Division and SIG Posters  

69.056. Poster Session 20; Poster Session  

69.056-1. Division E Human Development Poster Session. Division E - Counseling and Human Development; Poster Session  
VCC, First Level, East Ballroom B; 2:15-3:45pm  
Posters:  
2. Developing a Measure of Care-Efficacy. Chris M. Ray, North Dakota State University; Kevin J. Fink, Oklahoma City Community College; Dale R. Fuqua, Oklahoma State University  
3. From Calling to Hosting: Buna as a Rite of Passage. Jennifer A. Brinkerhoff, Brigham Young University  
4. Longitudinal Associations Between Moral Disengagement and Social Goals in Elementary School Children. Kari Jeanne Visconti, Arizona State University; Gary W. Ladd; Becky Kochenderfer-Ladd, Arizona State University  
6. Schooling Experiences of Latino Immigrant Students. Liza Renee Lizcano, Stanford University  
7. Social-Cognitive Determinants of Postsecondary Educational Choice. Maarten Prinster, University of Leuven; Bieke De Fraine, K.U. Leuven; Win Van den Noortgate, Katholieke Universiteit Leuven  
8. The Relationship Between Effortful Control and Peer Victimization in Early and Middle Childhood. Khaerannisa I. Cortes, Arizona State University; Becky Kochenderfer-Ladd, Arizona State University; Natalie Eggum, Arizona State University; Gary W. Ladd  
9. Transracial Adoptees: Searching for Birth Families and Developing Identities. Patricia G. Ramsey, Mount Holyoke College; Danielle Godon, Mount Holyoke College; Whitney Green, Mount Holyoke College  
10. Working Memory Development and Math Outcomes: A Longitudinal Study from Preschool to Second Grade. Maureen Hoskin, Simon Fraser University; Sonoud Abdelfadim, Simon Fraser University; Sonoud Abdelfadim, Simon Fraser University; Irina Tzoeva, Simon Fraser University  

69.056-2. Quantitative Approaches to the Evaluation of Literacy Programs and Instruction for Elementary and Secondary Students. Division H - Research, Evaluation and Assessment in Schools; Poster Session  
VCC, First Level, East Ballroom B; 2:15-3:45pm  
Posters:  
11. Literacy and Laptops: Effects of a One-to-One Program. Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine; George Farkas, University of California - Irvine  
12. Observing the Quality of Integrating the Arts Into Elementary School Reading Instruction. Paul R. Brandon, University of Hawaii - Manoa; George M. Harrison, University of Hawaii - Manoa; Brian E. Lawton, University of Hawaii - Manoa  
14. The Multilevel Relationship between the Delivery and Receipt of Literacy Instruction and Summer Learning Outcomes. Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon; Christopher J. Murray, University of Oregon  
16. Principal Change Facilitator Style and Student Learning: Effects of Curriculum Quality and Teacher Implementation. Jason Boggs, University of Nevada - Las Vegas; Jillian Cohen, University of Nevada - Las Vegas; Nicholas Nardi, University of Nevada - Las Vegas; Ralph E. Reynolds, University of Nevada - Las Vegas  

69.056-3. Research on Accountability Issues. Division H - Research, Evaluation and Assessment in Schools; Poster Session  
VCC, First Level, East Ballroom B; 2:15-3:45pm  
Posters:  
17. Sensitivity of Value-Added School Effect Estimates to Different Outcome Measures and Model Specifications. Bryce L. Pride, District School Board of Pasco County; John M. Ferron, University of South Florida; Robert F. Dedrick, University of South Florida; Y-Hsin Chen, University of South Florida; Danielle V. Dennis, University of South Florida  
18. Toward Implementing a New Model for Quality and Accreditation of Schools in Gulf Countries. Eqbal Z. Darandari, King Saud University  
20. Examining the Relationship Between English Proficiency and NCLB (No Child Left Behind) Test Performance. April M. Burke, Purdue University  

VCC, First Level, East Ballroom B; 2:15-3:45pm  
Poster:  

69.056-5. Conflicting Goals in Language-in-Education Planning in Singapore: Chinese Character Education as a Case. Division B - Curriculum Studies; Poster Session  
VCC, First Level, East Ballroom B; 2:15-3:45pm  
Poster:  
69.056-7. Diverse Forms of Learning in Informal Settings. SIG-Informal Learning Environments Research; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
25. Informal Science Learning: The Impact of Individual Differences on Family Conversations in Museums. Elizabeth J. Carey, Tulane University; Aimee Diane Arceaneaux, Tulane University; Shananeh A. Rashidi, Tulane University; Lisa E. Szechter, Tulane University
28. Partnering With Informal Science Education Agencies to Improve K-8 Science Teacher Preparation. Debra S. DeCastro-Ambrosetti, California State University - Fullerton; Victoria B. Costa, California State University - Fullerton; Maria C. Grant, California State University - Fullerton; Anne Amy Cox-Petersen, California State University - Fullerton

69.056-8. Attitudes, Metacognition, and Problem Solving. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
29. How Student Beliefs Relate to Effective Metacognition and Subsequent Problem-Solving Success. Sarah E. Nix, University of California - Berkeley
30. Learning to Represent, Representing to Learn. Sarah Kate Selling, Stanford University; Jo Boaler, University of Sussex
31. Number Choices for Word Problems: How Can They Be Mobilized? Tonia Jo Land, Drake University
32. “Taking Up Our Space”: Becoming Competent Mathematics Learners in the Mathematics Classroom. Victoria M. Hand, University of Colorado - Boulder; Stephanie A. Barr, University of Colorado - Boulder

69.056-9. Developing Number Sense in K-8. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
33. Making Sense of Numbers: Children’s Understanding of Place-Value Concept. Winnie Wai Lan Chan, The University of Hong Kong; Terry K. Au, The University of Hong Kong; Joey Tang, The University of Hong Kong
34. Middle Grades Students’ Understanding of the Number Line Representation. Laura J. Statzman, The Pennsylvania State University; Peggy N. Van Meter, The Pennsylvania State University; Paul Riccomini, Clemson University
35. Middle School Mathematics: A Study of Three Programs in South Texas. Joannett Ellis, American Public University System; Lori Kapczynski, Texas A&M University - Kingsville; Marie-Anne Mundy, Texas A&M University - Kingsville; Don Jones, Texas A&M University - Kingsville
36. Teaching Rational Number Addition With Video Games: Is Within-Game Instruction and Feedback a Good Thing? Terry P. Vendlinski, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles

69.056-10. Effective Mathematics Teaching for Maximizing Learning Opportunities. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
37. Examining Preservice Teachers’ Perspectives on Writing in the Mathematics Classroom. Rachael Kenney, Purdue University; Melanie Shoffner, Purdue University; David Norris, Purdue University; Ileana Cortes Santiago, Purdue University

38. What Can We Learn From Teachers Implementing FUSION (Foundations of Mathematical Understanding: Developing a Strategic Intervention on Whole Number Concepts)? Formative Evaluation of a Developing First-Grade Mathematics Intervention. Mari Strand Cary, University of Oregon; Christian Dohler, University of Oregon; Ben Clarke, University of Oregon; Francis J. Fien; Scott K. Baker, Center on Teaching and Learning; Kathleen Jungjohann, University of Oregon; Tricia Berg, University of Oregon

69.056-11. Mathematical Reasoning and Proof Across Grades. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
39. -5 - 5 Is Like 5 - 5 = 0: Analogical Reasoning With Integers. Laura Bofferding, Purdue University
40. Geometric Discriminate at Van Hiele Level 3: The Role of Definition and Informal Deductive Reasoning. Sashu Wang, Boise State University; Margaret T. Kinzel, Boise State University
41. Comprehending Leron’s Structured Proofs. Evan Fuller, University of California - San Diego; Keith Weber, Rutgers University; Juan Pablo Mejia-Ramos, Rutgers University; Kathryn Roaads, Rutgers University; Aron Samkoff, Rutgers University
42. Producing Proofs and Counterexamples: Strategies of Undergraduate Students. Yi-Yin Ko, Tufts University

69.056-12. Exploring Science Education. SIG-Science Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm
Posters:
43. Career Satisfaction and Success of Physical Scientists in Project Crossover. Katherine P. Daibney, University of Virginia; Robert H. Tai, University of Virginia
44. Evaluation of a High School Clinical Science Education Simulation. Debra C. Burkey Piecza, Wheeling Jesuit University; Manetta Calinger, Wheeling Jesuit University; Charles A. Wood, Wheeling Jesuit University; Jackie Sha, Challenger Learning Center; Lori Kudlak, Challenger Learning Center; Barbara G. Tabachnick, California State University - Northridge
45. Fostering Conceptual Change Using Refutational Texts. Imelda Santos Caleon, National Institute of Education - Nanyang Technological University; R. Subramaniam, National Institute of Education - Nanyang Technological University
46. Identifying and Reconstructing Common Cold Misconceptions. Marcus Lee Johnson, University of Cincinnati; Mishele Breun, University of Cincinnati
48. Shifting Control of Inquiry From Teachers to Students: A Teacher Designed Framework. Carol Ann, Butler Rees, Thompson Rivers University; Jeff Lance Scott, Nipissing University
49. Supporting Teachers to Implement Inquiry-Based Teaching in Kindergarten Science. Loucas T. Louca, European University; Dora Tsialli, University of Cyprus; C. P. Constantinou, University of Cyprus
50. Teachers’ Self-Efficacy in Teaching Science as Inquiry and Their Classroom Practices. Lisa Ruocco, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology
51. Thinking About Literacy While Doing Science: One Elementary Classroom Teacher’s Experience. Cleti Cervoni, Salem State College
52. Darwin’s Journey: Learning Science Through Theater. Ran Peleg, Technion - Israel Institute of Technology; Ayelet Baram-Babari, Technion
53. Predicting Undergraduate Students’ Beliefs About Science: An Exploratory Study Using the Thinking About Science Survey Instrument. Craig O. Stewart, The University of Memphis; Daniel L. Dickerson, Old Dominion University; Stephanie J. Hatchcock, Old Dominion University; Jennifer L. Weston, The University of Memphis; James Minogue, North Carolina State University
54. Talking Science in the Wild: Investigating Preservice Science Educators’ Argumentation Skills in a Socio-scientific Context. M. Brooke Robertswh, Utah State University; Todd Campbell, Utah State University
55. The Digital Education Revolution: New South Wales Science Teachers’ Response to Laptop Ubiquity. Wendy S. Nielsen, University of Wollongong; Alex Miller, University of Wollongong; Garry F. Hoban, University of Wollongong

56. Using Sociotransformative Constructivism (sTc) in the High School Classroom: A Longitudinal Teacher Professional Development Research Project. Alberto J. Rodriguez, San Diego State University


58. High-Quality Professional Development to Increase Elementary Teachers’ Sense of Self-Efficacy in Science Teaching. Liliane Dionne, University of Ottawa; Lorraine Savoie-Zajc, University of Quebec - Outaouais; Geneviève Paris, University of Ottawa; Christine Couture, University of Quebec - Chicoutimi; Francine L. Hart, University of Ottawa


Wednesday, 8:00 am

AERA Related Activities

70.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2). AERA Related Activities; Workshop Pan Pacific, Restaurant Level, Pacific Rim 1; 8:00-11:00am
Chair: George L. Wimberly, American Educational Research Association

Wednesday, 9:00 am

AERA Related Activities

71.010. AERA-World Educational Research Association Meeting. AERA Related Activities; Symposium Pan Pacific, Restaurant Level, Pacific Rim 2; 9:00am to 5:30pm
Chair: Eva L. Baker, University of California - Los Angeles