I am pleased to inform you that your paper, "Cross-cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals," submitted for consideration for the 2011 AERA Annual Meeting has been accepted.


Chair:
Kimberly J. Hartman, The University of Mississippi

Participants:
A Meta-Analytical Review of the Impacts of Transformational School Leadership. Jingjing Sun, OSU/University of Toronto; Kenneth A. Leithwood, OSU/University of Toronto
Cross-Cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals. Ravshin Doyar, University of Arkansas - Little Rock; Jackie McBride, Arkansas State University; Joan Henley, Arkansas State University; Steve Boudell, Arkansas State University
The Effects of the Teacher Evaluation System and the Supervisor as Feedback Sources in Teacher Evaluation. Melissa Andrea Tipton, Ghent University, Belgium; Geert Devos, Ghent University, Belgium
The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. Barbara Stacy Ruchhoff, DePaul University; Catherine M. Larsen, DePaul University
68.038. Semiotics in Education SIG Business Meeting. SIG-Semiotics in Education; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon A
6:15 pm to 7:45 pm
Chair:
Sherri L. Brown, University of Louisville
Participants:
Alberto J. Rodriguez, San Diego State University
Bernard P. Ricca, Saint John Fisher College
Gail Dickinson, Texas State University
Nate K. Mcvaugh, University of Texas - Austin

68.039. Sociology of Education SIG Business Meeting and Reception. SIG-Sociology of Education; Business Meeting
JW Marriott, Third Level, Ile de France I
6:15 pm to 8:15 pm
Chair:
Susan S. Sullivan, College of Staten Island - CUNY
Participants:
Daisy E. Arredondo Rucinski, The University of Alabama
Helen M. Hazi, West Virginia University
Zach Kelehear, University of South Carolina

68.040. Supervision and Instructional Leadership SIG Business Meeting. Racing to the Top: A Panel Discussion on the State of Supervisory Practice in Public Schools. SIG-Supervision and Instructional Leadership; Business Meeting
Sheraton, Second Level, Rhythms Ballroom II
6:15 pm to 7:45 pm
Chair:
Susan S. Sullivan, College of Staten Island - CUNY
Participants:
Daisy E. Arredondo Rucinski, The University of Alabama
Helen M. Hazi, West Virginia University
Zach Kelehear, University of South Carolina

68.041. Survey Research in Education SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm
Chair:
Alex Alexandrou, Freelance Academic
Participants:
Jill Andrea Pinkney Pastrana, University of Wisconsin
Carmen Gloria Nunez, Pontificial Catholic University of Valparaiso
Vicente Sisto, Pontificia Universidad Católica de Valparaiso
Jenny Assael, Colegio de Profesores
Alejandro Silva, Colegio do Profesores

68.043. Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting. SIG-Test Validity Research and Evaluation Copresented by SIG-Professional Licensure and Certification; Business Meeting
Doubletree, Second Level, Madewood A
6:15 pm to 7:45 pm
Participants:
Gregory J. Cizek, University of North Carolina - Chapel Hill
Jennifer L. Kohrin, The College Board
John W. Young, ETS
Timothy A. Sares, Researcher
Hao Song, American Board of Internal Medicine
Jason Rinaldo, American Board of Family Medicine
Barbara M. Foster, American Board of Obstetrics and Gynecology

68.044. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Doubletree, Second Level, Shadows
6:15 pm to 7:45 pm
Chair:
Beth C. Rubin, Rutgers University
72.010. A Research Agenda for the New K-12 Standards in Science/Engineering: Studying Innovations and Forms of Implementation That Advance the Goals of Equity and Diversity. Presidential Session Cosponsored by Division C - Learning and Instruction; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
8:15 am to 10:15 am

Chairs:
Nancy W. Brickhouse, University of Delaware
James Earl Davis, Temple University

Participants:
College Versus Career Standards for STEM Education. David H. Monk, The Pennsylvania State University
Implementing the New Common Core: A Research Agenda. William R. Penuel, SRI International
Influencing the Policy Cycle: Highlighting a Concern with Equity and Diversity. Gerald K. Letendre, The Pennsylvania State University

72.011. Research on LGBTQ Issues: Perspectives From Diverse Communities.
Committee on Scholars of Color in Education; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
8:15 am to 9:45 am

Chair: Kevin K. Kumashiro, University of Illinois - Chicago

Participants:
Cindy Cruz, University of California - Santa Cruz
Betyc Leonardi, Colorado University - Boulder
Lance Trevor McCready, OISE/University of Toronto
Karleem M. Pendleton Jimenez, Trent University
Lisa Weems, Miami University

72.012. Reform, Restructuring, and School Improvement.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
8:15 am to 9:45 am

Chair: Bob L. Johnson, Jr., University of Utah

Participants:
Access and Achievement: The Impact of New York City’s Small School Movement on Latino Students. Nelson Flores, The Graduate Center - CUNY; Andrew Haiven Chu, The Graduate Center - CUNY
Building Relational Trust Within Comprehensive School Reform Models: Exploring the Relationship Between Trust and Instructional Improvement. Timothy Ford, University of Louisiana - Monroe
Collaboration for School Improvement: A Quantitative Study. Daniel R. Muijs, University of Southampton
Restructuring for School Improvement: Does Size Matter? Annie Woo, Education Northwest

72.013. Research, Policy, and Practice for Leaders and Leadership.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Edgewood
8:15 am to 9:45 am

Chair: Cameron Carlson, Southern Illinois University - Carbondale

Participants:
Partnering Around Research to Improve Policy and Practice: A Case Study of the Stanford University and San Francisco Unified School District Partnership.

72.014. School Leadership, Professional Communities, Performance, and Teacher Retention.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Third Level, Napoleon Ballroom D
8:15 am to 9:45 am

Chair: Kathryn Bell McKenzie, Texas A&M University - College Station

Participants:
Youth Participatory Action Research (YPAR) in the Classroom: Meeting State Standards With Youth Civic Action Research. Beth C. Rubin, Rutgers University; Maya Zaal, Montclair State University; Jennifer Ayala, Saint Peter’s College; Brian Ford, Montclair Public School District; Landon Wagner, Montclair Public School District
Creating Engaging Academic Settings for and by Youth. Susan S. Yonezawa, University of California - San Diego; Makeba Jones, University of California - San Diego; Rita Catherine Tracy, University of Colorado - Boulder
The Formation of a Professional Learning Community: Teachers and Researchers Co-construct Critical Civic Inquiry. Ben R. Kirshner, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porfirio Hipolito-Delgado, University of Colorado - Denver; Ritu Khanna, Montclair Public School District; Laura P. Wentworth, San Francisco Unified School District

Discussants:
Dana L. Mitra, The Pennsylvania State University
Ernest D. Morrell, University of California - Los Angeles

72.015. Prioritizing Student Voice: Integrating Youth Participatory Action Research Into Schools and Classrooms.
Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
8:15 am to 9:45 am

Chair: Shelley Zion, University of Colorado - Denver

Participants:
Youth Participatory Action Research (YPAR) in the Classroom: Meeting State Standards With Youth Civic Action Research. Beth C. Rubin, Rutgers University; Maya Zaal, Montclair State University; Jennifer Ayala, Saint Peter’s College; Brian Ford, Montclair Public School District; Landon Wagner, Montclair Public School District
Creating Engaging Academic Settings for and by Youth. Susan S. Yonezawa, University of California - San Diego; Makeba Jones, University of California - San Diego; Rita Catherine Tracy, University of Colorado - Boulder
The Formation of a Professional Learning Community: Teachers and Researchers Co-construct Critical Civic Inquiry. Ben R. Kirshner, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porfirio Hipolito-Delgado, University of Colorado - Denver; Ritu Khanna, Montclair Public School District; Laura P. Wentworth, San Francisco Unified School District

Discussants:
Dana L. Mitra, The Pennsylvania State University
Ernest D. Morrell, University of California - Los Angeles

72.016. Racialization of Immigrants in Education.
Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
8:15 am to 10:15 am

Chairs:
Roberto Martinez, The Graduate Center - CUNY
Erica Chutaupe, The Graduate Center - CUNY

Participants:
Racialization of Knowledge: Theorizing Race Understandings of Mexican Immigrants With African Americans in New York City. Roberto Martinez, The Graduate Center - CUNY
Confronting Identities: A Theoretical Discussion of Filipino American Youth and Discourses of Identity. Erica Chutaupe, The Graduate Center - CUNY
Participants: Cognition and Motivation in Science, Technology, Engineering, and Math Retention. Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University; Jacqueline Tanaka, Temple University; John Michel, Temple University; Anthony C. Perez, Temple University; Emily Tancredi-Brice Aghenye, Temple University; Lilyan Raja, Temple University; Patricia Vorndran, Temple University; Melanie Wills, Temple University; Theodore W. Wills, Temple University

Metaphor and Creativity in Learning Science. Janice Hansen, University of California - Irvine; Eric P.S. Baumer, University of California - Irvine; Lindsey E. Rickland, University of California - Irvine; William Tomlinson, University of California - Irvine

Exploring the Role of Teacher Support on Students’ Academic Engagement, Success, and Anxiety in Science. Anna D. Strutt, Northern Illinois University

Framing Science in a New Context: What Students Take Away From a Community of Practice. Terri R. Patchen, California State University - Fullerton; Dennis William Smitheny, Elmhurst College

The Influence of Curriculum and Instruction on Students’ Critical Thinking Disposition: Randomized Trial Results. Kristina N. LaVenia, Florida State University; Mark LaVenia, Florida State University; Laura B. Lang, Florida State University

Discussant: Janice Hansen, University of California - Irvine

72.021. Analysis and Meta-Analysis of Single-Case Studies. Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 8 8:15 am to 10:15 am

Chair: John P. Sabatini, ETS

Participants: Elaborating a Cognitive Model of Literacy to Support Writing and Reading Instruction and Assessment. Paul Deane, ETS; John P. Sabatini, ETS; Tenaha P. O’Reilly, ETS

Evaluating an Integrated Approach to Reading and Writing Assessment. Tenaha P. O’Reilly, ETS; John P. Sabatini, ETS

Using Timing Logs to Diagnose Problems in Writing Performance. Russell Almond, Florida State University; Thomas H. Quinnan, ETS; Sigal Attali, ETS

Designing Score Reports That Help Teachers Make Instructional Decisions. Diego Zapata-Rivera, ETS

Discussant: Arthur C. Graesser, The University of Memphis

Steve Graham, Vanderbilt University

72.022. Analysis and Meta-Analysis of Single-Case Studies. Division D - Measurement and Research Methodology; Structured Poster Session New Orleans Marriott, Third Level, Mardi Gras Salon FGH 8:15 am to 9:45 am

Chair: John M. Ferron, University of South Florida

Participants: 1. Statistical Power and Multiple-Baseline Data: A Monte Carlo Examination of Alternative Multilevel Modeling Approaches. Bethany A. Bell, University of South Carolina; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools, North Carolina

2. R Functions to Facilitate the Visual Analysis of Single-Case Data. Isis Bute, Katholieke Universiteit Leuven; Patrick M. van Onghena, Katholieke Universiteit Leuven


4. Alternative Multilevel Modeling Approaches. Bethany A. Bell, University of South Carolina; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools, North Carolina

5. Effect-Size Estimation and Coding Issues for Meta-Analyses Involving Single-Case Designs. Patricia A. Busk, University of South Florida

6. Experimental Design Studies. Mark LaVenia, Florida State University; Mark LaVenia, Florida State University; Laura B. Lang, Florida State University

7. Meta-Analysis of Single-Case Studies. Susan Natasha Beretvas, University of Texas - Austin; John Ferron, University of South Florida; Eun Kyeng Baek, University of South Florida

8. Alternative Multilevel Modeling Approaches. Bethany A. Bell, University of South Carolina; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools, North Carolina


72.024. Family Matters: Parental Influences on Development During Early Childhood. Division E - Counseling and Human Development; Paper Session Astor Crowne Plaza, Second Level, Astor Ballroom I 8:15 am to 9:45 am Chair: Travis S. Wright, The George Washington University Participants: Ethnictiy, Conceptual Models of Family Influences, and School Readiness. Kate Bono, California State University - Fullerton; Claire B. Kopp, Los Angeles It’s a Boy! Father Involvement and Early Cognitive Development in Sons Versus Daughters. Yen M. To, Texas Tech University; Tara Stevens, Texas Tech University; Hansel Burley, Texas Tech University; William Y. Lan, Texas Tech University; Lucy M. Barnard-Brak, Baylor University Predictors of Kindergartners’ Academic Achievement: Importance of Parental Well-Being and Involvement. Sarita Yogesh Shukla, University of Kentucky Discussant: Kathryn Nakagawa, Arizona State University


72.028. Examining Teacher and Student Issues in Large-Scale Assessments. Division H - Research, Evaluation and Assessment in Schools; Paper Session Doubletree, Second Level, Madawood B
Chair: Evelyn Belton-Kocher, Saint Paul Public Schools

Participants:

What Does Middle School Achievement Tell Us About Later Graduation Outcomes for Students? An Investigation Into the Validity of High-Stakes Test Score Gains in New York City. Julia Bloom, Harvard University

Using a Nationally Standardized Achievement Test to Predict Students at Risk: Strengthening the Evidential Link. Andrew Dallas, University of North Carolina - Greensboro; Diane Signатур, Riverside Publishing Company; Tim B. Barden, University of Iowa

The Influence of Teacher Grading Practices on Course Performance and High-Stakes Test Performance. Steven McGee, Northwestern University; Linda C. Bredził, Northwestern University

Use of Student Growth to Predict State Assessment Performance. Bitnara J. Park, University of Oregon; Daniel John Anderson, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon

Advanced Placement Courses and Scholastic Assessment Test Performance in High School. Mary E. McKillip, The College Board; Anita Ravilis, The College Board

Discussant: Mary E. Yakimowski, University of Connecticut

72.029. Cognitive and Affective Domains in Professions Education. Division I - Education in the Professions; Paper Session

Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 10:15 am

Chair: Majka B. Woods, University of Minnesota

Participants:

Building Fundamental Engineering Knowledge: Identification and Classification of Engineering Students’ Preconceptions in Mechanics of Materials. Devlin B. Monfort, Washington State University; Shane A. Brown, Washington State University

Teaching Difficult Engineering Concepts in the Language of Emergent Processes. Dashi Tang, Boise State University; Natalie Barrett, Purdue University; Alejandra de Jesus Magana de Leon, Purdue University; Ruth A. Streever, Purdue University; Ronald L. Miller, Colorado School of Mines; Aida Ivette Santiago Romm, University of Puerto Rico - Mayaguez

Thinking Like a 21st-Century Nurse: Theories, Instruments, and Methodologies for Measuring Thinking. Lily Fountain, University of Maryland

Beliefs, Emotions, and Behaviors in Medical School: A Comparative Analysis of Low Versus High Performers. Anthony R. Artes, Uniformed Services University of the Health Sciences; Steven J. Durning, Uniformed Services University of the Health Sciences

Motivation and Studying Strategies in Competitive Grading Contexts Like Medical School. Mark J. Graham, Columbia University; Aubrie Swan Sein, Columbia University

Updating Lecturers’ Knowledge and Practical Skills in Ghana’s Polytechnics: The Role of Teacher Design Teams in Professional Development. Marie A.B. Bakah, University of Twente; Joke M. Voogt, University of Twente; Jules M. Pieters, University of Twente; The Netherlands

Discussant: Elliot P. Douglas, University of Florida

72.030. Education Pipeline Solutions. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas
8:15 am to 9:45 am

Chair: John Michael Lee, Jr, The College Board

Participants:

Effect of Accepted Credits on Graduation Rates of Transfer Students. William R. Doyle, Vanderbilt University; Jonathon M.B. Stern, Vanderbilt University

“Doing It at My Own Pace”: Uncovering Motivations for Part-Time College Enrollment. Sara Goldrick-Rab, University of Wisconsin - Madison; Peter Miles Kinsley, University of Wisconsin; Julie Minkler-Lacoque, University of Wisconsin - Madison; Douglas N. Harris, University of Wisconsin - Madison

More Effective Remedial Education Policy. Tara L. Parker, University of Massachusetts - Boston; Leticia Tomas Bustillos, Los Angeles County Education Foundation

State Factors Affecting the Production of Science, Technology, Engineering, and Mathematics (STEM) Degrees. Erin Denise Knepler, University of Maryland - College Park

Discussant: David Allen Tundberg, Florida State University

72.031. Evaluation and Ethical Leadership. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde
8:15 am to 9:45 am

Chair: Stephen L. Benton, The IDEA Center

Participants:

Assessing Institutional Leadership for the Public Good: A Research Agenda to Improve Practice. Lorilée R. Sandmann, University of Georgia; William M. Plater, Indiana University/Purdue University at Indianapolis

Corruption at the Top: Ethical Dilemmas in College and University Governance. Nathan F. Harris, University of Michigan; Michael N. Bastedo, University of Michigan

Quality Enhancement in Higher Education: The Case of Internal Evaluation at a Teacher Education College. Arielle Horin, Levinsky College of Education; Hanna Ezer, Levinsky College of Education

The Contaminated California Community College Leadership Pipeline: Implications for Policy and the Public Good. John R. Shoup, California Baptist University; Elizabeth Cox, University of California; Lori O. Keeler, Riverside City College

The Pragmatic Promise of Entrepreneurial Leadership in Higher Education. Andrew Wall, University of Illinois - Urbana-Champaign; Raffaella Borasi, University of Rochester

Discussant: Sharon Brown-Welty, California State University - Fresno

72.032. The Outcomes of Student Participation in Undergraduate Research. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Fronenac
8:15 am to 9:45 am

Chair: Karen P. Macbeth, The Ohio State University

Participants:

Characteristics of Effective Peer Mentors in an Undergraduate Education Writing-Intensive Course. April Gayle Douglass, Texas A&M University; Dennie L. Smith, Texas A&M University

Learning Through Research: How a Summer Undergraduate Research Experience Informs Undergraduate Students’ Views of Research and Learning. Anabella Martinez, Teachers College, Columbia University; Julie A. Schell, Harvard University

Learning to Become a Scientist. Nobuko Hara, Indiana University; John Kilburn, Texas A&M International University; Marcus Ynalvez, Texas A&M International University; Ruby Ynalvez, Texas A&M International University; Kuo-Hua Chen, TamKang University

“He Was Interested in Me and My Growth as a Person”: Faculty-Student Mentoring Relationships in Undergraduate Research Settings. Deborah F. Carter, University of Michigan; Julie Renee Posselt, University of Michigan; Julio J. Cardona, University of Michigan; Carmen Michele McCullam, University of Michigan; Gloryee Fonseca, University of Michigan - Ann Arbor

Discussant: Kent Alan Divoll, University of Houston - Clear Lake

SIG Sessions


Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 9:45 am

Chair: Lisa Dawley, Boise State University

Participants:


Discussant: Jonathon J. Richter, University of Oregon
72.034. Select Issues in Catholic Education. SIG-Catholic Education; Paper
Session
JW Marriott, Third Level, Orleans
8:15 am to 9:45 am
Chair:
Ronald J. Nazzi, University of Notre Dame
Participants:
Implementing a Curriculum, Instruction, and Assessment Initiative in Catholic Schools. Dan Wei, University of Notre Dame; Thomas Doyle, University of Notre Dame; Sarah Lamping, University of Notre Dame
Mental Health Services and Supports in Catholic Schools. James Mario Frabutt, University of Notre Dame; Will Clark, University of Notre Dame; Gabrielle Speach, University of Notre Dame; Melissa Regan, University of Notre Dame
Paulo Freire and Catholic American Students. Caroline M. Eick, Mount Saint Mary’s University
Policy Implementation in a Catholic Network of an After-School Program. Kari Anne Carr, Indiana University; Joshua S. Smith, Indiana University/Purdue University at Indianapolis
“The (Im)Migration Educational Pipeline: The Impact of Citizenship Status and Visions for Alumni Programming. Sean M. MacCready, Saint Agnes of Bohemia Elementary School

72.035. The Blame Game and the Deficit Paradox. SIG-Critical Educators for Social Justice; Symposium
Sheraton, Fourth Level, Oakley
8:15 am to 9:45 am
Chair:
Paud Cameron Gorski, George Mason University
Participants:
The Historical Normalization of Racist, Deficit Discourses and Problem-Posing Interventions. Virginia M. Lee, University of Wisconsin - Stout
A Discourse-Analytic Perspective on Deficits That Lead to School Failure. Sarah Michaels, Clark University
Responding to Deficit Ideologies in Assessment: Toward Critical Interpretation by Teachers of Second Language Learners. Theresa Y. Austin, University of Massachusetts - Amherst
Poverty, Class, and the Nature of Deficit Ideology in U.S. Schooling. Paul Cameron Gorski, George Mason University
The Making of Disability in the Free Market. Curt Dudley-Marling, Boston College
The Unmasking of Hurtful Dominant Ideologies: Preparing Language Teachers to Interrogate Deficit Views of English Language Learners. Lilia I. Bartolome, University of Massachusetts - Boston

72.036. The Chicana and Chicano Pipeline Revisited Ten Years Later: A Critical Race Quantitative Analysis of Contemporary Intersections. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 9:45 am
Chair:
Tara J. Yossa, University of California - Santa Barbara
Participants:
Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline. Alejandro Covarrubias, University of California - Los Angeles
The Military Educational Pipeline The U.S. Armed Forces as an Entry Point for Chicanas/os Into Higher Education. Elvira Julia Rodriguez, University of California - Los Angeles
The (Im)Migration Educational Pipeline: The Impact of Citizenship Status on Educational Attainment for People of Mexican Ancestry. Angelia Lara, University of California - Los Angeles
The Chicana/o Educational Pipeline “in Space”: Using Geographic Information Systems to Explore the Socio-Spatial Dimensions of Chicana/o Educational Attainment. Veronica Nelly Velez, University of California - Los Angeles; Selina Rodriguez, University of California - Los Angeles
Discussants:
Daniel Gilbert Solorzano, University of California - Los Angeles

72.037. Beyond the Developmental Constraints: Exploring Science Learning and Teaching in Early Childhood. SIG-Early Education and Child Development; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 5
8:15 am to 9:45 am
Chair:
X. Christine Wang, University at Buffalo, SUNY
Participants:
Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis; Jerlando F. Jackson, University of Wisconsin - Madison; LuVar Jovan Charleston, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University
How Can International Meetings on Environmental Education Be “for the Public Good”? Reflections From the Fifth World Environmental Education Congress Research Project. Bob Jickling, Lakehead University; Blair Niblett, Lakehead University; Emily Root, Lakehead University

72.038. Gulf: Philosophical and Political Challenges to Environmental Education as a Public Good. SIG-Environmental Education; Paper Session
JW Marriott, Third Level, Ile de France III
8:15 am to 10:15 am
Chair:
Constance L. Russell, Lakehead University
Participants:
Researching Through an Animist Epistemology: Barriers to Environmental Education Research “in Connection” With Animarte EARTH. M.J. Barrett, University of Saskatchewan
Geographical Imaginaries and the Public Good: Fossil Fuel as a Case for the Importance of “Space” in Environmental Education. Marcia McKenzie, University of Saskatchewan; Hamish Ross, University of Edinburgh
The Problem of Panacea. James Czank, Lakehead University
The United Nations Decade of Education for Sustainable Development: Deconstructing Its Limits and Possibilities. Joseph A. Henderson, University of Rochester; David W. Hush, University of Rochester
How Can International Meetings on Environmental Education Be “for the Public Good”? Reflections From the Fifth World Environmental Education Congress Research Project. Bob Jickling, Lakehead University; Blair Niblett, Lakehead University; Emily Root, Lakehead University

72.039. Approaches to Success: Gendered Analysis of African Americans in STEM. SIG-Research Focus on Black Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:15 am to 10:15 am
Participants:
Preparing Underrepresented Girls to Be Engineers: The ADVANCE-ENG Girls to Women Faculty-Student Mentoring Summit. Tuere Bowles, North Carolina State University; Christine Grant, North Carolina State University; Eric Carpenter, North Carolina State University; Pamela Martin, North Carolina State University
Spirituality and Its Impact on Mathematically Successful African American Men. Christopher Charlie Jett, Georgia State University
Uniquely Situated in Computing Sciences Programs in Higher Education: Experiences of African American Women Who Still Find Success. LuVar Jovan Charleston, University of Wisconsin - Madison; Phillis George, Jackson State University; Jerlando F. Jackson, University of Wisconsin - Madison
Acting as Though Racism Doesn’t Exist: A Critique of the Theoretical Shortcomings of Research on African American Underrepresentation in Science. Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis; Nicole Lewis, University of Kentucky
Discussants:
Peter A. Sheppard, University of Louisiana - Lafayette
72.040. Science Content Versus Mathematical Structures in the Elementary Grades. SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
8:15 am to 10:15 am
Chair:
David W. Carraher, TERC
Participants:
Understanding Sugar and Water Mixtures. Analucia D. Schliemann, Tufts University; Paul Wagener, TERC; Chunhua Liu, Tufts University
The granularity of Numbers, Lengths, and Weights. David W. Carraher, TERC; Claudine Indigo Kwasnagh, Tufts University; Carol L. Smith, University of Massachusetts - Boston
Distinguishing Volume From Other Magnitudes. David W. Carraher, TERC; Gabrielle Alexis Cayton-Hodges, Sesame Workshop
Measurement and Proportionality in Understanding Weight, Size, Volume, and Density. Analucia D. Schliemann, Tufts University; Chunhua Liu, Tufts University; Paul Wagener, TERC; David W. Carraher; TERC
Discussant:
Gerald Vergnaud, CNRS Paris, France

72.041. Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement. SIG-Research in Social Studies Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:15 am to 9:45 am
Chair:
Lauren Gatti, University of Wisconsin - Madison
Participants:
How Do Students Experience and Learn From High-Quality Discussions of Political Issues? Diana E. Hess, University of Wisconsin - Madison; Paula McAvoy, Illinois State University
The Effect of High-Quality Discussions on Future Civic Participation. Diana E. Hess, University of Wisconsin - Madison; Kei Kawashima-Ginsberg, Center for Information and Research on Civic Learning and Engagement; Paula McAvoy, Illinois State University
The Implications of the Discussing Controversial Issues (DCI) Findings on the Field of Social Studies Education. Joseph E. Kahne, Mills College
The Implications of the Discussing Controversial Issues (DCI) Findings on Teacher Preparation. Stephanie D. Van Hover, University of Virginia

Sheraton, Third Level, Napoleon Ballroom B1
8:15 am to 9:45 am
Chair:
Yukari Takimoto Amos, Central Washington University
Participants:
Beliefs and Behavior Toward Heritage Language by Korean Parents. Clara Lee Brown, University of Tennessee - Knoxville; Andrea J. Stairs, University of Southern Maine
Beyond Kodomo No Tame Ni: Japanese Immigrant Mothers on the Education and Socialization of the New Second Generation of Japanese Americans. Rachel Endo, Hamline University
Perceiving Parents’ Parenting Practices: Ethnicity, Gender, and Identity Construction. Miao Li, University at Buffalo - SUNY
Discussant:
Yukari Takimoto Amos, Central Washington University

72.043. Successful Academic Environments. SIG-School Community, Climate, and Culture; Paper Session
Sheraton, Fourth Level, Gallier
8:15 am to 9:45 am
Chair:
Carl Byron Keys, University of Virginia
Participants:
Caring Institutional Environments: The Impact of Institutional Caring on Urban High School Students of Color. Robert Cooper, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles
Personalizing the Ninth-Grade School Environment: Freshman Academies and the Transition to High School. Cheryl Rose Ellerbrock, University of South Florida
Success at What Cost?: Dilemmas of the Hero Teacher Image in Schools Affected by Poverty. Darlene Cuffetelli-Parker, Brock University

72.045. Alternative Approaches to Assessment and Measurement of Social-Emotional Characteristics. SIG-Social and Emotional Learning; Symposium
Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 9:45 am
Chairs:
Anastasia A. Lipnevich, Queens College - CUNY
Richard Dean Roberts, ETS
Participants:
Alternative Assessments in Program for International Student Assessment 2012. Bobby Darius Naemi, ETS; Patrick Kyllonen, ETS
A Day Reconstruction Method for Assessing Students. Jeremy Burris, ETS; Anthony Bettencourt, ETS; Steven L. Holtzman, ETS; Teresa Jackson, ETS; Richard Dean Roberts, ETS
How Do Test Characteristics of Situational Judgment Tests Affect the Meaning of Test Scores? Carolyn Elizabeth MacCann, ETS; Richard Dean Roberts, ETS
Measuring Attitudes Toward Mathematics: A Theory of Planned Behavior-Based Approach. Anastasia A. Lipnevich, Queens College - CUNY; Carolyn Elizabeth MacCann, ETS; Stefan Krumm, University of Münster
Self-Report Assessment of Emotional Intelligence in Children and Youth: Developmental Discontinuities and Psychometric Implications. Kateryna Keefer, Queen’s University; James B. Parker; Ronald Robert Holden, Queen’s University
Discussant:
Jeffrey K. Smith, University of Otago

Division and SIG Roundtables

72.046. Roundtable Session 50; Roundtable Session
72.046-1. Equity in Special Education: Analysis of National and International Policies. Division I - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics and Division I - Educational Policy and Politics, SIG-Law and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Preston C. Green, The Pennsylvania State University
Participants:
An Examination of Section 504 in Practice: Educational Equity for All Students? Ann Maydosz, Old Dominion University
From Policy to Practice: School Entry Testing and Special Education in Central
and Southeastern Europe. Julia M. White, University of Rochester
Individualized Education Program (IEP) Controversy: An Examination of
Federal Legislation Regulating the Use of Seclusion and Restraint in Public
Schools. Allison Fetter-Harrott, Indiana University - Bloomington; Michelle
Gough, Indiana University - Bloomington; Janet Renee Decker, University of
Cincinnati

72.046-2. Meritocracy, Research, and the Public Good. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Bridget E. Thomas, George Mason University
Participants:
Meritocracy and Equal Opportunity: How Have High-Achieving Learners
Performed and Grown in Different School Environments? Yun Xiang,
Northwest Evaluation Association; Martha S. Mccall, Northwest Evaluation
Association; John F. Cronin, Northwest Evaluation Association
Personal, Political, and Professional Ramifications of Research for the Public
Good: A Real-World Experience. Randy L. Hoover, Youngstown State
University
When Science Really Counts: Examination of States Integrating Science
Achievement Into Accountability Programs. Eugene Judson, Arizona State
University; Sixy S. Wong, University of Houston

72.046-3. Multiple Dimensions of Educational Quality. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Casey D. Cobb, University of Connecticut
Participants:
Measuring the Determinants of Educational Quality: A Conjoint Study Among
Students, Parents, Teachers, Employers, School Inspectors, and Policy
Makers. Margriet van der Sluis, The Netherlands Inspectorate of Education
Common Challenges in the Implementation of Group Randomized Trials
of Educational Interventions. Jessaca K. Spybrook, Western Michigan
University; Anne Cullen, Western Michigan University; Monica Lininger,
Western Michigan University
Testing to the Top: Accountability Policy for the Public Good? Ronald J. Dietel,
University of California - Los Angeles
Sofia Viseu, Instituto de Educação da Universidade de Lisboa

72.046-4. Policy Change in International Contexts. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Kat Sonia Thomson, Teachers College, Columbia University
Participants:
Analyzing Complex Policy Change in Hong Kong: What Role for Critical
Discourse Analysis? Anne Y.N. Cheng, The Hong Kong Institute of Education
Innovation Outcomes Under Universal Decentralization: How Competition
Influences Schools to Innovate in New Zealand. Kat Sonia Thomson,
Teachers College, Columbia University
Pupil Segregation in English Secondary Schools: One Pattern or Several?
Stephen A. Gorard, University of Birmingham

72.046-5. Results From Year 4 of a Comprehensive Evaluation of Denver’s
“ProComp” Teacher Compensation Reform. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Ed Wiley, University of Colorado - Boulder
Participants:
Denver ProComp and Student Achievement. Ed Wiley, University of Colorado - Boulder
Denver ProComp and Teacher and Principal Attitudes. Ed Wiley, University of Colorado - Boulder; Eleanor S. Fulbeck, University of Colorado - Boulder; Amy Nicolee Subert, University of Colorado - Boulder
Denver ProComp and Teacher Retention in Hard-to-Serve Schools. Eleanor S. Fulbeck, University of Colorado - Boulder
Exceeding Expectations? An Empirical Analysis of ProComp’s Student
Achievement Incentive. Amy Nicolee Subert, University of Colorado - Boulder

72.046-6. Scaling up an Ambitious Reform of Teaching and Learning: Evidence
From a Large-Scale Randomized Trial. Division L - Educational Policy
and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: James P. Spillane, Northwestern University
Participants:
Tracing the Implementation of Inquiry-Based Instructional Practice in
Elementary Science Across Practice Settings. Kimberle A. Kelly, University of
Wisconsin - Madison; Sherree Schrager, University of Wisconsin - Madison;
Meghan Condon, University of Wisconsin - Madison
The Effects of Professional Development on Professional Learning
Communities. Paul Harselman, University of Wisconsin - Madison; Jeffrey A.
Grigg, University of Wisconsin - Madison; Vansu Shewakramani, University of
Wisconsin - Madison; Eric J. Osthoff, Wisconsin Center for Education
Research; Sarah Bruch, University of Wisconsin - Madison
Effects of the Professional Development Interventions on Classroom Instruction.
Adam Gamoran, University of Wisconsin - Madison; Geoffrey D. Borman,
University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison
The Impact of Professional Development on Student Achievement: An
Examination of the Complier Average Causal Effect. Joshua M. Cowen,
University of Kentucky; Jill Bowdon, University of Wisconsin - Madison

72.046-7. School Choice and Innovation: What’s Different About Charter
Schools? Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
Does Charter Status Determine Preferences? Comparing the Hiring Preferences
of Charter and Traditional Public School Principals. Marisa A. Cannata,
Vanderbilt University; Mimi Engel, Vanderbilt University
Much Ado About Nothing? Innovation in Charter Schools. Courtney Preston,
Vanderbilt University; Ellen B. Goldberg, Vanderbilt University; Mark
Berends, University of Notre Dame; Marisa A. Cannata, Vanderbilt University
Choosing More School: Extended Time Policies and Student Achievement.
Marc L. Stein, Johns Hopkins University
Ability Grouping, Classroom Instruction, and Students’ Mathematics Gains in
Charters and Traditional Public Schools. Mark Berends, University of Notre
Dame; Kristi Lynn Donaldson, University of Notre Dame

72.046-8. Teacher Effects. Division L - Educational Policy and Politics; Roundtable
Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jane G. Coggsghall, Learning Point Associates
Participants:
Investigating the Influence of Teacher Merit Pay on Student Achievement: The
Case of Minnesota’s Quality Compensation for Teachers (Q Comp) Program.
Christopher T. Moore, University of Minnesota
Performance-Based Pay for Teachers and Administrators: A Case Study of an
Alternative Compensation Program in Urban Ohio School Districts. Belinda
Gimbert, The Ohio State University; Keith MacAllum, Westat; Kimberly
Rauen, Westat; John P. Wells, Westat, Holly H. Bozeman, Westat
Teacher Evaluation, Performance-Related Pay, and Student Achievement: A
Statewide Survey of Middle School Math Teachers in Missouri. Quandong
Liang, University of Missouri - Columbia, Motoko Akiba, University of
Missouri - Columbia

72.046-9. The Implication of a Restrictive Language Policy on Teacher
Preparation and Classroom Practice. Division L - Educational Policy
and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: M. Beatriz Arias, Arizona State University
72.046-10. The Value of School Attendance: Research Findings and Policy Implications. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Michael A. Gottfried, RAND Corporation
Participants:
The Detrimental Effects of Missing School: Evidence From Urban Siblings. Michael A. Gottfried, RAND Corporation
Gradual Disengagement: Addressing the Role of Chronic Absenteeism in High School Dropouts. Martha Abele-Abele Mac Iver, Johns Hopkins University
Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure. Douglas Ready, Teachers College, Columbia University
Extending Learning Time During the Summer. Jennifer Sloan McCombs, RAND Corporation
Effects of Year-Round Schooling on Disadvantaged Students and the Distribution of Standardized Test Performance. Jennifer Graves, University of Oklahoma

72.046-11. Education in East Asia. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Brooks A. Rosenquist, Vanderbilt University
Participants:
“Children Dying Inside”: An Analysis of South Korea’s “Education Fever.” Josh M. Beach, University of Texas - San Antonio
A Reexamination of Adolescent Self-Concept Among Han, Mongolian, and Korean Chinese. Patrick Pieng, University of California - Santa Barbara; An Dlishadiyaran, University of California - Santa Barbara; Donald K. Sharpe, Arizona State University
Sprak, University of California - Santa Barbara; Takari Okamoto, University of California - Santa Barbara
Advanced Placement Courses and Asian Student Performance: An International Comparison. George W. Moore, Sam Houston State University; Stella Ann Joyner, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University; John R. Stale, Sam Houston State University
Role of Basic Skills in Teaching and Learning Mathematics: A Comparison of China and the United States. William H. Schmidt, Michigan State University; Qi Dong, Beijing Normal University; Yong Zhao, Michigan State University; Richard T. Houang, Michigan State University; Xinfu Tao, Beijing Normal University; Neelam Kher, Michigan State University; Yejun Wang, Beijing Normal University; Na Yu, Beijing Normal University

72.046-12. SIG Instructional Technology: Technology Topics. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Sean Francis Early, Versant LLC
Participants:
Moving the Lab Into the Classroom: The Effects of Laptop-Supported Technology on Learning. Dianna L. Newman, University at Albany - SUNY; Meghan L. Morris, University at Albany - SUNY; Kevin Murphy, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY
Research Trends in Human Performance Technology: Learning From Human Resource (HR) Fields. Yonjoo Cho, Indiana University - Bloomington; Seung Won Yoon, Western Illinois University
Cognitive Effects of Segmenting, Signaling, and Weeding on Learning From Educational Videos. Mohamed Mostafa Ibrahim, Oklahoma State University; Pasha Antonenko, Oklahoma State University; Denna L. Wheeler, Oklahoma State University; Carmen Greenwood, Oklahoma State University

72.046-13. Visual Representation in Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Martha A. Adler, University of Michigan - Dearborn
Participants:
(Re)Valuing Methodology: Reflections on the Development of Methodology. Veronica M. Richard, University of Northern Colorado; Maria K.E. Lahnman, University of Northern Colorado
“That’s Not Quite The Way We See It”: The Epistemological Challenge of Visual Data. Kate Wall, Newcastle University; Steven Edward Higgins, Durham University; Elaine Hall, Newcastle University; Pamela Woolner, Newcastle University

72.046-14. Innovations in Methodology in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Nathaniel J.S. Brown, Indiana University - Bloomington
Participants:
Benefits of Taking Individuals as Unit of Analysis for Revealing Diverse Processes and Outcomes of Learning. Hajime Shirozu, Chukyo University
Integrating and Analyzing Multiple Levels of Classroom Activity: A Design-Based Approach. Tobin White, University of California - Davis; Scot McRobert Sutherland, University of California - Davis; Matt Wallace, University of California - Davis; Julie Carol Orsoco, University of California - Davis
Measuring the Complexity of Learning in Web-Based Learning Environments: Development of a Framework. Tianyi Zhang, Michigan State University
The Affective Elements of Science Learning (AESL) Questionnaire. Kiesha Williams, Florida State University
Understanding the “Why” and Uncovering the “How”: Transfer of Conceptual Representations. Suparna Sinha, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Sameer Honwad, Rutgers University; Rebecca Jordan, Rutgers University; Catherine Eberbach, Rutgers University; Steven Gray, Rutgers University

72.047. Roundtable Session 51; Roundtable Session
8:15 am to 9:45 am
Chair:
Gisela Ernst-Slavit, Washington State University
Participants:
Inclusive Ideology: The Intersection of Cultural Constructs and Neoliberal Ideology in Preservice Teachers. Denise L. Lafrance, University of California - Davis
Preparing and Sustaining High-Quality Special Educators to Work With Students With Autism Spectrum Disorders (ASD): Voices From the Field. Patricia Anne Korzekwa, Indiana University; Gretchen D. Batea, Indiana University
The Influence of One Teacher Preparation Course on Preservice Teachers’ Attitudes and Concerns Regarding Inclusion. Jane McKay Stephenson, Indiana University - Indianapolis

72.047-1. Inclusion and Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair:
Gisela Ernst-Slavit, Washington State University
Participants:
Inclusive Ideology: The Intersection of Cultural Constructs and Neoliberal Ideology in Preservice Teachers. Denise L. Lafrance, University of Massachusetts
Preparing and Sustaining High-Quality Special Educators to Work With Students With Autism Spectrum Disorders (ASD): Voices From the Field. Patricia Anne Korzekwa, Indiana University; Gretchen D. Batea, Indiana University
The Influence of One Teacher Preparation Course on Preservice Teachers’ Attitudes and Concerns Regarding Inclusion. Jane McKay Stephenson, Indiana University - Indianapolis

72.047-2. Language, the Arts, and Technology. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair:
Tatiana Joseph, University of Wisconsin - Milwaukee
Participants:
Access to Learning: Examining Classroom Practices for English Language Learners. Magaly Lavandez, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University
An Investigation of English as a Second Language Instruction and Learning in an Urban District in Transition. Anna Guerrero, University of Pittsburgh
Challenging Urban High-Stakes School Reform Through a Pedagogy of
Multiliteracies With Elementary Bilingual Learners. Dong-shin Shin, College at Brockport - SUNY; Ruth Hanman, University of Georgia

Connecting With Digital Natives: Creative Ways to Reduce Behavior Problems and Support Effective Learning. Lexa B. Accalougos, Empire State College - SUNY; Avonnie Alzate, Empire State College - SUNY

72.047-3. Looking Within and Engaging in Practice. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Rachel Szt; Pienta, Valdosta State University

Participants:

Intellectual Work in Teaching: Perspectives of Early Career Teachers. Florence A. Glenfield, University of Alberta; M. Shawn Murphy, University of Saskatchewan; Angela Ward, University of Saskatchewan

Teachers’ Emotion Labor. Mark Morgan, Saint Patrick’s College; Karl Kitching, University College Cork; Rachel Perkins, Educational Research Centre

Teachers’ Perceptions of Humor as a Classroom Teaching, Interaction, and Management Tool. Cali A. Holaway, The University of Alabama; Michael G. Lowry, The University of Alabama

Service Learning as a Means to Promoting an Ethos of Community Involvement Among Preservice Teachers. Gaynor Rohyn Corkery, University of Otago

The Decision to Teach: Why Jewish Day School Teachers Choose the Profession. Laya Salomon, Yeshiva University

72.047-4. Mentoring With Special Populations. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Cheng-Yao Lin, Southern Illinois University - Carbondale

Participants:

Effective Strategies for Teaching Pacific Island Educators. Katherine T. Ratcliffe, University of Hawaii

Experts or Novices? Secondary Foreign Language Instruction in the Context of Inclusion. Anna V. Osipova, University of California - Los Angeles

Professional Development and Knowledge Related to Attention Deficit Hyperactivity Disorder (ADHD): American and Canadian Teachers’ Experiences. Shelley Murphy, OSIE/University of Toronto

Perceptions of Special Education Credential Candidates: A Source for Assessing Program Support of Teaching Practices During Induction. Shirley R. Lal, California State University - Domenez Hills; Carrie A. Blackaller, California State University - Domenez Hills

72.047-5. Multiculturalism for the Classroom. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Eran Tamir, Brandeis University

Participants:

Democracy and Critical Reflection: Reframing the Evolution of Critically Reflective Practice. Andrew L. Hostetter, Kent State University

Internationally Educated Teachers in Canada: Transition From Teacher Education Programs to the Workplace. Kangxian Zhao, University of Toronto

72.047-6. Pedagogies of Technology: The Politics of Teaching and Learning in a Digital Society. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Sharon H. Ulanoff, California State University - Los Angeles

Participants:

Writing in the Digital Environment: Preservice Teachers’ Perceptions of the Value of Digital Storytelling. Martha Robison Green, Texas AM & University E-Book Readers: The Next Chapter in Differentiated Reading Instruction. Marilyn Kaff, Kansas State University; Lotta Larson, Kansas State University

Smart Boards, Capitalism, and the Pedagogy of Watching. Amy Noelle Parks, University of Georgia

72.047-7. Professional Development to Enhance Teacher and Student Learning. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Susan D. Myers, Texas Tech University

Participants:

A Quality Induction Program to Improve Teaching and Learning. Patty J. Horn, Northern Arizona University; Kristin Metter-Armijo, Northern Arizona University; Barbara Ann Gayton, GOALS, Inc.

Affective and Relational Components of Professional Development and Their Impact on Teacher (Dis)Engagement in Learning Opportunities. Carla Finkelstein, University of Maryland - College Park

Assessing the Impact of English Professional Development on Teaching Practice and Student Learning. Jennifer McCormick, California State University - Los Angeles; Anne Hafner, California State University - Los Angeles; Michelle Saint-Germain, California State University - Long Beach

Comparing the Effect of Two Formative Assessment Professional Development Models. Ijie Yiu, University of Illinois - Chicago; Paul R. Brandon, University of Hawaii - Manoa; Judith Olson, University of Hawaii; Hannah Slovin, University of Hawaii; Melfried Olson, University of Hawaii

72.047-8. Professional Development, Curriculum, and Discourse Practices. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Jessica Masters, Boston College

Participants:

The Effects of Online Professional Development on Math Outcomes: Results From Two Randomized Controlled Trials. Laura M. O’Dwyer, Boston College; Sheralyin Trisha Dash, Boston College; Andrea Humez, Boston College; Jessica Masters, Boston College; Raquel Magidin De Kramer, Boston College; Michael K. Russell, Boston College

Enhancing Critical Thinking Through Direct Instruction and Issue-Enquiry: Which Is More Effective for Chinese Students? Kit-Tai Hau, The Chinese University of Hong Kong; Kelly Yee Lai Ku, Hong Kong Baptist University; Irene T. Ho, University of Hong Kong

Engaging Students in Productive Mathematics Conversations: Issues and Challenges for the Novice Teacher. Mary Theresa Grassetti, Framingham State University

72.047-9. Retention of Quality Teachers Through Mentoring and Induction. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

In Their Own Words: A Qualitative Study of Factors Influencing the Retention of Beginning Teachers. Amanda L. Nolen, University of Arkansas - Little Rock; Karina R. Clemmons, University of Arkansas - Little Rock; Amy L. Sedivy-Benton, University of Arkansas - Little Rock

Making a Conceptual Shift in Novice Teacher Learning Within the Induction and Mentoring Experience. Kimberly A. Reid, Winona State University

Mid-Life Career Changers in Urban Secondary English and Science Classrooms: Mentoring, Self-Efficacy, and Retention. Donna Mahur, Empire State College - SUNY

Support, Neglect, or Disempowerment? The Role of Colleagues in Professional Growth Among New Teachers. Michelle Baum, Texas Christian University

72.047-10. STEM Teacher Development and Associated Practice. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Stacy K. Keller, University of North Florida

Participants:

Teaching Middle School Engineering: Challenges Teachers Faced Teaching the Engineering Design Process. Moogun Hynes, Tifts University

The Dual Roles of the Linguistic and Mathematical Features of Pre-Algebra Explanations. Alison Bailey, University of California - Los Angeles; Margaret Heritage, University of California - Los Angeles; Eric Hart, American University, Dubai

Using an Observation Protocol to Improve Preservice Science Teacher Practice. Patricia D. Morrell, University of Portland; Adele Scheptig, Western Oregon
Tuesday, Morning, April 12, 2011

72.047-11. Teachers Engaging in Critical Reflection. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Eric M. Camburn, University of Wisconsin
Participants:
From Preservice to Inservice: How Inquiry-Based Teacher Education Experiences Informed the Practice of an Early Career Teacher. Lisa H. Bennett, University of California - Davis
Pedagogical Conversations as Reflective Practice. Margaret E. Manson, York University
Reflection and Teacher Education: Too Much of a Good Thing? Cheryl A. Torrez, University of New Mexico; Marjori M. Krebs, University of New Mexico
The Examination of Two Teachers’ Visions and Their Attempt to Promote Student Agency. Margaret Vaughn, University of North Carolina - Greensboro; Beverly S. Faircloth, University of North Carolina - Greensboro; Seth Parsons, George Mason University

72.047-12. Teachers’ Beliefs and Perceptions. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Dana Mafalda Colaruoso, OISE/University of Toronto
Participants:
Challenges in Developing a Critical Pedagogy in Teacher Education: Influences on Interns’ Processes of Critical Self-Examination. Jill Neumayer-DePiper, University of Maryland - College Park; Ann R. Edwards, University of Maryland
Innovations in Practice: Teachers’ Perceptions of Change. John E. Henning, Ohio University; Danielle E. Dani, Ohio University; Linda J. Rice, Ohio University; Ginger Weade, Ohio University; Timothy Scott McKeney, The Ohio State University
Confounding Factors Behind Differences in Teacher Beliefs About English Language Learners in Mainstream Classes. Nitah Polat, Duquesne University
Secondary Teachers’ Beliefs About Experiences Connecting the School Mathematics and Science Curriculum to the “Real World.” Kristin L. Guenkel, The University of Arizona; Marcy B. Wood, The University of Arizona; Erin Turner, The University of Arizona; Emily Marie Dykstra, The University of Arizona; Amanda Jaksha, The University of Arizona
Teachers’ Knowledge, Beliefs, and Practices in Early Literacy: Response to the Demographic Shift. Mary Clevering-Bright, University of Washington

72.047-13. Exploration and Issues in Science Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Ryan Keith Clark, University of Notre Dame
Participants:
A Tool and a Lens: Drawing on Approximations of Practice to Design and Analyze Science Methods Course Activities. Ashima Mathur, University of Michigan; Michele Nelson, University of Michigan
Situating Responsive Science Pedagogy With Preservice Teachers. Jorge L. Solis, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Eduardo Mosqueda, University of California - Santa Cruz; Jennifer Marie Collett, University of California - Berkeley; Maxine Ramona McKinney De Royston, University of California - Berkeley
What Works in Science, Technology, Engineering, and Mathematics (STEM) Teacher Education: A Case Study of Success at an Historically Black University. Karmen Kizzie Roulard, Howard University; Kimberly E.
Freeman, Howard University; Cynthia Eileen Winston, Howard University
A Case Study Exploration of the Nature and Scope of Environmental Education in Preservice Teacher Preparation Programs. Emily Lin, University of Nevada - Las Vegas

72.047-14. The Diversity of Literacy. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Audrey F. Murphy, Saint John’s University
Participants:
People, Resources, and Events Supporting Preservice Language Arts Teachers Training in Urban, Multiethnic Schools. Laura B. Turchi, Arizona State University; Jessica Singer Early, Arizona State University
“Literacy Is Like Adding Spice to a Recipe”: Secondary Teaching Candidates Explore Content Literacy. Sandra M. Webb, Georgia College & State University
Teaching Highly Gifted and Precocious Adolescent Writers. Kathryn A. Noel, University of Western Ontario; Alan L. Edmunds, University of Western Ontario
The Impact of Program Experiences on First-Year Preservice Teachers’ Literacy Knowledge and Application of Content. Charlotte Anne Mundy, The University of Alabama; Carol A. Donovan, The University of Alabama
Taking the Long View: An Analysis of Longitudinal Research in Literacy Teacher Education. Katie Russell, University of Texas - Austin; Audra K. Roach, University of Texas - Austin

72.047-15. Science Resource Analyses. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Morgan Brown Yarker, University of Iowa
Participants:
Analysis of Teaching Resources for Implementing an Interdisciplinary Approach in the K-12 Classroom. Morgan Brown Yarker; University of Iowa; Soonhye Park, University of Iowa
Bringing “Real Science” Into School Science Texts: An Exploration of Firsthand Accounts of Scientific Discovery. Diana J. Arya, University of California - Berkeley
Representations of Evolutionary Theory in High School Biology Textbooks Through the 20th Century. Patrick Hallig, University of Illinois - Urbana-Champaign; Fouad S. Abd-El-Khalic, University of Illinois - Urbana-Champaign
The Effect of Writing Letters to Older Peers on Year 4 Students’ Conceptual Understanding of Force and Motion. Ying-Chih Chen, University of Iowa; Brian Hand, University of Iowa; Leah McDowell, Seneca valley School District
Transdisciplinary Teaching and Learning Through Implementation of a Project-Based Lunar Unit With Science, Technology, Engineering, and Mathematics Educators. Jennifer A. Wilhelm, University of Kentucky
New Orleans Marriott, Fourth Level, Regent
10:35 am to 12:05 pm

Chair:
Steven Richard Yussen, University of Minnesota
Deborah R. Dillon, University of Minnesota - Twin Cities
Michael R. Harwell, University of Minnesota
James C. Hearn, University of Georgia
Frances P. Lawrenz, University of Minnesota

74.010. The Women and Children of New Orleans: Five Years Later: Committee on Scholars and Advocates for Gender Equity in Education; Invited Session Sheraton, Fourth Level, Gallier
10:35 am to 12:05 pm

Chair:
Valerie Polakow, Eastern Michigan University

Participants:
A Reflective Examination of Education in New Orleans, Post-Katrina. Karen Ann Johnson, University of Utah
The Demand for a Rights-Based Recovery Among Marginalized Communities of the Gulf Coast. Tracie Washington, Louisiana Justice Institute
Organizing Parents to Advocate for Quality Public Education in New Orleans. Karrun Harper Royal, Pyramid Community Parent Resource Center

Discussant:
Valerie Polakow, Eastern Michigan University

10:35 am to 12:05 pm

Chair:
Lisa Denise Delpit, Florida International University

Participants:
Detracking Systemic Racial Practices: A Contrast of Examples of Successful and Less Successful Schools. Ellen Davidson, Simmons College
Color-Blind, Symbolic, and Aversive Racism: Can We Protect Our Children From Contemporary Racism? Myosha Monique McAfee, Harvard University
Attorney-Educator Partnerships: What Are the Limitations and Possibilities of Litigation as a Means of Addressing Educational Inequality? Imani Perry, Princeton University

Discussants:
Theresa Perry, Simmons College
Sonja Kerr, Public Interest Law Center of Philadelphia

10:35 am to 12:05 pm

Chair:
Kimberly J. Hartman, The University of Mississippi

Participants:
A Meta-Analytical Review of the Impacts of Transformational School Leadership. Jingyu Sun, OISE/University of Toronto; Kenneth A. Leithwood, OISE/University of Toronto
Cross-Cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals. Ibrahim Duyar, University of Arkansas - Little Rock; Jackie McBride, Arkansas State University, Joan Henley, Arkansas State University; Steve Bounds, Arkansas State University
The Effects of the Teacher Evaluation System and the Supervisor as Feedback Sources in Teacher Evaluation. Melissa Andrea Tuytens, Ghent University, Belgium; Geert Devos, Ghent University, Belgium
The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. Barbara Stacy Rieckhoff, DePaul University; Catherine M. Larsen, DePaul University

74.013. Shifting the Focus From Teaching to Learning. Division A - Administration Organization & Leadership; Paper Session Sheraton, Third Level, Napoleon Ballroom B1
10:35 am to 12:05 pm

Chair:
Jennifer Goldstein, Baruch College - CUNY

Participants:
From the Boardroom to the Classroom: Changing Systems and Practice in Northern California. Shari Dickstein, Harvard University
Schoolwide Response to Intervention: Reconfiguring Schools Into Ad hoc Problem-Solving Organizations. Heather Haynes, The University of Kansas; Jake Cornett, The University of Kansas; Jessica Morgan Dunn, The University of Kansas; Michael J. Kennedy, The University of Kansas
The Ecological Model of High Noon High School: A Case Study on Curriculum Reform. Seth Peter Aleshire, The University of Arizona
The Paradoxes of School Turnaround Fever: History and Practice Seeking a Future. Ulrich C. Reitzig, University of North Carolina - Greensboro; Craig Martin Peck, University of North Carolina - Greensboro

Discussant:
Hanne M. Mawhinney, University of Maryland - College Park

74.014. Naming Our Worlds: Humanizing Pedagogies Through Praxes of Hope. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom I
10:35 am to 12:05 pm

Chair:
Ernest D. Morrell, University of California - Los Angeles

Participants:
Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice, and Liberation. Laura I. Rendon, Iowa State University
Radical Healing and a Pedagogy of Love. Sharon A. Ginwright, San Francisco State University
Growing and Thriving in the Concrete: How Urban Youth Create a Pedagogy of Agency. Mark Bautista, University of California - Los Angeles

Discussant:
Antonia Darder, University of Illinois

74.015. Pushing the Boundaries of Research and Practice From the “Margins”: Possibilities for New Epistemologies From Communities of Color. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom II
10:35 am to 12:05 pm

Chair:
Dolores Calderon, University of Utah

Participants:
Acknowledging the Weight of Research: Balancing Multiple Ethical Commitments and Positionalities. P. Zitil Morales, University of Illinois - Chicago
Moving From the “Vulnerable Observer” Toward a Native Participant Observer in a Critical Ethnographic Study of a High School and Community of El Sereno. Cuenponcaxochitl Dianna Moreno, University of California - Los Angeles
Wielding Multiple Levels of Expertise: The Role of the “Teacher-Poet” in Apprenticing Elementary Students as Poets. Denise Pacheco, University of California - Los Angeles
Militarism, Immigration and the Epistemological Challenges of Conducting Narrative Research Within Highly Contested Fields. Suzie M. Abajian, University of California - Los Angeles

Discussant:
Shirin Vossoughi, University of California - Los Angeles

74.016. Thinking About and Enacting Curriculum in “Frames of War.” Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom III
10:35 am to 12:05 pm

Chair:
Hans Smits, University of Calgary

Participants:
Thinking About and Enacting Curriculum in “Frames of War”. Rahat Naqvi, University of Calgary; Hans Smits, University of Calgary
Reviewing the War in Afghanistan: A Curriculum Journey of a “Good Canadian.” David Blades, University of Victoria
Framing the War Picture Today: Deconstructing Obama’s Nobel Speech and
74.017. Effects of Text Characteristics, Strategy Use, and Motivation on Text Evaluation of MOCA, a Mobile Ongoing Course Assessment Tool.
Stephanie Daniel H. Robinson, University of Texas

74.020. Learning With Spatial, Embedded, and Embodied Representations.
Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm
Chair: Jennifer Wiley, University of Illinois - Chicago
Participants:
1. Teachers’ Visual Scaffolding and Student Learning: Effects of Connecting Representations via Gesture. Martha W. Allbali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Sayeon Kim, Chelsea Victoria Johnson, University of Wisconsin - Madison; Matthew Wolfram, University of Wisconsin - Madison; R. Breckenridge Church, Northeastern Illinois University; Eric J. Knuth, University of Wisconsin
2. Emotions Constrain Simulation: Implications for Science and Math Education. David Havas, University of Wisconsin - Madison
3. The Role of Alignment in Learning Geoscience Structures. Benjamin Jee, College of the Holy Cross; David Henry Uttl, Northwestern University; Tom Moher, University of Illinois - Chicago
4. Learning With Multiple Representations to Promote Knowledge Generalization and Transfer Across Domains. Sarah A. Mandlove, Indiana University; Sam Day, Indiana University; Lisa Byrne, Indiana University; Robert Goldstone, Indiana University
6. Using Video Games to Enhance Science Learning. Christopher Sanchez, Arizona State University
7. Grounding Students’ Understandings of “Doing Science” in Actual Lab Experiences. Megan Sauer, Northwestern University; David Rapp, Northwestern University; David Henry Uttl, Northwestern University; Kemi Jona, Northwestern University; Julia Skolnik, The Franklin Institute; Ricarose Roque, Northwestern University
8. Mediating Sex Differences in Science Achievement With Analytical Heuristics. Mike Stieff, University of Illinois - Chicago
9. Chemistry Models: Facilitating Cognition Through External Manipulatives. Andrew T. Stull, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara; Bonnie L. Dixon, University of Maryland - College Park; Mike Stieff, University of Illinois - Chicago
10. Embedded Simulations Support Learning in Geoscience. Allison J. Jaeger, University of Illinois - Chicago; Jennifer Wiley, University of Illinois - Chicago; Tom Moher, University of Illinois - Chicago; Brenda A. Lopez Silva, University of Illinois - Chicago; Francesco Novellis, University of Illinois - Chicago

74.018. Environments to Support Mathematics Learning.
Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm
Chair: Florence R. Sullivan, University of Massachusetts - Amherst
Participants:
Evaluating Adaptive, Computer-Based Mathematics Tutoring Systems: A Math Improvement and Feasibility Study. Angela L. Barnum, Arizona State University; Kent Sabo, Arizona State University; Stacey Joseph, Arizona State University; Ray S. Feve, Office of Naval Research; Robert K. Adkinson, Arizona State University
Free, Open, Online, Mathematics Help Forums: Experiences of Newbie Helpers. Carla van de Sande, Arizona State University
Integrating Science and Mathematics Within an Engineering Context to Foster Science, Technology, Engineering, and Mathematics (STEM) Literacy Among Middle School Students. Judy Reinhartz, University of Texas - El Paso; David John Carrejo, University of Texas - El Paso

74.019. Examining Student Engagement, Readiness, Accountability, Learning, and Collaboration With Classroom Response Systems.
Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm
Chair: Daniel H. Robinson, University of Texas
Participants:
Evaluation of MOCA, a Mobile Ongoing Course Assessment Tool. Stephanie B. Corliss, University of Texas - Austin; Joel Heikes, Texas Center for Educational Research
Student Accountability With Classroom Response Systems. Jane Voge, University of Texas - Austin; Sara Jolly Jones, University of Texas - Austin
Using Dual-Task Methodology to Measure Student Attention With Classroom Response Systems. Jason Crandall, University of Texas - Austin
Comparing Prelecture and Start-of-Lecture Questions’ Effects on Student Readiness and Learning With Classroom Response Systems. Sara Jolly Jones, University of Texas - Austin
The Interaction of Paper Versus Electronic Classroom Response Systems (CRS) and Individual Versus Collaborative Feedback. Camilo Guerrero, University of Texas - Austin

74.021. Online Interaction and Learning.
Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm
Chair: Wayne A. Nelson, Southern Illinois University - Edwardsville
Participants:
Web 2.0 Tools: Enhancing Social Presence and Social Interaction in a Graduate-Level Class. Debbie Cinque Steinman, Northern Arizona University; J. Michael Blocher, Northern Arizona University
Creating a Community of Inquiry in Online Environments: The Power of Protocols. Janet Mannheimer Zydney, University of Cincinnati; Kay Kyongu Seo, University of Cincinnati; Aimee deNovelles, University of Cincinnati
Social Network Analysis of Students’ Interaction in an Online Graduate Course on Moodie. Meixin Zheng, North Carolina State University
A Validity Study for the Asynchronous Discussion Communication Satisfaction Scale. Min-Ling Hung, National Chiao Tung University; Chien Chou, National Chiao Tung University

Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm
Chair: Thomas C. Reeves, University of Georgia
Chair: 
Robert J. Mislevy, ETS

Participants:
Challenges and Results in Large-Scale Complex Assessments. Robert J. Mislevy, ETS, John T. Behrens, Cisco Systems, Inc.; Kristen E. Dickey, Independent Researcher

Visual Analysis of Sequential Log Data From Complex Performance Assessments. Kristen E. Dickey, Independent Researcher; Junhui Liu, University of Maryland; Daisy Wise Rutstein, University of Maryland - College Park; Yooyoung Choi, University of Maryland; John T. Behrens, Cisco Systems, Inc.

Using Bayesian Networks to Model Complex Assessments. Daisy Wise Rutstein, University of Maryland - College Park; Yooyoung Choi, University of Maryland; Kristinna Chappell, Cisco Systems, Inc.

Data-Model Fit Assessment for Bayesian Networks for Simulation-Based Assessment. Roy Levy, Arizona State University; Aaron Vaughn Crawford, Arizona State University; Derek Matthew Fay, Arizona State University; Katie L. Poole, Arizona State University

Discussant:
Malcolm Ignatius Bauer, ETS

74.023. Constructions of Citizenship as Curriculum History. Division F - History and Historiography Co-sponsored by Division B - Curriculum Studies; Symposium
JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm

Chair: 
Jeffrey E. Mire, University of Michigan

Participants:
The Science and Art of Citizenship: School Civics, 1890-1940. Tracy L. Steffes, University of Chicago
The Participatory Citizen and the Social Experience of the Citizenship Classroom in 1920s Chicago. Kathryn L. Wegner, University of Illinois - Chicago
The Racial Etiquette of the Educated American Citizen. Zoe Burkholder, Montclair State University

Discussant: 
Jeffrey E. Mire, University of Michigan

74.024. Examining Diversity Outcomes of College. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
10:35 am to 12:05 pm

Chair: 
Janet R. Shefelbine, University of Texas - Brownsville

Participants:
Examining the Impact of Diversity Courses on Critical Thinking and Social Engagement Across Racial/Ethnic Groups. Michelle Castellanos, University of Southern California; Sable Manson, University of Southern California; Ji Zhou, University of Southern California; Kevin J. Bolen, University of Southern California
Examining the Linkages Between Diversity Engagement and Global Perspective-Taking. Mark E. Engberg, Loyola University Chicago
Exploring Perceptions of Diversity Among Students of Color at a Predominantly White Institution. Vasti Torres, Indiana University; Cameron C. Beauty, Indiana University; Daniel Maxwell, Indiana University/Purdue University at Indianapolis; Brian Lamont McGowan, Indiana University; Mark Houleman, Indiana University
Exploring the Conditional Effects of Interracial Interactions on College Student Outcomes. Nicholas A. Bowman, University of Notre Dame

Discussant:
John Michael

74.025. Faculty and Their Relationship to the University and Other Organizations. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm

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

Participants:
Making Their Work Applicable: An Examination of the Factors Shaping How University Faculty Link Their Professional Responsibilities to External Audiences. Crystal Gail Lansford, University of Michigan; Hilda Omale, Strathmore University
The Negotiation of Faculty Roles and Identities: A Case Study of Merged Institutions. Rick Waggoner, University of California - Los Angeles
Comparing Full-Time and Part-Time Community College Faculty Perceptions of Institutional Effectiveness Activities. Susan H. Locacioc, Calhoun Community College; Sandra M. Harris, Walen University
Social Rewards Perceived by Faculty in Their Relationships With Administrators. Marietta Del Favero, The University of New Orleans; Franz Howard Renuer, The University of New Orleans; Dorian L. McCoy, Louisiana State University

Discussant:
Nathaniel J. Bray, The University of Alabama

74.026. The College Choice Process for Immigrant Communities in the United States. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Frontenac
10:35 am to 12:05 pm

Chair: 
Patricia M. Mcloughon, University of California - Los Angeles

Participants:
Confronting Stereotypes and Issues of Prestige: The College Choice Experience of Mexican American Students Within Their Community Context. Melissa Ann Martinez, University of Texas - Austin
Complexities of the Choice Phase for Latina/o Parents and Their Daughters. Cynthia L.A. Alvarado, University of California - Los Angeles
Transitions Into Higher Education: The Counterstories and Social Capital of Asian American and Pacific Islander Youth. Eligio Martínez, Jr., University of Washington; Jenee Myers Twitchell, University of Washington
The Asian American Paradox: Immigrant Parental Involvement in College Access and Choice. Oystan A. Poorn, University of Massachusetts - Boston

Discussant: 
Victor Saenz, University of Texas - Austin

74.027. Asian American Teachers' Negotiation of their Racial Identity as Critical Educators. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm

Chair: 
Erica Misko Boas, University of California - Berkeley

Participants:
Pushing Forward the Culturally Relevant, Critical, and Sociocultural Pedagogy of Asian American Educators. Benji Chang, University of California - Los Angeles
Growing Our Own Hope: Narratives of Critical Filipina/o American Educators. Roderick Daus-Magbual, University of San Francisco; Arlene Sadaria Daus-Magbual, San Francisco State University
Ain't No Future in Yo Frontin': Reimagining Pedagogy and Practice for Asian American and Pacific Islander Youth. Lawrence A. Tan, 122nd Street Elementary School, Los Angeles
Asian American as Political and Racial Consciousness: Implications for Prospective Asian American Teachers of Urban Students of Color. Thomas M. Phillip, University of California - Los Angeles

Discussant: 
Jamie Lew, Rutgers University

74.028. Grabbing the Reins: Promising Solutions to Persisting Problems of Practice in Student Teaching Field Experiences. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm

Chair: 
Christiana L. Alger, San Diego State University

Participants:
Technology as a Tool for Increasing Self-Efficacy Knowledge During the Field Experience. Theodore J. Kopcha, University of Georgia; Keri Duncan Valentine, University of Georgia; Brandy Walker, University of Georgia
The Impact on Mentoring Practices of Cooperating Teachers’ Participating in the Effective Science Teachers for English Language Learners (ESTELL) Project. Sarah Elizabeth Tolbert, University of California - Santa Cruz
Employing E- Supervision to Enhance Gradual Release of Responsibility for Student Teachers in Field Work Assignments. Marva Cappello, San Diego State University
Culturally, Linguistically Inclusive, and Responsible Mentoring: An
Innovative Approach to Preparing Effective Teachers for Diversity. Cathy A. Zoskičewicz, San Diego State University

Discussant: Jennie A. Whitcomb, University of Colorado - Boulder

74.029. Promising Approaches: Quality Teaching and Programs in Early Childhood and Elementary Settings. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm

Chair: Eugene E. Garcia, Arizona State University

Transition Into First Grade: An Investigation of Kindergarten Teachers’ Transition Practices in Taiwan. Wei Gu, Grand Valley State University; Hsia-Yen Tseng, The Pennsylvania State University; Yi-Wen Tsai, Minghsin University of Science and Technology; Gina Duo, Cheng-Shiu University
Reviewing the Evidence-Based for Embedded Instruction in Early Learning. Tara McLaughlin, University of Florida; Kiersten Ihder, Vanderbilt University; Jessica Hardy, Vanderbilt University; Salih Rakap, University of Florida
School Success: Connections Within and Without. Susan McLean Benner, University of Tennessee; Kandy Smith, University of Tennessee; Anne McGil-Franzen, University of Tennessee; Sherry Mee Bell, University of Tennessee

Discussant: Cynthia A. Tyson, The Ohio State University

74.030. Reflecting on the Dynamics of Raising Minoritized Students’ Achievement Using a “Community of Practice” Framework. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 1
10:35 am to 12:05 pm

Chair: John H. Hodson, Brock University

Participants: Reflecting on the Concept of Participation in Communities of Practice in Schools as a Framework for Including All Students More Effectively. Janice Wearmouth, Victoria University of Wellington, New Zealand; Mere Berryman, University of Waikato
Te Kotahitanga, a Research and Development Program Raising Minoritized Students’ Achievement Considered Through a “Community of Practice” Framework. Mere Berryman, University of Waikato
Working Responsively With School Leaders in Te Kotahitanga Schools to Support the Reform. Te Arani Barrett, University of Waikato
A Look Inside the Pedagogy and Student Achievement of Some Effective, Culturally Responsive Teachers. Mere Berryman, University of Waikato; Suzanne SooHoo, Chapman University

Discussant: Christine A. Sleeter, California State University - Monterey Bay

74.031. Students and Research: Cultural Consciousness, Inquiry, and Exploration. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
10:35 am to 12:05 pm

Chair: Rich Milner, Vanderbilt University

Participants: Connecting the Local and the Global: Third-Graders’ Inquiry Into Afghanistan. Mitzi A. Levison, Indiana University; Lee Heffernan, Indiana University
Helping Culturally and Linguistically Diverse Children’s English Development Utilizing Their Home Languages and Cultures in a Pre-Kindergarten Classroom. Hyunju Lee, University of Texas - Austin
Teacher Knowledge and Student Diversity: A Rural Alaska Practicum Experience. Anne Jones, The University of Alaska - Southeast

Discussant: Nathalie Dion Mizzelle, East Carolina University

74.032. What Is It About Finland? The Goals and Structures Behind Teacher Education. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm

Chair: Ann Lieberman, Stanford University

Participants: The Teacher Education Curriculum at the University of Helsinki: Vision, Goals, and Structures. Leena Kurkko, University of Helsinki
Master’s Thesis Research Promoting Professional Development in Initial Teacher Education. Katriina Jenni Johanna Maaranen, University of Helsinki
Identity Work as a Tool for Promoting the Professional Development of Student Teachers. Katriina Stenberg, University of Helsinki
Class Teachers’ Pedagogical Thinking and Action in Mathematics Education. Sanna Patrakainen, University of Helsinki
The Theory-Practice Relationship in Teaching Practicums. Riitta Jyrhama, University of Helsinki
What Can We Do Even Better? Research for Promoting Quality in Teacher Education in Finland. Hannele M. Niemi, University of Helsinki

Discussants: Ann Lieberman, Stanford University
Anna E. Richert, Mills College

74.033. The Gates Foundation and the Future of U.S. “Public” Schools. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm

Chair: Philip Edward Kovacs, The University of Alabama - Huntsville

Participants: From Carnegie to Gates: The Gates Foundation and the Venture Philanthropy Agenda for Public Education. Kenneth J. Saltman, DePaul University
Governing Identity Through Neoliberal Education Initiatives: “Getting Schooled” in the Marketplace. Leslee Grey, Queens College - CUNY
New Schools For a New Century: An Examination of Neoliberal Reform in New York City. Jessica Shiller, Lehman College - CUNY
Corporatism, Knowledge is Power Program (KIPP), and Cultural Eugenics. Jim Horn, Cambridge College
Dear Bill: “Grokking Education.” Patti A. Luther, The Ohio State University

SIG Sessions

74.034. Reading Instruction and Development in Linguistically Diverse Classrooms. SIG-Bilingual Education Research; Paper Session
Sheraton, Third Level, Napoleon Ballroom B2
10:35 am to 12:05 pm

Chair: Martha A. Adler, University of Michigan - Dearborn

Participants: Investigating Motivation to Read With Two-Way Dual Language Students and Teachers. Susana Elena Franco-Fuenmayor, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Yolanda N. Padron, Texas A&M University
Bilingual Learners’ Ability to Communicate Reading Comprehension Stifled by Policies of Strict Language Separation. Sue Hopewell, University of Colorado - Boulder
Enhancing Reading Comprehension With Bilingual Tools. Christopher Keyes, Vanderbilt University; Robert T. Jimenez, Vanderbilt University; Victoria J. Risko, Vanderbilt University; Mikael Walker Cole, Vanderbilt University; Kelly Puiz, Vanderbilt University; Brian Rose, Vanderbilt University
Classroom Discourse, Reading Comprehension in a Chinese Heritage Language Learners’ Classroom: Application of Collaborative Reasoning. Hsiao-Feng Tsai, The Ohio State University

Discussant: Kathy Escamilla, University of Colorado - Boulder

74.035. Of Discipline and Possibility: Traditions and Turn in Biographical and Documentary Research. SIG-Biographical and Documentary Research; Paper Session
JW Marriott, Third Level, Orleans
10:35 am to 12:05 pm

Chair: Pamela J. Konkol, Concordia University

Participants: A Biographical Subject’s View of Childhood: Insights Through Triangulation. Linda C. Morice, Southern Illinois University - Edwardsville
The Development of Myles Horton’s Educational Philosophy, 1924-1932. Jon Hale, Miskingum University
Documenting Fictions: The Use of Narrative Fiction as Representational Inquiry.
74.036. Understanding Children From Diverse Contexts. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
10:35 am to 12:05 pm
Chair: Ruth A. Piker, California State University - Long Beach
Participants:
Did We Overcome the Odds? The Long-Term Effects of Early Reading
First Intervention on English Language Learners. Myae Han, University of Delaware; Carol Vukelich, University of Delaware; Martha J. Buell, University of Delaware; Sohyun Han, University of Delaware
What Words Do Latino English-Learning Preschoolers Know? Gabriela Simon-Cereijido, California State University - Los Angeles; Carollee Howes, University of California - Los Angeles

74.037. The Role of Language and Culture in the Education of Indigenous Children and Youth. SIG-Indigenous Peoples of the Americas Cosponsored by Division B - Curriculum Studies; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm
Chair: Mary Eunice Romero-Little, Arizona State University
Participants:
Examining the Construct Comparability of a Canadian Academic Assessment Using Aboriginal and Non-Aboriginal Speakers. Juliette Lyons-Thomas, The University of British Columbia
Reimagining Culturally Relational Education With an Indigenous Community. Dwayne Donald, University of Lethbridge; Florence A. Glenfield, University of Alberta; Gladys Sterenberg, University of Alberta
Saving Cherokee: Language Ideologies and Practices in Northeastern Oklahoma. Lizette Peter, The University of Kansas
Discussants:
Teresa L. McCarty, Arizona State University
Taraaney Janez-Mintz, University of Alaska

74.038. Education and Social Cohesion. SIG-International Studies; Paper Session
Sheraton, Fourth Level, Oakley
10:35 am to 12:05 pm
Chair: Stephen P. Heyneman, Vanderbilt University
Participants:
Building Peace Through Teacher Training? Empirical Findings From Postgenocide Rwanda. Susanne Kregull, University of Erlangen - Nürnberg; Annette Scheunpflug, University of Erlangen - Nürnberg; Francois Rwambonera, Protestant Council of Rwanda
Citizenship Education in China: Comparing Eighth-Grade Students’ Civic Attitudes in Shanghai and Hong Kong. Yongling Zhang, University of Minnesota
Conceptions of Civic Education: Some Lessons From Israel. Aviv Cohen, Teachers College, Columbia University
Sharp Contrasts at the Boundaries: Violence and Educational Outcomes Internationally. David Joseph Rudowsky, Indiana University; Leslie Rutkowski, Indiana University; Laura Christine Engel, The George Washington University
Discussant:
Stephen P. Heyneman, Vanderbilt University

74.039. From the Courtroom to the Schoolhouse: Recent Advancements in School Law and Implications for Leadership. SIG-Law and Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies MN
10:35 am to 12:05 pm
Chair: Mark A. Gooden, University of Texas - Austin
Participants:
No Child Left Behind (NCLB) Reconstitution: The Calm Before the Storm. Laura McNeal, Michigan State University
Free Speech Collides With Facebook, MySpace, and Twitter: And the Winner Is? Mark A. Gooden, University of Texas - Austin
Expression and Association Rights of School Employees in Electronic Environments. Justin M. Bathon, University of Kentucky
High-Stakes Decisions: The Legal Landscape of Exit Exams and the Implications for Schools and Leaders. Jennifer Jeffison Holme, University of Texas - Austin; Julian Vasquez Heilig, University of Texas - Austin
Differentiated Jurisprudence? Examining Students’ Fourth Amendment Court Decisions by National Region. Mario Sergio Torres, Texas A&M University

74.040. Conceptualizing Mixed Methods Research: Toward Further Understanding of Its Theoretical and Methodological Issues. SIG-Mixed Methods Research; Paper Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm
Chair: Fred Arthur Bonner, Texas A&M University - College Station
Participants:
Mixed Methods Research at the Review Level: Possibilities and Pitfalls. Mieke Heyvaert, Katholieke Universiteit Leuven; Bea Mues, Katholieke Universiteit Leuven; Patrick Mj Oghena, Katholieke Universiteit Leuven
Emergent Understandings of Embeddedness: Mixing Methods Within a Randomized Clinical Trial (RCT). Vicki L. Plano Clark, University of Nebraska - Lincoln; Karen Schumacher, University of Nebraska, Claudia M. West, University of California - San Francisco; Janet Edrington, University of California - San Francisco; Christine Musakowski, University of California - San Francisco
Securing a Place at the Table: Introducing Legitimation Criteria for the Conduct of Mixed Research. Burke Johnson, University of South Alabama; Kathleen M.T. Collins, University of Arkansas; Anthony J. Onwueghaezie, Sam Houston State University
Conceptualizing the Mixed Methods Research: The Role of Metatheory, Methodological Theory, and Methodology. Haiying Long, Indiana University; Claudius R. Rodgers, Indiana University
Transformative Mixed Methods and Action Research: Are They One Methodology? Thomas W. Christ, University of Hawai‘i
Discussant:
Carolyn S. Ridenour, University of Dayton

74.041. The Challenge of the Documentary in Democratic and Social Studies Education. SIG-Research in Social Studies Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm
Chair: Jeremy D. Stoddard, College of William and Mary
Participants:
Hilary: The Movie, the History Channel, and the Challenge of the Documentary for Democratic Education. Jeremy D. Stoddard, College of William and Mary
Teaching the 3 Cs (Critical Evaluation of Credibility, Claims, and Contexts) With Online Documentary Video. Mark C. Baldon, Centre for Research in Pedagogy and Practice, James S. Damico, Indiana University
Vietnam Now: Action Research on the Use of Digital Archives and Documentaries in Teaching Difficult Knowledge. William Gandelli, Teachers College, Columbia University; Margaret S. Crocco, Columbia University
Discussant:
Diana E. Hess, University of Wisconsin - Madison

74.042. Instrumentation and Identification in Gifted and Talented Education. SIG-Research on Giftedness and Talent; Paper Session
Sheraton, Fourth Level, Oak Alley
10:35 am to 12:05 pm
Chair: Catherine A. Little, University of Connecticut
Participants:
Teacher Attitudes Toward Subject-Specific Acceleration. Karen E. Rambo, University of Connecticut; D. Betsy Mccoo, University of Connecticut
Peers, Expectations, and Labels: A Profile of Gifted Students in School. Carol L. Tieso, College of William and Mary; Patti Wood, Samantha University
Examining the Measurement Invariance of My Class Activities and the
Perceptions of Socioeconomic Groups. Rachelle Miller, Purdue University; Yang Yang, Purdue University; Marcia L. Gentry, Purdue University
Local Norms and Teacher Rating Scales: Implications for Underrepresentation. Scott Joseph Peters, University of Wisconsin - Whitewater; Marcia L. Gentry, Purdue University

74.043. Toward Culturally and Socially Relevant Science Education. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
10:35 am to 12:05 pm
Chair: Alexandra Olivia Santana, Duquesne University
Participants:
Science: Missing Element for Deaf and Hard-of-Hearing Students: Results of a Time Allocation Study. Rita Anne Hagevik, University of Tennessee; M. Lynn Woolsey, University of the Cumberlands; Shannon C. Graham, University of Tennessee
Teaching Environmental Science for Social Justice: Navigating Tensions and Possibilities in Practice. Alexandra Dimick, University of Wisconsin
The Road to Culturally Relevant Science: Exploring How Teachers Navigate Change in Pedagogy. Carla C. Johnson, University of Cincinnati; Virginia Jennings-Bolshakova, Utah State University; Jessica Braine, University of Cincinnati

Discussant:
Maria Selenia Rivera Mauhucci, Barnard College

74.044. Toward a Better Understanding of High School Dropouts and Other Not-So-College-Bound Students. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France III
10:35 am to 12:05 pm
Chair: Sonja L. Lanehart, University of Texas - San Antonio
Participants:
Why 10th Graders Drop Out of High School: A Latent Class Analysis of Dropout Typologies. Alex J. Bowers, University of Texas - San Antonio; Ryan Andrew Sprott, University of Texas - San Antonio
Reconsidering the Role of Vocational Education: Stratification and Student Pathways. Stefanie A. Deluca, Johns Hopkins University; Caren Arbeit, University of Minnesota
Institutional Agents and Foster Youth: Theory and Practice. Zoe Corwin, University of Southern California
Investigating the Causal Effects of Student Mobility on Academic Outcomes. Kristina L. Zeiser, The Pennsylvania State University

Discussant:
Carolyn J. Riehl, Teachers College, Columbia University

74.045. Special Education and English Language Learners. SIG-Special Education Research; Paper Session
Sheraton, Third Level, Napoleon Ballroom D
10:35 am to 12:05 pm
Chair: Brooke Anne Prichard, University of Colorado - Boulder
Participants:
Exploring the Home Literacy Environment for Spanish-Speaking English Learners at Risk for Reading Disabilities: Daniel Groom-Orch, University of California - Santa Barbara; H. Lee Swanson, University of California - Riverside; Michael M. Gerber, University of California - Santa Barbara; Michael John Oroco, University of California - Riverside
Teachers’ Referral Practices of Linguistically Diverse Students to Special Education. Renee Autumn Greenfield, Boston College
Improving Preservice Training for Teachers of English Language Learners in Special Education (ELLSE). Jennifer F. Samson, Hunter College- CUNY
The Effects of a Gradually Sequenced Instructional Approach on Multistep Word-Problem Solving of English Language Learners. Sun A Kim, Queens College - CUNY
Examining the Evidence We Generate: Are Special Education Research Experiments Culturally Responsive? Audrey A. Trainor, University of Wisconsin - Madison; Aydin Bal, University of Wisconsin - Madison

74.046. Test Validity for English Language Learners and Special Populations. SIG-Test Validity Research and Evaluation; Paper Session
Doubletree, Second Level, Shadows
10:35 am to 12:05 pm
Chair: Steven Stemler, Wesleyan University
Participants:
Early Childhood Screening in Immigrant and Refugee Populations: Coordinating Sources of Validity Evidence. Rebecca Jayne Gokiert, University of Alberta; Winnie Chow, University of Alberta; Evelyn Derus, University of Alberta; Betsabeh Parsa-Pajouh, University of Alberta; Nasreen Rajani, University of Alberta
Does Linguistic Complexity of Mathematics Assessments Matter for Former English Language Learners? Maria Martiniello, ETS
Examining the Validity of Linguistically Modified Items for English Language Learners. Teresa C. King, ETS; John W. Young, ETS
Score Comparability for Language Minority Students on the Content Assessments Used by Two States. John W. Young, ETS; Steven L. Holtzman, ETS; Jonathan Steinberg, ETS

Discussant:
Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.

Division and SIG Roundtables

74.047. Roundtable Session 52; Roundtable Session
10:35 am to 12:05 pm
Chair: Eric J. Demenuaure, Clark University
Participants:
Against the Grain: Rethinking Pedagogy Through a Politics of Infiltration. Joshua D. Diem, University of Miami; Abraham Paul Deleon, University of Texas - San Antonio
Linking Internationalization and Social Justice Initiatives for the Local and Global Public Good. David Schwarzar, Montclair State University; Mary E. Curran, Rutgers University
The Future of Diversity Work in Education. Christine Clark, University of Nevada - Las Vegas; Mark Brinham, University of Maryland - College Park; Kenneth James Fasching-Barner, Edgewood College

Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Joan Osa Oviawe, Washington State University
Participants:
“Education Spoils the Native”: Ewean as a Pedagogical Method. Joan Osa Oviawe, Washington State University

74.047-3. Language and Literacy Development in Diverse Settings. Division E - Counseling and Human Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Kate Bono, California State University - Fullerton
Participants:
Associations of Spanish and English Competence and Well-Being in Latino
Children of Immigrants in Kindergarten. Brian A. Collins, Hunter College - CUNY; Claudio O. Toppelberg, Harvard University; Carla Suarez-Orozco, New York University - Steinhardt; Erin E. O’Connor, New York University; Alfonso Nieto-Castañón, Judge Baker Children’s Center

Growth and Correlates of Literacy During the Middle Childhood of Children Living in Low-Income Neighborhoods. Lily D. Dyson, University of Victoria

Parent Development Through Family Literacy. Kathryn Nakagawa, Arizona State University

74.047-4. Analyses of Mass Media and Their Place in Education. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Jacqueline Bach, Louisiana State University

Participants:
The Office: The Construction of Disability in a Mockumentary. Eileen Radigan
The Use of Mass Media in the Moral Education Classroom. David Charles Athanasius Lundie, University of Glasgow
Whale Salvation in Avatar: Detournement as Pedagogy of Whiteness. Amy Hahn Senta, University of North Carolina - Chapel Hill

74.047-5. SIG Instructional Technology: Developing the Self in Technology-Based Learning. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Brian R. Belland, Utah State University

Participants:
Refining a Survey Instrument for Learner Self-Efficacy Beliefs in Online and Technology-Intensive College Math Courses. R. Caroline Jones, Georgia Southern University; Charles Brent Hodges, Georgia Southern University
Self-Efficacy for Cross-disciplinary Learning in Project-Based Teams. Scott P. Schaffer, Purdue University; Xiaojun Chen, Purdue University; Xumei Zhu, Purdue University; Bill Oakes, Purdue University
Teach Me to Learn: Principles for Fostering Learner Self-Direction in Formal Education. Gregory Merrill Francom, University of Georgia

74.047-6. Postmodern Epistemologies in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Courtney M. Clayton, University of Mary Washington

Participants:
Deleuze, a Dog, Some Dreams, and Doing Data Differently: Onto-Epistemological Incitations for Qualitative Research. Kelly Clark/Keefe, Appalachian State University
Hustlin’ To Make It Happen: Qualitative Inquiry and Academic Survival. Amy E. Swain, University of North Carolina - Chapel Hill
Keeping Data in Play: Qualitative Data Analysis Meets Postmodern Influences. Steven T. Bickmore, Louisiana State University
Object Interviews: Folding, Unfolding, and Refolding Mosaics of Objects and Subjects. Susan Naomi Nordstrom, University of Georgia

74.047-7. SIG/Research in Mathematics Education Roundtable 5: Teacher Education. SIG/Research in Mathematics Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Arthur B. Powell, Rutgers University

Participants:
Exploring One-On-One Teacher-Student Conversations During Mathematical Problem Solving. Victoria R. Jacobs, San Diego State University; Rebecca Ambrose, University of California - Davis; Randolph A. Philipp, San Diego State University; Heather Martin, University of California - Davis
Generative Immersion and Immersive Generativity in Instructional Design. Dragan Trninic, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Dor Abrahamson, University of California - Berkeley
Impact of Teachers’ Use of Standards-Based Instructional Materials on Students’ Achievement in an Urban District: A Multilevel Analysis. Karen D. King, New York University; Monica B. Mitchell, MER Associates; Jessica Tybursky, New York University; Oggen Simic, New York University; Bob Tobias, New York University; Candace Barretta Pheare, New York University; Mellie Torres, New York University
Impact of a Master’s Degree Program in Middle School Mathematics Education in a Mathematics and Science Partnership (MSP) Context. Mary C. Shafer, Northern Illinois University; Helen Koehy, Northern Illinois University
Developing Powerful Mathematics Educators in Preschools and the First Years of School. Robert Perry, Charles Start University; Susan B. Dockett, Charles Start University

74.047-8. Critical Pedagogy and Critical Race Theory for the Education of Males From Diverse Backgrounds. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Gretchen L. Braun, Longwood University

Participants:
Doing Just Enough: Black Middle-Class Male Resistance and Accommodation to School. Quaylan Allen, University of Northern Colorado
Keeping the “Faith”: The Impact of Sociocultural Consciousness on the Literacy Instruction of African American Males. Tiffany Renee Wheeler, Transylvania University
Messages Black Parents Send Their Black Sons: An Exploration of Critical Race Theory in the Examination of Educational Outcomes for Black Males. Rema Ella Reynolds, University of California - Riverside

74.047-9. Discussions of Teaching in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Chryssella Mouza, University of Delaware

Participants:
Bringing the Learning Sciences Into Teacher Education. A. Susan Jurav, University of Colorado - Boulder; Rita Catherine Tracy, University of Colorado - Boulder; Ben R. Kirkner, University of Colorado - Boulder
Knowledge Building for Preservice Teachers Through Collaborative Reading Comprehension. Ritsuko Oshima, Shizuoka University; Jun Oshima, Shizuoka University
Signature Pedagogy and Socialization in Elementary Education: What We Can Learn From Religious Educational Contexts. Moshe Krakowski, Yeshiva University

74.047-10. School-Level Social and Emotional Learning Programming and Practice: Development and Implementation. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Audrey Lucas, Bowie State University

Participants:
Using Social, Emotional, and Character Development Principles to Facilitate Professional Learning Communities: An Exploratory Study. Philip M. Brown, Rutgers University
Assessing the Implementation Quality of Social and Emotional Learning Programming Over Time: A Rasch Analysis. Peter J., University of Illinois - Chicago

74.047-11. Institutional Capacity and Systems-Building Efforts. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair: Sandra Stewart, Stephen F. Austin State University

Participants:
Caught in the Middle: Principals’ Attempts to Achieve School Autonomy and Devolve Decision Making. Casey D. Cobb, University of Connecticut; Morgan L. Donaldson, University of Connecticut; Jason G. Irizarry, University of Connecticut; Anyssa P. Mayer, University of Connecticut; Larisa Warhol, Arizona State University
Changing Leadership in Schools: Comparing Results From Two National
Surveys on Principal Mobility. Francis Howard Lin Huang, University of Virginia, Xiaolei Wang, American Institutes for Research
Entrepreneurial Principals and Teachers: Boundary Crossing That Builds Systemic Capacity. Kristina Astrid Hesbol, Illinois State University; Bridget A. Delaney, Illinois State University
Principal Autonomy and Student Achievement. Kimberly N. Harris, North Carolina State University; Tamara V. Young, North Carolina State University

74.047-12. Experiences of Linguistically and Culturally Diverse Students in High School Learning Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm
Chair: Joanne Calore, St. Mary’s College of California
Participants:
Mexican American Women and Intersection of Race and Gender in High School: A Critical Race Theory Analysis. Kay Ann Taylor, Kansas State University; Sandra Luc Fernandez-Bergersen, Kansas State University
Student Voices on High School and College Access: A Case Study. Terry Kyle Flennbaugh, University of California - Los Angeles; Mei Malone, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles
Fast Break? A Case Study of Basketball Recruits to Boarding Schools. Alexis Stany, Wesleyan University
Latino Youth’s Beliefs and Attitudes and Their Influence on After-School Activity Participation. Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota
The Duality of Students and School Knowledge: A Social Structural Analysis of a Secondary School Curriculum. Joseph J. Ferrare, University of Wisconsin - Madison

74.047-13. Cultural Issues in Professional Education. Division I - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm
Chair: Anne McKee, Anglia Ruskin University
Participants:
Exploring Culture and Cross-Culture Competence Through the Opinions of Primary Care Faculty and Resident Physicians. Madison L. Gates, University of Kentucky; Kelly D. Bradley, University of Kentucky
From the Classroom to the Work Setting: The Development of Cultural Competence Among Community College Nurses in the New York Metropolitan Area. Korto L. Scott, La Guardia Community College - CUNY; Stephanie L. Titam, Dowling College
The Role of Illness Scripts in Medical Diagnostic Expertise: Findings From Traditional Chinese Medicine. Mei Lin Yao, Beijing Normal University; Wenfan Xiong, University of Massachusetts - Boston

74.048. Roundtable Session 53; Roundtable Session

74.048-1. Advancing English Language Learners in Science and Math: Realizing the Promise. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Okhee Lee, University of Miami
Participants:
English Language Learners and the National Science Foundation’s Discovery Research K-12 Portfolio. Hilary J. Rhodes, Abt Associates Inc.; Alina Martinez, Abt Associates Inc.
Development of Illustrations as Image Supports for English Language Learners in Large-Scale Testing: A Report on the Procedure for Designing Vignette Illustrations. Guillermo Solano-Flores, University of Colorado - Boulder
Context, Culture, and Science, Technology, Engineering, and Mathematics Education in Rural Indigenous Communities. Sharon Nelson-Barber, Pacific Resources for Education & Learning; Elise Trumbull, Independent Consultant; Ursula M. Sexton, WestEd; Janette Johnson, Stanford University
English Language Learners and Science Tests. Ann Rosebery, TERC; Tracy E. Noble, TERC; Catherine Suarez, TERC
Middle School Science for English Language and Literacy Acquisition (MSSELL): A Randomized Trial Longitudinal Discovery Research K-12 (DR-K12) Study. Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Fuhui Tong, Texas A&M University - College Station

74.048-2. Citizenship Education: Critical Learning Across Cultural Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Wangari P. Gichiru, University of Wisconsin - Madison
Participants:
Toward Cosmopolitan Citizenship: New Conceptualizations of African Immigrants’ Civic Learning and Action. Ashley M. Taylor, Teachers College, Columbia University; Vaughn W. M. Watson, Teachers College, Columbia University; Michelle G. Knight-Drop, Teachers College, Columbia University
What Happens to the “Tired and the Poor”? Citizenship Education for Refugee Students in the United States. Laura Jeanne Quaynor, Emory University
“I Don’t Really Factor in the Multicultural”. Teaching Citizenship Education in Multicultural Classrooms. Liz Alison Molina, University of Ottawa; Joel Westheimer, University of Ottawa

74.048-3. Considerations and Innovations in Research Across Social Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Bradford Allison, California State University - Los Angeles
Participants:
Black Males Navigating Microaggressions in a Traditionally White Middle School: A Qualitative Study. Malik S. Henfield, University of Iowa University-School Research Partnerships to Support Educational Access and Success in Melbourne’s West. Merryn Davies, Victoria University
Why Educational Researchers Should Take School Food Seriously. Marcus B. Weaver-Hightower, University of North Dakota
“Building Boundaries” and “‘Blurring Boundaries” of School: An Ethnographic Case Study of Parent Participation in a Korean Elementary School. Jeesuk Kim, University of Illinois - Urbana-Champaign

74.048-4. Contextualizing Math and Science Instruction: Access and Opportunities. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Participants:
Awareness and Endorsement of Racial Stereotypes About Who Is Good at School and Math. Naielah Saad Nasir, University of California - Berkeley; Sarah Wischnia, Stanford University; Kathleen O'Connor, Stanford University
Mathematics as a Tool for Understanding Our Communities: Case Study of an Out-Off-School Time Program. Jennifer S. Goldberg, Fairfield University; Liesbet Hofgham, Fairfield University
Using Informal Science Activities to Build Funds of Knowledge in Rural Latino Communities: A Synthesis of Evaluations Findings for Accesso la ciencia. Anne E. Campbell, Fairfield University; Michael S. Trevisan, Washington State University
Pedagogical Contexts of Mathematics Classrooms and Opportunities to Learn for English Language Learners: An Ethnographic Study on Teacher-Student Interactions. Miwa Takeuchi, OISE/University of Toronto

74.048-5. Language (and) Learning in Educational Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Kathleen King Thorsis, Indiana University
Participants:
Immigrant and Nonimmigrant Teachers Working With Minority Students in Dual-Language Settings. Maria Fernanda Montes Valencia, Saint Louis University
Planning for a Pluralistic Society in the Bilingual Social Studies Classroom. Alberto Lopez-Carrasquillo, Northeastern Illinois University
74.048-6. Listening and Learning From Educational Policy and Reform. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Marta P. Balsdano, Loyola Marymount University Participants: 
- Color-Blind Racism and Multicultural Education: Implications for Policy. Michelle Jane Drummond, University of Colorado - Boulder 
- Governance, Mayoral Control, and Urban School Improvement: Lessons for Newark. Alan R. Sadovnik, Rutgers University; Tara Beth Davidson, Rutgers University 
- Stakeholders’ Voices and School Reform: Exploring Connections Between Positions and Perspectives. Kathy Schultz, Mills College; Kathryn Clare McGinn, University of Pennsylvania 
- “How Green Was My Valley?” Rebuilding Communities Through Sustainable Education. Catherine Eleanor Jones, University of Glamorgan; Norah Jones, University of Glamorgan 

74.048-7. Literacy in Multicultural Learning Contexts. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Luzelena Perez, University of California - San Diego Participants: 
- Articulating and Contextualizing Multiple Literacies in an Urban Setting. Rick J. Voithofer, The Ohio State University 
- Critical Literacy for Xenophobia: A Wake-Up Call. Lisa Patel Stevens, Boston College; David O. Stovall, University of Illinois - Chicago 
- Understanding the Role of Literacy in the Lives of Severely Mentally Ill Adults Preparing to Reenter the Community After Having Lived in a Long-Term Mental Health Care Facility. Joanne Carol Smith, University of Missouri - Columbia 

74.048-8. Middle School Education Research: Examining Unique Grade Level Experiences. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Aram Ayallon, Central Connecticut State University Participants: 
- (Counter)Narratives of Identity and Achievement: Students’ Academic and Racial/Ethnic Identities in a Middle School English Classroom. Limarys Caraballo, Teachers College, Columbia University 
- Children as Everyday Documentarians: Two Fifth-Graders Testify to Their Lives and Relationships With School Across a School Year. Kathleen Dutro, Thornton Elementary; Elizabeth M. Dutro, University of Colorado 
- Finding Themselves Online: Marginalized Middle School Girls and the Internet. Haidar Dubowsky Ma’ayan, University of New Mexico 
- “Schools Aren’t Supposed to Let You Down”: Deficit Discourses, Student Knowledge, and Urban School Reform. Sari K. Bilkens, Syracuse University; Heidi Katherine Pitzer, Syracuse University 

74.048-9. Promoting Student (Dis)Engagement: “We’re Really Not That Bad.” Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee Participants: 
- Personal Connection and Identity: Tools for Engaging Students in the High School Classroom. Kristy S. Cooper, Harvard University 
- “I’m Really Not That Bad”: Alternative School Students, Stigma, and Identity Politics. Donnell Lukisba Roseboro, University of North Carolina - Wilmington; Carol McNulty, University of North Carolina - Wilmington 
- Monitoring, Maneuvering, and Making Decisions: How Students and Teachers Determine Classroom (In)Attention. Noriko Milman, University of Massachusetts - Amherst 
- Caring for a Pet in an American Indian Sixth-Grade Classroom Decreases Behavior Problems and Increases Prosocial Behaviors and Engagement in Learning Activities. Laya Cole, Minnesota State University - Moorhead; Dawn Peterson, Red Lake Elementary 
- Views of Teachers on Students’ Classroom Behaviors in Schools Located in Migrant Communities. Hanife Akar, Middle East Technical University; Aysel Oztosy, Middle East Technical University 

74.048-10. Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces. Division G - Social Context of Education Cosponsored by SIG-Paulo Freire; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Carolyn P. Panofsky, Rhode Island College Participants: 
- Beginning Teachers Navigating the Constraints of Teaching Literacy in a Diverse Elementary School. Katie Simon Karunada, Georgia State University 
- Curriculum Spaces: Nepantla and Conocimiento in the Bilingual Classroom. Maria-Antonieta Avila, University of Texas - Austin; Maria E. Franquiz, University of Texas - Austin 
- I Do Not Fit in School: Indonesian Street Children Negotiating Schooling and Working Through Narratives. Sophie Dewaayani, University of Illinois - Urbana-Champaign 
- “Like Oprah’s Book Club”: Creating a Community of Readers in a Homeless Shelter for Mothers With Addiction. Laurie MacGillivray, The University of Memphis; Margaret Saucedo Cuwen, Chapman University; Amy L. Ardell, Chapman University 

74.048-11. School and Classroom Contexts With Diverse Learners. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Kip Austin Hinton, University of California - Los Angeles Participants: 
- Co-teaching Case Study: A Classroom Teacher, Reading Specialist, and English as a Second Language Teacher Collaborate in One Classroom. Afra Ahmed Hersi, Loyola University Maryland; Allison Skerrett, University of Texas - Austin; Debby Deal, Loyola College 
- When School Culture and Leadership Harmonize: The Instruction of English Language Learners in an Elementary School. Alicia G. Ovela, Our Lady of the Lake University; Jerrie S. Jackson, Our Lady of the Lake University 

74.048-12. Schooling Experiences in International Settings: Examining Teaching and Learning Opportunities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Maria Alfredo Moreira, University of Minho Participants: 
- Europeanization Set Forward: The Case of Cypriot Intercultural Education. Christina Hajisoteriou, University of Nicosia; Panayiotis A. Angelides, University of Nicosia 
- Maintaining Advantage: Perceptions of Meritocracy and Inequality Among Elite University Students in Britain. Natasha Kumar Warikko, Harvard University;
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Minda M. Lopez, Texas State University - San Marcos
Participants:
- “El Indio,” a Child and a People on-the-Making: Complexities of Languages (Education) Policies and “Mayan” Families. Ligia L. Lopez, University of Wisconsin - Madison
- “It’s Kind of Like a Web”: Relational Ramifications of the “Failing” Label and the Impact on a Specific Native American Community and School Relationship. Erin Anacortz Nolan, Arizona State University
- “Taiwanese and/or Chinese?” Identification Complexity of Taiwanese Transmigrant Youth Studying in China. Hsiang-ning Wang, Indiana University - Bloomington

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Jennu Min Shim, University of Wyoming
Participants:
- Family and Cultural Literacies: Looking at Girls’ Lives in Rural Pakistan. Anna Latif, University of North Carolina - Greensboro
- “¿Cómo se Dice?” Children’s Language Practices in a First-Grade Spanish Immersion Classroom. Angela B. Layton, University of Missouri - St. Louis; Lisa M. Dornen, University of Missouri - St. Louis
- Church as a Conduit of Academic Language in a Rural Community. Sky Harmony Marietta, Harvard University

74.048-15. Assessment and Evaluation in Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Mary M. Harris, University of North Texas
Participants:
- Building a Continuum of Professional Practice: Using a Standards-Based Observational Instrument to Assess Teacher Effectiveness. Vicki L. Cohen, Fairleigh Dickinson University; Miriam Singer, Fairleigh Dickinson University
- Building on the Intimate Knowledge of Teachers: Scaling up Teacher Learning in Three Intermediary Organizations. Emily J. Klein, Montclair State University; Meg A. Riordan, Expeditionary Learning Schools Outward Bound; Reva Jaffe-Walter, The Graduate Center - CUNY
- Experiences of Teacher Performance Appraisal (TPA) From Both Sides of the Classroom: Teachers and Principals. Ruth G. Kane, University of Ottawa; Jennifer Jane Rottmann, University of Ottawa; Paul Anthony, Ontario Ministry of Education; Jinah Kim, Ontario Ministry of Education; Adrian Jones, University of Ottawa
- The Relationship Between Teacher Efficacy and Teachers’ Response to Data-Driven Instructional Reforms. Shana Michele Shaw, Harvard Strategic Data Project; Jeff Wyman, University of Texas - Austin; Maritlla D. Svinicki, University of Texas - Austin

74.049. Roundtable Session 54; Roundtable Session
74.049-1. Advance Placement and Career Pathway Programs in Secondary Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: John M. Byrd, University of North Texas
Participants:
- A Decade of Advanced Placement Expansion and Its Impact on Schools. Jennifer L. Bausmith, The College Board; Mary E.M. McKillip, The College Board
- Academic Proficiency and Educational Expectations: Do Advanced Placement Programs Make a Difference? Dong Woo Jeong, Seoul National University
- Ensuring Student Success: Education Research to Support Career Pathways. Rosanne B. Brown, Peel District School Board; Paul Favaro, Peel District School Board; Elana Gray, Gray & Associates

74.049-2. Assessing College Readiness, Innovation, and Student Growth. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: Laurene L. Christensen, University of Minnesota
Participants:
- Estimates of Curriculum-Based Measurement (CBM) Reading Growth for Student Groups and How They Predict State Test Scores. Joseph F. Nese, University of Oregon; Elisa Jangmochian, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon
- External Validity of the College-Readiness Performance Assessment System (C-PAS). Michelle Baldwin, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center
- Synthesizing Diffusion of Innovation and Hypothesis Framing Theories to Investigate the Implementation of Formative Assessment Practices. Mike Pickering, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs
- College-Readiness Rates: A Multyear, Statewide Study of Ethnic Differences. Wally Barnes, Sam Houston State University; John R. Slate, Sam Houston State University
- Using a College and Career Readiness Criterion to Establish Expectations for Annual Student Growth. Anne H. Davidson, Nevada Department of Education; Damian W. Betehenner, National Center for the Improvement of Educational Assessment, Inc.; Sekuck Ozenmir, University of Nevada - Reno
74.049-4. Bridging the Gap Between Theory and Educational Practice: Evaluation Studies for School Districts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Winona M. Burt, University of Houston - Clear Lake
Participants:
- Closing the Gap Between Title I and Non-Title I Schools: Does Systemic Data Focus Make a Difference? Tami Kopischke Smith, Goucher College
- Elizabeth Molina Morgan, Washington County Public Schools
- Bridging Practice, Theory, and Context: Analyzing Three Education Reform Initiatives Through the Lens of Developmental Evaluation. Keith W. Truhan, University of Pittsburgh
- Carla Ciminella, University of Pittsburgh
- Cynthia A. Tananis, University of Pittsburgh

Macro and Micro Level Views on Practice: Methods and Processes for District-Wide Literacy Evaluation. Salika A. Lawrence, William Paterson University
- Minkie O. English, Program Analysis & Evaluations Consultant

Time-Indexed Effect Size Metric for K-12 Reading and Math Education Evaluation. Juekyung Lee, University at Buffalo - SUNY
- Kimberly J. Finn, University at Buffalo - SUNY
- Xiaoyan Liu, University at Buffalo - SUNY

Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Gibbs Kanyongo, Duquesne University
Participants:
- Evaluating the Effectiveness of International Baccalaureate Programs in Texas Schools. Jacqueline Stillsano, Texas A&M University - College Station
- Hersch C. Waxman, Texas A&M University
- Beverly Lynn Alford, Texas A&M University - College Station
- Kayla Braziel Rollins, Texas A&M University

Evaluating Professional Development in a Teaching American History Project: Dreams and Realities. Leanne Kallemeyn, Loyola University Chicago
- Daniela Maria Schiazza, Loyola University Chicago
- Ann Marie Ryan, Loyola University Chicago
- Crystal Johnson, Chicago Metro History Education Center

Using High School Transcript Data to Improve Student Access to 4-Year Colleges: Findings From a 3-Year Institute of Education Sciences (IES) Research Grant Study. Jennifer Laird, MPR Associates, Inc.

Preparing Students for a Brighter Future: An Innovative Summer Program That Promotes College-Going. Lisa R. Figueroa, University of California - Santa Barbara
- Claudia L. Martinez, University of California - Santa Barbara

Associated Factors to Educational Quality in Primary Schools: A Perspective From Northern Mexico. Juan Manuel Fernandez-Cardenas, Tecnologico de Monterrey

74.049-6. Early Warning Indicators: Predictors of High School Dropouts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Scott L. Graves, Bowling Green State University
Participants:
- Academic Analytics for K-12: Historical and Interim Measures for Signaling Proficiency. Norman Alerta, Jeffco Public Schools
- Heather MacGillivray, Jefferson County Public Schools
- Megan Bohen, Brown University

Preventing School Dropout With Secondary Students. Jade Weiler, University of Texas - Austin
- Anna-María Fall, University of Texas - Austin
- Nicole F. Pyle, University of Texas - Austin

74.049-7. Evaluating Leadership, Alternative Teaching, and Social Innovative Programs. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Lisa Chauveron, The Leadership Program
Participants:
- Lisa Chauveron, The Leadership Program

The Pedagogy and Teacher Effectiveness of Teach First Teachers: Effects of an Alternative Certification Program in England. Daniel R. Muijs, University of Southampton
- Christopher James Chapman, University of Manchester
- Paul Armstrong, University of Manchester

Firing the Imagination of Young People to Serve the Public Good: An Independent Evaluation of “Young Social Innovators”. Diarmuid Ó Donnabháin, University of Limerick
- James P. Gleeson, University of Limerick

Navigating the Sociocultural Web: Introducing a Theoretical Model for Evaluating Residency Teaching Programs. Lisa M. Gonsalves, University of Massachusetts - Boston
- Tricia M. Kress, University of Massachusetts - Boston

74.049-8. Implementation Evaluation of Professional Development Programs in Mathematics and Science. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Joseph Leo Zawicki, Buffalo State College - SUNY
Participants:
- Partnering to Improve Mathematics and Science Attainment by Improving Teacher Knowledge: A Case Study of the California Mathematics and Science Professional Development Partnership (CaMSP). Andrew Thomas, University of Southern California - Los Angeles
- Patricia O’Driscoll, PublicWorks, Inc.

The Self-Selection Dynamics in Applying for Innovative Math Teaching Methods: Evidence From the Me@tabel Teacher Professional Development Program in Italy. Daniele Vadoni, INVLSI
- Gianluca Argentin, INVLSI
- Aline Pennisi, Ministry of Finance

- Richard G. Lambert, University of North Carolina - Charlotte
- Jennifer Richardson McGee, University of North Carolina - Charlotte
- Andrew B. Poly, University of North Carolina - Charlotte

Using Fidelity of Implementation and Test Score Data to Evaluate a Professional Development Program for Science Teachers. Karen Peterman, Karen Peterman Consulting, Co.
- Leanne Jacobson Teiper, Goodman Research Group, Inc.
- Helena Pylvainen, Goodman Research Group, Inc.

74.049-9. Measuring the Effectiveness of Interventions on Mathematics and Science Achievement for K-12 Students. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chair: Jeongmi Kim, University of Wisconsin - Madison
Participants:
- Effects of a Hybrid Program for Algebra I on Grade 9 Students’ Mathematics Achievement. Linda Cavallazzo, CNA Education
- Deborah Lowther, The University of Memphis
- Christine Mokher, CNA
- Xi Tao Fan, University of Virginia

- Roberto Agodini, Mathematica Policy Research, Inc

In the Short Term: Measuring the Impact of Brief Mathematics and Science Interventions on Student Motivation. Andrea E. Weinstein, Colorado State University
- Jennifer R. Wolgemuth, Charles Darwin University
- Leonard Albright, Colorado State University

Using Meta-Analysis to Evaluate Gains in Teacher Content Knowledge for Arkansas’ Mathematics and Science Partnership Projects. Charles E. Stegman, University of Arkansas
- Gwen Tokor Olmstead, University of Arkansas
- Calli A. Holaway, The University of Alabama

74.049-10. Narrowing the Curriculum or Improving Instruction? Tying Accountability With Assessment Usage. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Idiko I. Laczko-Kerr, Scottsdale Unified School District - Arizona
Participants:
Some Methodological Enhancements for Assessing School Improvement
Through Accountability. Michael R. Vitale, East Carolina University; Nancy
Romance, Florida Atlantic University; Theodore Stefan Kamikula, Fayetteville
State University
The Impact of Mandated Testing Revealed in Coaching Discourse. Sally
Frances Heineke, Sam Houston State University; Carol A. Donovan, The
University of Alabama
How Children Differ in Writing Ability. Jeffrey K. Smith, University of Otagoo;
Esther Small, University of Otagoo; Rox Allan, University of Otagoo
Using Multiple Data Sources to Make Academic Decisions in a High-Poverty
Debra Bruthwaite, Richland School District One; Cerissa Fulmer, Richland
School District One

74.049-11. The Evolution of an Innovative Assessment Paradigm: From
Classroom to an National Science Foundation-Funded Randomized
Controlled Trial. Division H - Research, Evaluation and Assessment in
Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Michael A. Posner, Villanova University
Participants:
Developing an Innovative Approach to Assessment From the Ground Up.
Margaret H. Small, University of Illinois - Chicago; Peggy Baker, EASL
Institute
Changing the Way We Grade. Jacqueline Clymer, Quakertown Community
School District
Evaluating a Proficiency-Based System With Assignment Resubmission in
College-Level Introductory Statistics. Michael A. Posner, Villanova University
The Plot Thickens: Asking Teachers to Change Their Instructional and
Assessment Practices. Nancy R. Lawrence, 21st Century Partnership for
STEM Education

74.049-12. Meaning-Making From Texts. SIG-Research in Reading and Literacy;
Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Estanislado S. Barrera, Texas A&M University - Corpus Christi
Participants:
Reevaluation of Meaning: Changes in Interpretations of Literary Texts.
Estanislado S. Barrera, Texas A&M University - Corpus Christi; Nancy J.
Nelson, University of North Texas
Young Children’s Meaning-Making Through Multimodal Forms of Literacy.
Soonwoon Lee, University of Wisconsin - Madison
Reading Time in Middle School. Catherine F. Compton-Lilly, University of
Wisconsin - Madison

SIG-Structural Equation Modeling; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
James B. Schreiber, Duquesne University
Participants:
A Piecewise Regression Model for Latent Variables. Jeffrey R. Harring,
University of Maryland
Karen L. Nyland-Gibson, University of California - Santa Barbara
Examining Factor Scores Within the Confirmatory Factor Analysis (CFA)
and Exploratory Factor Analysis (EFA) Frameworks. Christine DiStefano,
University of South Carolina; Diana Luminita Mindrila, University of South
Carolina; Min Zhu, University of South Carolina
Effects of Nonnormality and Missing Data Treatments on Structural Equation
Modeling in MCAR (Missing Completely at Random) and MAR (Missing at
Random) Situations. Jian Li, The Ohio State University; Richard G. Lomax,
The Ohio State University
Comparison of Synthetic Cohort Design and Solomon Four-Group Design in
Structural Equation Modeling Framework. Qiu Wang, Purdue University;
Richard T. Houang, Michigan State University; Kimberly S. Maier, Michigan
State University

74.049-14. Survey Development, Data Collection, and Measurement Errors in
Survey Research. SIG-Survey Research in Education; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Jessica D. Cunningham, Western Carolina University
Participants:
Confidentiality and Data Security in Survey Research in Counseling and Clinical
Psychology. Kathy E. Green, University of Denver
In Search of the Optimal Number of Response Categories. Jihyun Lee, NIE; Insu
Paek, Florida State University
Item Order Effects on Attitude Measures. Pei-Hua Chen, University of Denver;
Kathy E. Green, University of Denver
North Carolina Student Learning Conditions Survey (Phase 2): Testing
for Measurement Invariance Using Item Response Theory. Daniel S.
Stanhope, North Carolina State University; Ruchi Patel, North Carolina
State University; Jennifer Corn, North Carolina State University; LaTricia
Townsend, North Carolina State University

74.049-15. Action Research: Habits of Mind and Teacher Identity. SIG-Action
Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Carrie Ann Barnes Rogers, Western Carolina University
Participants:
Exploring Understandings of Diversity Through Teacher Inquiry: A Case of
Educational Poetics. Emily F. Cole, University at Buffalo - SUNY
Action Research: Extending Habits of Mind to Reinvent Teaching Landscapes.
Pamela C. Jewett, University of South Carolina
Becoming Teacher Researchers: How Engaging in Practitioner Inquiry
Influences the Identities and Practices of Prospective Teachers. Sharon B.
Hayes, West Virginia University; Jason Jude Smith, West Virginia University

Modeling. Division D - Measurement and Research Methodology;
Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Min Liu, University of Maryland
Participants:
Interaction Effects Between Crossed Factors in Cross-Classified Random Effects
Models in Cross-Sectional and Longitudinal Data. Yun Tang, University of
Pittsburgh; Feifei Ye, University of Pittsburgh
William Holmes Finch, Ball State University; Brian F. French, Washington
State University
The Impact of Preliminary Model Selection on Growth Mixture Model
Parameter Estimates. Hsueh-Joyce Wang, University of Maryland; Gregory
R. Hancock, University of Maryland

74.049-17. Issues in Equating and Linking. Division D - Measurement and
Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair:
Ye Tong, Pearson
Participants:
A Comparison of Kernel Equating to the Test Characteristic Curve Method.
Rebecca L. Norman Dvorak, HumRRO; R. J. De Ayala, University of
Nebraska
A Generalized Linear Equating and a Generalized Poststratification Equating,
Both Based on Partial Error Anchor Scores and Their Relationship. Haiven
Henry Chen, ETS
A Simulation Study on Continuum-Log-Linear Approach to Modified
Frequency Estimation Equating Method Under Common-Item Non-
Equivalent Groups (CINEQ). Jianlin Hou; Tianyou Wang, ACT, Inc.; Ying
Chen, Wuhan University, Hubei, China
Tuesday Afternoon, April 12, 2011

**Committee Sessions**

**75.012. Teachers’ Professional Identity.** International Relations Committee; Paper Session

**75.011. Reconceptualizing Our Instructional Methods, Assessments, and Accountability Systems to Ensure Success for English Language Learners.** Presidential Session Cosponsored by Division D - Measurement and Research Methodology; Invited Session

- Sheraton, Third Level, Napoleon Ballroom B3
- 12:25 pm to 1:55 pm

**Chair:**
- Terran Leon Brown, ETS
- Emily J. Shaw, The College Board

**Participants:**
- Aida Walqui, WestEd
- Richard P. Duran, University of California - Santa Barbara
- Jamal Abedi, University of California - Davis
- Maria Martinello, ETS
- Charlene Rivera, The George Washington University

**Discussant:**
- Eugene E. Garcia, Arizona State University

**Session**
- Sheraton, Fourth Level, Oak Alley
- 12:25 pm to 1:55 pm

**Chair:**
- Annette M. Henry, The University of British Columbia

**Participants:**
- Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University
- Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmid, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Ruthkowski, Indiana University; Leslie Ruthkowski, Indiana University
- Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rahbek Schou, Aarhus University

**75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina.** Social Justice Action Committee; Invited Session

- Sheraton, Third Level, Napoleon Ballroom C2
- 12:25 pm to 1:55 pm

**Chair:**
- Dametria Morgan, Families and Friends of Louisiana’s Incarcerated Children

**Participants:**
- Raynard Sanders, Research on Reforms
- Barbara W Ferguson, The University of New Orleans

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 1:55 pm to 3:05 pm

**Chair:**
- Donita Bannister, University of Denver

**Participants:**
- Pathways and Detours to Transformative Schooling: Youth Agency at a Critical Small High School in New York City. Maria Hantzopoulos, Vassar College
- Pathways and Detours to Transformative Schooling: Youth Agency at a Critical Small High School in New York City. Maria Hantzopoulos, Vassar College
- Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 3:05 pm to 4:35 pm

**Chair:**
- Maureen Teresa Matarese, Borough of Manhattan Community College - CUNY

**Participants:**
- Banning Talk in Schools During Violent Conflict: How Lebanese Youth Negotiated the Restriction of Political Dialogue in Uncertain Times. Zeena Zakharia, Harvard University
- Reconceptualizing “Child Protection” in Indian Policy and Practice: Youth Agency and Activism in Focus. Monisha Bajaj, Teachers College, Columbia University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 4:25 pm to 6:00 pm

**Chair:**
- Annette M. Henry, The University of British Columbia

**Participants:**
- Confronting Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University
- Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmid, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Ruthkowski, Indiana University; Leslie Ruthkowski, Indiana University
- Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rahbek Schou, Aarhus University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 6:00 pm to 7:30 pm

**Chair:**
- Annette M. Henry, The University of British Columbia

**Participants:**
- Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University
- Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmid, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Ruthkowski, Indiana University; Leslie Ruthkowski, Indiana University
- Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rahbek Schou, Aarhus University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 7:30 pm to 9:00 pm

**Chair:**
- Annette M. Henry, The University of British Columbia

**Participants:**
- Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University
- Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmid, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Ruthkowski, Indiana University; Leslie Ruthkowski, Indiana University
- Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rahbek Schou, Aarhus University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 9:00 pm to 10:30 pm

**Chair:**
- Annette M. Henry, The University of British Columbia

**Participants:**
- Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University
- Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmid, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Ruthkowski, Indiana University; Leslie Ruthkowski, Indiana University
- Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rahbek Schou, Aarhus University

**Session**
- Sheraton, Third Level, Napoleon Ballroom C2
- 10:30 pm to 12:00 am
Chair: Jennifer April Sandlin, Arizona State University
Participants:
Public Art/Urban Interventions: Sensational Pedagogies and the “Toposmia” of Field Work. Stephanie Springgay, OISE/University of Toronto
John Dewey, the Utopians, and the Acquisitive Society. William H. Schubert, University of Illinois - Chicago
Curriculum Inquiry and Global Consumption. Julie Garlen Maudlin, Georgia Southern University, Jennifer April Sandlin, Arizona State University, Jonel Thraller, Arizona State University
Inquiring Into Our World: Curriculum Studies and the Way We Come to Know (and Question) Place. Jason Michael Lukasik, University of Illinois at Chicago
Ash Is the New Green: Embracing Apocalypse in Ecopedagogies and Environmentalist Curricula. Jake Burdick, Arizona State University
Discussant: Madhu Suri Prakash, The Pennsylvania State University

75.017. New Tools, New Times, New Learning: Using Digital Environments and Assessments to Promote Sustainable Learning. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
Chair: Douglas K. Hartman, Michigan State University
Participants:
1. Assessing Learning Through Choices in Digital Environments. Dylan Andrew Arena, Stanford University; Daniel L. Schwartz, Stanford University
2. Assessment Designs for 21st-Century Literacies. Susan R. Goldman, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Flori Manning, University of Illinois - Chicago; Kimberly A. Richards, University of Illinois - Chicago; Jason Lawrence Bruasch, University of Illinois - Chicago
3. Assessment in a Networked Learning Environment: The Hot Dish Networking App. Christine M. Greenhow, University of Maryland - College Park
5. Publishing as the Province of a Participatory Culture: Evaluating Online Information. Greg McFerry, University of Connecticut; Ian O’Byrne, University of Connecticut
6. Closing the Participation Gap: Using Participatory Assessment to Support Digital Literacy. Jenna McWilliams, Indiana University; Daniel T. Hickey, Indiana University
Discussant: Daniel T. Hickey, Indiana University

75.018. Principled Design of Simulation-Based Science Assessments. Division C - Learning and Instruction Cosponsored by Division H - Research, Evaluation and Assessment in Schools; Symposium
New Orleans Marriott, Second Level, La Galerie 5
Chair: Edys S. Quellmalz, WestEd
Participants:
Foundations of 21st-Century Science Assessments. Jodi Davenport, WestEd; Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mike Timms, WestEd
Designing Dynamic and Interactive Assessments for English Learners That Directly Measure Targeted Science Constructs. Rebecca Kopriva, University of Wisconsin - Madison; David R. Gabel, Center for Applied Linguistics; Cathy Cameron, Center for Applied Linguistics
Using Evidence-Centered Design to Develop Immersive Virtual Assessments. Jody E. Clarke-Midura, Harvard University; Jillianne Code, Harvard University; Michael Charles Mayrath, Harvard University; Chris J. Dede, Harvard University
Discussants: Joan L. Herman, University of California - Los Angeles; James W. Pellegrino, University of Illinois - Chicago

75.019. Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue. Division C - Learning and Instruction Cosponsored by SIG-Learning Sciences, SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon A
Chair: Sneh Vee ragoudar Harrell, TERC
Participants:
Building on Teachers’ Epistemological Resources as They Reason About Learning Mathematics and About Issues of Equity and Justice in Schools. Thomas M. Philip, University of California - Los Angeles
Computational Agency Development: Intertwining Knowledge Construction and Science, Technology, Engineering, and Mathematics (STEM) Identity Formation as a Necessary Aspect of STEM and Social Change. Sneh Vee ragoudar Harrell, TERC
Designing for Multiple Access Points to Powerful Mathematics and Science. Michelle Hoda Wilkerson-Jerde, Northwestern University; Uri J. Wiensky, Northwestern University
Challenging Science, Technology, Engineering, and Mathematics Policy Rhetoric. Andrew M. Braunfiling, University of Maryland
Discussant: Carol D. Lee, Northwestern University

75.020. Qualitative Methods and Democratic Practice in Education. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Symposium
Doubletree, Second Level, Madewood A
Chair: Sari K. Biklen, Syracuse University
Participants:
The Contribution of Qualitative Methods to Democratic Practice. Sari K. Biklen, Syracuse University
What Kind of Science for What Kind of Politics? Patti A. Luther, The Ohio State University
Youth Research, Democracy, and Educational Transformation. Ernest D. Morrell, University of California - Los Angeles
What Is Involved in “Giving an Account of Oneself”? Team Research, Visual Methods, and “Democratic” Agendas With Young People. Lyn Yates, University of Melbourne
Methodology and Relevance: Governing Education Research in Neoliberal Times. Kari Dehi, OISE/University of Toronto
Discussant: Cerri Anne Banks, Hobart and William Smith Colleges

75.021. Here I Am Again: Adolescent Resiliency Examined Through Multiple Lenses. Division E - Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom III
Chair: Frank C. Worrell, University of California - Berkeley
Participants:
Analyzing the Discourse of Dropouts and Resilient Students. Anne P. Lessard, Sherbrooke University; Lynn Butler-Kisber, McGill University; Diane Marcotte, University of Quebec; Montreal; Laurier Fortin, University of Sherbrooke
Model Development for Measurement of Resilience in Adolescents. Rachel Kirkpatrick, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City
Reducing Aggression and Increasing Resilience After Peer Conflicts During Adolescence: Results From Laboratory and Field Experiments. David Scott Teager, Stanford University
Discussant: David J. Atencio, University of New Mexico
75.022. Post-World War II Black Education Organizing, Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education; Symposium
JW Marriott, Third Level, Ile de France II
12:25 pm to 1:55 pm
Chair: Elizabeth Todd-Brelend, Northwestern University
Participants:
- Educational Equality for the Public Good: A Historical Perspective on Black Student Activism From 1954-1972. Vincent DeWayne Willis, Emory University
- Pulpits, Pews, and Picket Lines: From the Sermonic Moment to Social Advocacy for Education Reform. Brands Nicole Hinnant-Crawford, Emory University
- The Private (School) Is Political: African Americans and the Private Educational Sphere in Post-World War II Chicago. Worth Kamili Hayes, Emory University
- Reform Within the System: The Woodlawn Experimental Schools Project and Community Control in Chicago. Elizabeth Todd-Brelend, Northwestern University
Discussant:
V. P. Franklin, University of California - Riverside

75.023. Research for Social Justice: Youth, School, and Community Collaboration, Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm
Chair: Patrick Camanguin, University of San Francisco
Participants:
- Community as a Cultural Asset: Engaging Youth, Schools, and Community Members in Discussions of Cultural and Academic Identities. Noah Borrello, University of San Francisco; Christine Jean Yeh, University of San Francisco; Paty Tao, Samoan Community Development Center
- Power and Authority in Collaborative Classroom-Based Social Action Research. Celia J. Oyler, Teachers College, Columbia University
- Sequential Transformative Mixed-Methods Research for Social Justice. Christine Jean Yeh, University of San Francisco; Noah Borrello, University of San Francisco; Winnie Ma, William Patterson University; Munyi Shea, California State University - Los Angeles; Jixiang Lin, JP Morgan Chase
- Creating a New Mind: Identity Development in Youth Through Collective Study and Social Action. Shabnam Kothare-Azad, University of San Francisco
Discussant:
David O. Stovall, University of Illinois - Chicago

75.024. Revisiting and Critiquing Deficit Thinking: Implications for Equitable Democratic Schooling for All Students and the Common Good, Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm
Chair: Richard R. Valencia, University of Texas
Participants:
- Unpacking the Construct of Deficit Thinking. Richard R. Valencia, University of Texas
- Ruby Payne’s Deficit Thinking and the Pathologization of the Poor: A Research-Based Critique. Randy Bomer, University of Texas - Austin
- Deconstructing Deficit Thinking Among Preservice Teachers: An Intervention Program. Sherry A. Marx, Utah State University
Discussant:
Jim Scheurich, Texas A&M University

75.025. Tensions, Struggles, and Opportunities in Discourse, Identify, and Learning, Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm
Chair: Beth C. Rubin, Rutgers University
Participants:
- Playing With Literacy as Apprenticed Discourse and Performed Remix. Marie Gernes, University of Iowa
- Hands Up, Mouths Shut: Silence and Speech in a Second-Grade Classroom of English Learners. Sara Ann Rutherford Quach, Stanford University
- Positioning, Identity, and Participation: A Cross-Sectional Investigation of Elementary English Learners’ Academic Literacy Experiences. Pamela J. Hickey, University of Maryland - College Park
- Reimagining Teaching: Occupational Identity and the Construction of Practice Among English-as-a-Second-Language (ESL) Teachers. Jan K. Nespov, The Ohio State University; Mari Haneda, The Ohio State University; Mariko Mizuno, The Ohio State University; Ying-Hsueh Cheng, The Ohio State University

75.026. Exploring Strategies to Improve Mathematics Achievement Trajectories Using Growth Modeling, Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood B
12:25 pm to 1:55 pm
Chair: Antionette D. Stroter, University of Iowa
Participants:
- Collaborative Teacher Inquiry: Working Together to Improve Grade 9 Mathematics Achievement. Douglas E. McDougall, University of Toronto; Limin Jao, OISE/University of Toronto
- Exploring Algebra II Students’ Problem-Solving Strategies. Jennifer Beimers, Pearson; Kelly S. Burling, Pearson Educational Measurement; Mary Vezey, Pearson
- Multiple Outcome Analysis of Spatial Temporal Mathematics in a Randomized Field Trial. Teomara Rutherford, University of California - Irvine; Melissa Kilbric, University of California - Irvine; Lindsey E. Richland, University of California - Irvine; Margaret Burchinal, University of California - Irvine; Anne-Marie M. Conley, University of California - Irvine; Stephanie H. Schneider, Orange County Department of Education; Lauren Duran, Orange County Department of Education; Natalie A. Tran, California State University - Fullerton; Keara Osborne, University of California - Irvine; David Shin Lee, University of California - Irvine; Jennifer Joan Long, University of California - Irvine; Andrew Coulson, MIND; Fran Amoreno, MIND; Abby Daniels, MIND; Michael E. Martinez, University of California - Irvine
- Using Hierarchical Linear Modeling (HLM) to Model Math Growth Trajectory: An Application to the Early Childhood Longitudinal Study (ECLS) K-5 Data. Yi Lu, University of Wisconsin

75.027. Teaching to Learn, Learning to Teach, Division I - Education in the Professions; Paper Session
Sheraton, Fourth Level, Oakley
12:25 pm to 1:55 pm
Chair: Maria Alejandra Blanco, Tufts University
Participants:
- Evaluating Outcomes of Professional Development Programs: A Review of Self-Report Methods. Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
- A Novel Program for First-Year Medical Students to Prepare for Clinical Training by Shadowing Residents. Simon Turner, University of Alberta; Cheryl-Anne Nadine Poth, University of Alberta; Jonathan White, University of Alberta
- Literature Review of Residents as Teachers From an Adult Learning Perspective. Rebecca D. Blanchard, Baystate Medical Center and Tufts University; Kevin T. Hinchee, Baystate Medical Center and Tufts University; Elisabeth E. Bennett, Baystate Medical Center and Tufts University
- The Experiences of Nursing Faculty Transitioning From Live to Online Teaching. Denise Passmore, University of South Florida
Discussant:
Steven J. Durning, Unformed Services University of the Health Sciences

75.028. Exploring the Role of Race in Postsecondary Education Research, Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
12:25 pm to 1:55 pm
Chair: Ronald D. Flowers, Eastern Michigan University
Participants:
- Inverting the Lens: An Exploration of White Student Experiences at Public Historically Black Colleges and Universities (HBCUs). Noah Daniel Drezner, University of Maryland - College Park; Steve D. Moby, University of Maryland; Rebecca C. Villareal, University of Maryland
- The Use of Race in Higher Education Research. Marc P. Johnston, University of
75.029. Facilitating Academic Engagement and Learning in Higher Education: Evidence From Four Large-Scale Endavors. Division J - Postsecondary Education; Symposium JW Marriott, Third Level, Ile de France I 12:25 pm to 1:55 pm

Chair: Josipa Roksa, University of Virginia
Participants:
- The Wabash National Study: The Impact of Teaching Practices and Institutional Conditions on Student Growth. Charles Blaich, Wabash College; Kathleen Wise, Wabash College
- UnEqual Learning on College Campuses. Richard B. Arum, New York University; Josipa Roksa, University of Virginia
- The Social Sciences and Humanities in the Undergraduate Curriculum: Civilization Education and Its Discontents. Steven G. Brunt, University of California - Riverside; Allison M. Cantwell, University of California - Riverside; Preeta Saxena, University of California - Riverside

Discussant: Mitchell Stevens, Stanford University

75.030. Psychological Literacy and Global Citizenship: Why Should Psychology Educators Care? Division J - Postsecondary Education; Symposium JW Marriott, Third Level, Maurepas 12:25 pm to 1:55 pm

Chair: Jacquelyn Cranney, University of New South Wales
Participants:
- Psychological Literacy and the Psychology Curriculum: New Global Directions. Dana Dunn, Moravian University
- Psychological Literacy and Adaptive Cognition. Jacquelyn Cranney, University of New South Wales; Sue Morris, University of New South Wales
- Psychological Literacy and Applied Psychology in Undergraduate Education. Josephine Mary Milne-Home, University of Western Sydney
- Educational Psychology and Psychological Literacy in Higher Education: Developmental and Cultural Aspects of Racial Diversity. Marsha M. Ing, University of California - Riverside; Nida Denson, University of Western Sydney
- Perspectives From the Social Psychology of Intergroup Harmony. Fiona A. White, The University of Sydney

75.031. The Economic Returns of Higher Education. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Frontenac 12:25 pm to 1:55 pm

Chair: Mariam Orkodashvili, Vanderbilt University
Participants:
- Labor Market Attainment and College Aid: Evidence From Recent Chinese College Students. Po Yang, Peking University
- Quantifying the Public Good of Higher Education: Calculating Public Returns to Higher Education With State Longitudinal Data Systems (SLDS) Data. Tom Schenck, Iowa Department of Education
- State Economic Performance, Degree Production, and Higher Education Appropriations. Marvin A. Titus, University of Maryland
- The Changes in Private Return to Higher Education in Taiwan: Evidence From the Manpower Utilization Quasi-Longitudinal Survey (MULQS) 1999-2007. Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University

Discussant: William R. Doyle, Vanderbilt University

75.032. A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 3 12:25 pm to 1:55 pm

Chair: Carol B. Olson, University of California - Irvine
Participants:
- A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary School English Language Learners. Carol B. Olson, University of California - Irvine
- Academic Language Instruction for Mainstreamed Secondary School English Language Learners. Robin Scarella, University of California - Irvine; Tina Matachniuk, University of California - Berkeley
- Cognitive Strategy Use: A Longitudinal Study. Tina Matachniuk, University of California - Irvine; Monica Yoo, University of California - Berkeley
- Observing Teachers for Fidelity and Quality of Instruction: Challenges and Opportunities. Matthew Pearson, DePaul University

Discussant: P. David Pearson, University of California - Berkeley

75.033. Building a Relational Learning Community in Professional Development. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 8 12:25 pm to 1:55 pm

Chair: Miriam B. Raider-Roth, University of Cincinnati
Participants:
- Destabilized Relationships: A Catalyst for Growth and Learning. Vicki Steha, Northern Kentucky University
- Sonya and Matt: Two Stories of Encounters With “Challenging” Text Study Practices. Carrie Anne Tarpin, University of Cincinnati
- Triggering Cultural Life Stories: The Intersection of Culture, Identity, and Text. Mark Kohun, University of Cincinnati
- A Relational Learning Community in Action: Reintegration and Transformation. Miriam B. Raider-Roth, University of Cincinnati

Discussant: Sharon Feiman-Nemser, Brandeis University

75.034. Reflection and Other Forms of Mentoring Support for New Teachers. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, La Galerie 1 12:25 pm to 1:55 pm

Chair: Sherry Ann Dorn-Giarmoleo, Claremont Graduate University
Participants:
- K-16 Professional Learning Communities: Further Evidence of the Impact on Teaching Practice and Student Learning. Judith A. Monsaas, University of Georgia; Janet Nyakserario Mogose, Jackson State University; Beryl Ann Bray, University of Georgia
- New York City Teaching Fellows: Navigating Gaps Between Vision and Practice in Special Education. Eliza S. Engelberg, Teachers College
- Reflecting Processes: An Approach to Research and Discovering Learning Outcomes in a Peer-Mentoring Project. Kristen Chorba, Kent State University; Anne B. Morrison, Kent State University
- Subjectivities at Stake in Professional Development: Teacher and Researcher Performative Repetitions in Interviews. Sophia Sarangi andes, Westfield State University
- The Interaction Between Group Processes and Personal Professional Trajectories in a Professional Development Community for Teacher Educators. Limor Hudar, University of Haifa; David Brody, Efritz Teachers’ College

Discussant: Rosalyn L. Lehman, University of Wisconsin - Milwaukee

75.035. Taking a Closer Look at the Performance Assessment of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 4 12:25 pm to 1:55 pm

Chair: Ena R. Hollins, University of Missouri - Kansas City
Participants:
- Assessing Preservice Teachers Before Certification: Perspectives on the Performance Assessment for California Teachers (PACT). Patrick Newell, University of California - Davis; Irina S. Okhremchouk, University of California - Davis; Rebecca Rosa, University of California - Davis; Pauline V. Holmes, University of California - Davis
- Use of Standards in Assessment of Teacher Candidates: Purposes Fulfilled and Untapped Potentials. Ruchi Bhattachary, Georgia State University

Discussant: Janny Stillman, University of Southern California
75.036. What Do You Mean “Teaching for Social Justice”? Different Conceptions in Social Justice Teacher Education. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm
Chair: Kenneth Zeichner; University of Washington
Participants:
- Enacting Compassionate, Critical, Justice-Oriented Teacher Education. Hilary Geilhach Conklin, DePaul University
- "Mathematics as Unneutral": Teaching as a Political Act. Courtney Koester; The University of Arizona
- Podcasting for Social Justice? Connie North, University of Maryland - College Park
- Seeing With New Eyes: The Power of Equity Audits in Teachers’ Commitment to Social Justice. Katy Swalwell; University of Wisconsin - Madison
Discussant: Kenneth Zeichner; University of Washington

75.037. Transforming Education Under Mayoral Control: The Case of New York City. Division L - Educational Policy and Politics; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm
Chair: Jennifer A. O’Day; American Institutes for Research
Participants:
- Leadership and Governance in New York City School Reform. Paul Hill; University of Washington
- Parent and Community Engagement and the Sustainability Challenge. Eva Gold, Research for Action; Jeffrey R. Henig, Teachers College, Columbia University; Marion Orr; Brown University; Megan Silander; Teachers College, Columbia University; Elaine Simon; University of Pennsylvania
- Financing K-12 Education in the Bloomberg Years: 2002-2008. Leanna Stiefel; Wagner Graduate School of Public Service; Amy E. Schwartz; New York University
- Managing for Results at the New York City Department of Education. Stacey Childress; Harvard University; Monica Higgins; Harvard University; Ann Ishimaru; Harvard University; Sola Takahashi; Harvard University
Discussant: Charles M. Payne; University of Chicago

75.038. Using Value-Added to Improve Teaching and Learning: Promises and Pitfalls. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
12:25 pm to 1:55 pm
Chair: Douglas N. Harris; University of Wisconsin - Madison
Participants:
- Value-Added Measures of Educator Performance: Clearing Away the Smoke and Mirrors. Douglas N. Harris; University of Wisconsin - Madison
- Using Value-Added in Charlotte-Mecklenburg. Andrew D. Baxter; University of North Carolina - Charlotte
- Using Value-Added in Fort Worth. Shana Michele Shaw; Harvard Strategic Data Project
- Using Value-Added in Milwaukee. Deborah L. Lindsey; Milwaukee Public Schools, Wisconsin
Discussant: Susan M. Johnson; Harvard University

Digital Literacies and Literature: Creating Hybrid Learning Contexts for Latino Students. Carmen M. Martinez-Roldan; University of Texas - Austin
"Te Acuerdas Como Te Ensené?" Documenting Learning and Participation in La Clase Mágica. Christian Ellen Zaniga; University of Texas - Austin
Who Am I? Who Can I Become? Eydie Lugo; University of Texas - Austin
The Use of Mobile Learning for Middle School English Language Learners. Jennifer Wivagg; University of Texas - Austin
Discussant: Olga A. Vasquez; University of California - San Diego

Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm
Chair: Rosemary A. Blanchard; California State University - Sacramento
Participants:
- Blinded by the (White) Light: A Critical Examination of Whiteness in the Context of Urban Aboriginal Education. Brooke Costello; Lakehead University; Marc Roderick Higgins; Lakehead University
- What Are the Rules of Resilience? Monique Rise Reedsa; University of Illinois - Chicago
- New Voices in the Old South: Latino Immigrant Students’ Experiences at One Georgia Middle School. Lucy Bush; Mercer University
- The Fallacy of Repossessing the Dispossessed: Citizenship Education With Incarcerated Youth. Debbie Soua; Hunter College - CUNY
- Vice Provost Initiative for Pre-College (VIP) Scholars: A Program for Resistance Through Libratory Curriculum. Neshemah Keetin; University of California - Los Angeles; Joni Tunstall; University of California - Los Angeles

75.041. Early Childhood Vocabulary Learning: From Child Development to Professional Development. SIG-Early Education and Child Development; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
12:25 pm to 1:55 pm
Chairs:
- X. Christine Wang; University at Buffalo, SUNY
- Tanya M. Christ; Oakland University
Participants:
- A Case Study of an English Language Learner’s Vocabulary Development Through Peer Interactions in a Universal Pre-Kindergarten Class. Ersoy Erdemir; University at Buffalo - SUNY
- The Effect of Fiction and Nonfiction Read-Alouds and Extension Activities on the Vocabulary of Head Start Children. Rebecca Diefen Silverman; University of Maryland - College Park; Jennifer DiBara Crandall; Salem State College
- Training Head Start Teachers to Promote Children’s Vocabulary Through Book Reading. Annemarie H. Hindman; Temple University; Barbara Wiszik; Temple University
- Fostering a Community of Practice to Support Head Start Teachers’ Vocabulary Instruction. X. Christine Wang; University at Buffalo, SUNY; Tanya M. Christ; Oakland University
Discussant: Barbara Diane DeBaryshe; University of Hawaii

75.042. Les Enfants: Experiences of Environment and Community in and out of School. SIG-Environmental Education; Paper Session
JW Marriott, Third Level, Orleans
12:25 pm to 1:55 pm
Chair: Carol B. Brandt; Virginia Polytechnic Institute and State University
Participants:
- Having a Significant Other Place: Exploring Tensioned Sense of Place of Urban Youth. Muyuan Lii; Georgia State University
- Unearthing an Educator’s Ecological Niche. Cynthia Christina Coleman; University of the Pacific
- Student Perceptions of Outdoor Educational Experiences. Cynthia Edlund; Walden University
- Youth Participation in Environmental Action Projects: Building Capacity for Community Leadership. Robert B. Stevenson; James Cook University

75.043. Understanding the Disenfranchisement of Latino Males: Contemporary Perspectives on Cultural and Structural Factors. SIG-Hispanic Research Issues; Symposium
Sheraton, Fourth Level, Southdown
Participants:
Chair:
75.046. Extending, Expanding, and Applying the Construct of Mathematical
Chair: SIG-Research
Anchoring the Measurement of Machismo and Latino Male Identity in Contemporary Definition and Theory. Maria Felix-Ortiz, University of the Incarnate Word
Creating Spaces for Holistic Resistance: Walking Social Justice With Chicanx Youth. Marcos Pizarro, San José State University
Undocumented Latino Youth Strategizing for Access to Higher Education. Christina Gomez, Northeastern Illinois University
Discussant:
Pedro A. Noguera, New York University

75.044. Education and Economic Development. SIG-International Studies; Paper Session
Sheraton, Third Level, Napoleon Ballroom D
12:25 pm to 1:55 pm
Chair: Stephen P. Heyneman, Vanderbilt University
Sharon Anne O’Connor-Petruso, Brooklyn College - CUNY
Participants:
An Investment in Education in Vietnam: A Study of Return and Education Choice. Haoyi Zhao, Kobo University
Quality of Education, Comparability, and Assessment Choice in Developing Countries. Daniel A. Wagner, University of Pennsylvania
Is Indonesia’s Rate of Return to Education Changing? Victor James Sensenig, The Pennsylvania State University

75.045. Advancing the Educational Achievement of Black Males. SIG-Research Focus on Black Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
12:25 pm to 1:55 pm
Chair: Scott L. Graves, Bowling Green State University
Participants:
Engaging African American Males for Educational Success. Robin L. Hughes, Indiana University - Indianapolis; Mark Giles, Miami University; Demetres Lee Hutchins, Indiana University; Timothy Louise Baker, Indiana University; Khaula Murtadha, Indiana University/Purdue University at Indianapolis
New Visions of Collective Achievement: African American Males’ Cross-Generational Schooling Experiences. Darrell C. Hucks, Keene State College
The African American Male Advancement Via Individual Determination Initiative: A Study of Implementation and Impact on Student Aspirations and Performance. Karen M. Watt, University of Texas - Pan American; Patricia Reyes, University of Texas - Pan American; Cynthia Sanchez, University of Texas - Pan American; Ayssa Altahif, University of Texas - Pan American

75.046. Extending, Expanding, and Applying the Construct of Mathematical Knowledge for Teaching, SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
12:25 pm to 1:55 pm
Chair: Joanne Lobato, San Diego State University
Participants:
Middle School Teachers’ Knowledge of Proportional Reasoning for Teaching. Joanne Lobato, San Diego State University; Erik D. Jacobson, University of Georgia; Bridget Druken, San Diego State University; Chandra H. Orell, University of Massachusetts - Dartmouth
Tracing Professional Development to Practice: Understanding the Role of Mathematical Knowledge for Teaching (MKT) in One Teacher’s Instructional Decisions. Chandra H. Orell, University of Massachusetts - Dartmouth; Julie Kittleson, University of Georgia
Using a Professional Development Environment to Examine Teacher Learning of the Equi-partitioning Learning Trajectory. Paola Sztajn, North Carolina State University; Jere Confrey; North Carolina State University; Holt Wilson, North Carolina State University; Cyndi Edgington, North Carolina State University
Discussant:
Patrick W. Thompson, Arizona State University

75.047. Factors That Influence English as a Second Language Learners’ Reading Development. SIG-Research in Reading and Literacy; Paper Session
Doubletree, Second Level, Shadows
12:25 pm to 1:55 pm
Chair: Jill Fitzgerald, University of North Carolina - Chapel Hill
Participants:
Is Oral-English Ability Related to Young Latinos’ English-Reading Trajectory? Sandra Garcia, University of North Carolina - Chapel Hill; Steven J. Amendam, North Carolina State University; E. Jackie Relyea-Kim, University of North Carolina - Chapel Hill; Jill Fitzgerald, University of North Carolina - Chapel Hill
Effects of Language-Enriched Phonological Awareness Instruction on Phonological Awareness, Oral Language Proficiency, and Word Reading of Chinese English-as-a-Second-Language Kindergarteners. Susanna Siu Sze Yeung, The Hong Kong Institute of Education; Carol K. Chan, University of Hong Kong
Influences of English Language Learners’ Reading Motivation and Home Literacy Activities on Reading Achievement. Pei-Jung Cho, University of Missouri - Kansas City; Ifonza Wei, University of Missouri
Immigration, Globalization, and Second Language Literacy Development. Mary Esther Huerta, Texas State University - San Marcos; Bertha Perez

75.048. Classroom Climate, Student Connections, and Outcomes. SIG-School Community, Climate, and Culture; Paper Session
Sheraton, Fourth Level, Gallier
12:25 pm to 1:55 pm
Chair: Amy E. Swain, University of North Carolina - Chapel Hill
Participants:
Family Worlds, High Schools, and Opportunity Structures: Voices of Academic Students. Mandira Rakshit, University of Toronto
Military Connected Schools: Community, Family, School, and Individual Factors That Impact Social and Academic Outcomes. Kris M. De Pedro, University of Southern California; Ron Avi Astor, University of Southern California; Joel Núñez Estrada, University of Southern California; Rami Benbenishty, Bar-Ilan University; Gabrielle R. Dejoie Smith, University of Southern California
The Relationship Between School Climate and Key Educational Outcomes for Urban Middle School Students. Adam Voight, Vanderbilt University; Carol Nixon, Eduvante, Inc.; Maury Nation, Vanderbilt University

75.049. Effective Science Teaching for English Language Learners. SIG-Science Teaching and Learning; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm
Chair: Jerome M. Shav, University of California - Santa Cruz
Participants:
Conceptual Framework for Effective Science Teaching for English Language Learners (ESTELL). Trish Stoddart, University of California - Santa Cruz
Establishing a Science Methods Course With a Focus on English Language Learners in Three Different Universities. Alberto J. Rodriguez, San Diego State University
Measuring Novice Teacher Knowledge, Beliefs, and Practices in Effective Science Teaching for English Learners. Jorge L. Solís, University of California - Santa Cruz
Preservice Teacher Dispositions and Practices About Effective Science Instruction for English Learners. Marco A. Bravo, Santa Clara University; Eduardo Mosqueda, University of California - Santa Cruz
Discussants:
Okhee Lee, University of Miami
Sharon J. Lynch, The George Washington University
75.050. Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools. SIG-Urban Learning, Teaching, and Research; Symposium Sheraton, Second Level, Rhythms Ballroom II 12:25 pm to 1:55 pm

Chairs: Joan T. Wynne, Florida International University Maria K. Lovett, Florida International University

Participants:
- Symposium Panelist Summary: Quality Education Designed for Underserved Students. Joan T. Wynne, Florida International University
- Symposium Panelist Summary: Constitutional Property Versus Constitutional People. Robert Moses, Florida International University
- Symposium Panelist Summary: Culturally Responsive Pedagogies, Lessons From Teachers. Lisa Denise Delpit, Florida International University
- Symposium Panelist Summary: Teachers Who Create Educational Excellence in the Classroom. Theresa Perry, Simmons College

Division and SIG Roundtables

75.051. Roundtable Session 55; Roundtable Session 75.051-1. Internal and External Dynamics of Capital for K-12 Leaders and Stakeholders. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: RoSusan D. Bartee, The University of Mississippi

Participants:
- Bridging the Gap Between Theory and Practice: An Intra-Educational Analysis of Capital and Its Diverse Forms for Educational Opportunity and Attainment. Susan S. McClelland, The University of Mississippi
- Mathematics Matters: Policies and Practices That Impact Access to and Outcome in the K-12 Pipeline. Loretta A. Buckley, Jackson State University
- Capital Gains and Losses: The Roles of Political, Social, and Cultural Capital in School Reform and School Access. Sheneka M. Williams, University of Georgia; Robert W. Gaines, University of Georgia

75.051-2. Leadership Re-Framed: Inquiry Into Cognition, Disposition, and Comparative Policy Contexts. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Liz Barber, North Carolina A&T State University

Participants:
- Cognitive Load, Experiential Learning, and Principal’s Work: Leadership and Cognition in the United States and Taiwan. Yi-Hwa Liu, University of Wisconsin - Madison; Kent D. Peterson, University of Wisconsin - Madison
- Using Cross-Cohort Analysis to Inform Program and Assessment Design in Educational Leadership. Frederick Chaim Buskey, Western Carolina University; Meagan Karvonen, Western Carolina University; Eric M. Pitts, Western Carolina University

75.051-3. Strategies for Assessing Leadership Development: From Psychometrics to Performance. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Ellen W. Eckman, Marquette University

Participants:
- A Leadership Learning Community: A Tri-Level Professional Development Approach to Creating a Community of Practice. Mitzi P. Trahan, University of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette
- The Competence Profile School Management: Development and Evaluation (Psychometric Analysis and Social Validity) of an Online Self-Assessment Inventory for School Leaders. Stephan Gerhard Huber, Institute for the Management & Economics of Education; Marius Schwander, University of Teacher Education Central Switzerland; Lea Krivienhuihl, University of Teacher Education Central Switzerland; Esther Kaufmann, University of Teacher Education Central Switzerland

75.051-4. Student Achievement, Characteristics, Participation, and Persistence. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Rema Ella Reynolds, University of California - Riverside

Participants:
- Changed Learning Through Changed Space: When Can a Participatory Approach Challenge Preconceptions and Alter Practice? Pamela Woolner, Newcastle University; Sheila Irene McGratt, Suffolk County Council; Elaine Hall, Newcastle University; Kate Wal, Newcastle University; Steven Edward Higgins, Durham University
- Hispanic Student Achievement and Elementary School Size: A Multyear Statewide Analysis. Pamela Zuda, Courre Independent School District; John R. Slate, Sam Houston State University; Julie P. Combs, Sam Houston State University
- Impact of Participation in Dual Enrollment on Persistence and Academic Achievement at a Community College. Floridaida Correa, Victoria College; Kamil Bouzekanani, Texas A&M University - Corpus Christi
- The Differential Likelihood and Impact of Arrest by School Characteristics. Christopher C. Weiss, Columbia University; Elizabeth Christine Baker-Smith, Columbia University

75.051-5. The Impact of Multiple Stakeholders on Student and School Improvement. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Adriana Villavicencio, New York University

Participants:
- Caring in Action: Meeting Individual Student Needs via a Teacher-Led Charitable Foundation. Joanne M. Marshall, Iowa State University
- Examining Academic and Social Outcomes of a Community-Based Intervention for Homeless and Highly Mobile Families. Peter Michael Miller, University of Wisconsin - Madison; Kerri Tobin, Vanderbilt University
- The Principal’s Role in Facilitating Inclusive School Environments. Mike Parr, Nipissing University
- The Uncritical Embracement of Parental Involvement as a School Improvement Strategy: Lessons From Latino-Impacted Schools in a Midwestern State. Daisy Denise Alfaro, University of Washington; Gerardo R. Lopez, Indiana University

75.051-6. The Role of Teacher Leaders in Curriculum and Outcomes. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Paula M. Short, Tennessee Board of Regents

Participants:
- Preparing Effective Mentors in a Standards-Based School Leadership Development Program. Stuart Ives Carrier, National-Louis University; Carol A. Burg, National-Louis University
- Teacher Instructional Leadership in Context, a Comparative Case Study. Joanna Michelson, University of Washington
Teachers Learn to Lead in the Classroom: An Action Research Model. Leena S. Furtado, California State University - Dominguez Hills

The Relationship Between Initial Teacher-Leadership Self-Efficacy and Leadership Roles for Second-Stage Math Teachers. Serigne Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Jay Gottlieb, New York University

The Tenets of Practice in the Development of Curriculum Leaders. Louise A. Allen, South Carolina State University; Audrey M. Dentith, University of Texas - San Antonio; Fredrika Harper, Oak Creek-Franklin Joint School District

75.051-7. Women Superintendents: Builders, Menders, and Sustainers. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Charol Shakeshaft, Virginia Commonwealth University

Participants:

Spiritual Leadership of African American Women Superintendents. Shannon Smith, Sussex School Division

Cosuperintendents: A Solution to the Job Demands of the Superintendency. Juanita M. Simmons, University of Missouri - Columbia

Leadership for Learning: Women Superintendents Make Decisions. Charol Shakeshaft, Virginia Commonwealth University; Margaret Grogan, Claremont Graduate University

75.051-8. Special Education Observation and Evaluation Studies. SIG-Special Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Jennifer F. Samson, Hunter College - CUNY

Participants:
Impact of Professional Development on Preschool Teachers’ Use of Embedded-Instruction Practices. Patricia A. Snyder, University of Florida; Mary Louise Hemmeter, Vanderbilt University; Susan Sandall, University of Washington; Mary E. McLean, University of Wisconsin - Milwaukee

Writing Persuasively With Counter Reasons: Success With Students With Emotional Disabilities. Margo A. Mastropieri, George Mason University; Thomas E. Scruggs, George Mason University; Nancy Irby, George Mason University; Dani Bronaugh, George Mason University; Mary Guckert, George Mason University; Catherine Thompson, George Mason University

Implementation of Assistive Technology in Classrooms by Students With Learning Disabilities. Margaret E. Bausch, University of Kentucky

International Distance Learning in Special Education: A Program Evaluation of a U.S.-Ecuador Collaboration. Rebekah McPherson


Chair: Rachel Endo, Hamline University

Participants:
“I Don’t Want to Be an Accountant, but Do I Have a Choice?” Asian Americans, Occupational Segregation, and Career Development. Ohyun A. Pooh, University of Massachusetts - Boston

English Learners’ Willingness to Communicate Within Authentic Contexts. Chuang Wang, University of North Carolina - Charlotte; Lan Quach Kolon, University of North Carolina - Charlotte

Reaching a Compromise: How Pinay College Students Make Meaning of Parental Expectations. Chiara Chastina Gregania Paz, University of California - Los Angeles

75.051-10. Contexts for Studying the Production of Digital Narratives. SIG-Media, Culture, and Curriculum; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Participants:
Methodological Issues in Field-Based Digital Ethnography: The Case of an After-School Media Program. Dino Sossi, Teachers College, Columbia University

Students’ Digital Stories: The Role of the Teacher, Master Narratives, and Representation. Julie Thompson Keane, University of North Carolina - Chapel Hill

What’s in a Place? Rural Media Literacy in Appalachia. Damian Gibbons, University of Wisconsin - Madison

75.051-11. SIG Instructional Technology: Technology Applications to Health. SIG-Instructional Technology; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Kun Huang, University of Oklahoma

Participants:
Dissecting Alterity: Face-to-Face Ethical Relations in the Digital Realm. Ian Devenney, York University

Responsive Evaluation as a Guide to Implementation: Case Study of the Design of an E-Health Learning System. Scott P. Schaffer, Purdue University; Hannah Kim, Purdue University; Bart Collins, Purdue University

The Integration of Simulation Into a New Graduate Nurse Residency Program: Outcomes and Implications. Amy Nichols, Lucile Packard Childrens Hospital; Sean Francis Early, Versant LLC; Julie Kennedy, Lucile Packard Childrens Hospital

75.051-12. Adolescent Issues of Disconnect: Perceptions, Dialogue, Social Change, and Leadership. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Julius Davis, Bowie State University

Participants:
Complement or Harassment? Male Students’ Perceptions of Sexual Harassment in High School. Regina E. Rahimi, Armstrong, Atlantic State University; Delores D. Liston, Georgia Southern University

Getting Slammed: White Depictions of Interracial Dialogues as Arenas of Violence. Robin J. Diangelo, Westfield State College


Two Perspectives on Leadership: The Adolescent, the Adult, and the Resulting Disconnect. Margaret M. Ferrara, University of Nevada - Reno; Brittany Russell, University of Nevada - Reno

75.051-13. Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities. SIG-Indigenous Peoples of the Americas CospONSOREd by Division B - Curriculum Studies; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair: Sandra J. Wolf, Lakehead University

Participants:
Challenging the Hollywood Indian: Déroulement as Pedagogy. Lee M. Adcock, University of North Carolina - Chapel Hill

Preparing Nishnawbe Aski Teachers to Teach Through Language and Culture: Teacher Educators’ Experiences Working in a Community-Based Native Teacher Education Program. Julian D. Kitchen, Brock University; John H. Hodson, Brock University

Striving and Surviving: The Phenomenology of the First-Year Teaching Experience. Michael D. Smith, SUNY - College at New Paltz

75.052. Roundtable Session 56; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm

Chair: Sarah A. Robert, University at Buffalo - SUNY

Participants:
Shadowflection: An Emergent Methodology. Jeremy Ortolo, Indiana University Answers in Research as Transitions and Openings. Mirka E. Korot-Ljungberg, University of Florida; Timothy Michael Barko, University of Florida

75.052-2. Strengthening the Pipeline of Highly Qualified Teachers of Black Students. SIG-Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Mary E. Dilworth, National Board for Professional Teaching Standards

Participants:
Black Males’ Positive Perceptions of Educational Leaders: Case for Continuity and Congruence in Education Environments. Kevin Anthony Dougherty, University of California - Los Angeles; John L. Taylor, The University of Arizona
“I Want to Do the Right Thing but What Is It?” White Teachers’ Experiences With African American Students. Malik S. Henfield, University of Iowa

75.052-3. A Roundtable Discussion: Insight Into Beginning Reading Instruction. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Kristina N. LaVenia, Florida State University

Participants:
Are Your Kids Good Readers? Since When? Importance of Early Mastery of Basic Reading Skills. Erin Chaparro, University of Oregon; Kelli Cummings, University of Oregon; Yonghao Park, University of Oregon; Jorge Preciado, Seattle Pacific University
Can Word-Families Flashcards Facilitate Acquisition of Word Recognition Skills in Kindergarteners? Cheryl C. Durwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University
Helping Students Succeed: A Tutoring Program to Help Struggling Students Improve Reading Comprehension and Motivation. Amy W. Thornburg, Queen’s University of Charlotte; Suzanne E. Horn, Queens University of Charlotte
More Than Good Intentioned Help: Impacts of Volunteer Tutoring on Struggling Elementary Readers. Eunjoo Jung, Syracuse University; Victoria J. Moljese, University of Louisville; Ann E. Larson, University of Louisville

75.052-4. Building Reading: Insights From a Round Table Discussion. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Phyllis Underwood, Florida State University

Participants:
Moving Picture Books: Moving Children’s Incidental Learning Through E-Books. Anne McGill-Franzen, University of Tennessee; Maria Cahill, Texas Woman’s University
Qualitative Findings From an Upper Elementary Grade Formative Experiment in Comprehension Vocabulary Instruction. Patrick C. Manyak, University of Wyoming; Heather Peterson, University of Wyoming
“Build With What They Have”: Constructing New Spaces for Writing in a Fourth-Grade Classroom. Melissa Mosley, University of Texas - Austin; Katie Peterson, University of Texas - Austin; Nathaniel Urish Weber, University of Texas - Austin; Nicholas Solis, Hillcrest Elementary School

75.052-5. Creative Approaches to Learning: Pedagogical Agents and Virtual Worlds. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Aaron Doering, University of Minnesota

Participants:
Preliminary Evidence for the Effectiveness of an Agent-Based Creativity Support Tool. Yoon Jeon Kim, Florida State University; Amy L. Baylor, Florida State University
Children’s Identity: Learning in the Virtual Worlds of Sims 2 and Harry Potter.

75.052-6. From iPads to Podcasts: A Look at Social Media and 21st-Century Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Denise L. Lindstrom, Fairmont State University

Participants:
A Study on Faculty’s Use of Social Media in Teaching and Learning. Baiyun Chen, University of Central Florida; Thomas Breyer, University of Central Florida
Not Ready for School Time: High School Students’ Experiences With an iPad E-Book Reader. Ting Yuan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University

75.052-7. From Video Games to Documentaries: A Close Look at Factors Impacting Achievement. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Evrin Baran, Iowa State University

Participants:
Exploring Skills and Attitudes Toward Online Reading: Analyzing the Survey of Online Reading Dispositions. S. Michael Putnam, Ball State University
STEPS to Literacy: Developing a Digital Writing Space for Emergent Bilingual Adolescents. Charles K. Kinzer; Teachers College, Columbia University; Jo-Anne Klefgen, Teachers College, Columbia University; Briana Ronan, Columbia University; Kristin Georski, Columbia University; Caitlin Nagle, Columbia University; Karen Velasquez, Columbia University
Using Games to Support the Practice of Argumentative Discourse Skills on Ethical Issues. Karen Lori Schrier, Columbia University; David Shaenfield, Teachers College, Columbia University
A Comparison of Traditional Expository Narrative Documentary and Critical Ciné-Ethnography Products as Research Outcomes. Jonathan Gratch, University of North Texas; Scott Joseph Warren, University of North Texas; Anjum Najmi, University of North Texas; Deborah Blackwell, University of North Texas; Leila Mills, University of North Texas; Shelly Zhu, University of North Texas; Amy Trombley, University of North Texas; Mary A. Fuller, University of North Texas; Jennifer Lee, University of North Texas

75.052-8. Using Technology for Learning: Looking at Student Outcomes, Sequencing, Transfer, and Web-Based Systems. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair:
Robert J. Tierney, The University of Sydney

Participants:
The Effect of Segmentation on Immediate and Delayed Knowledge Transfer in a Multimedia Learning Environment. Gina J. Mariano, Troy University
The Impact of Computer Programming on Sequencing Ability in Early Childhood. Elizabeth R. Kazakoff, Tufts University; Marina U. Bens, Tufts University
Technology Use and Student Outcomes: An Empirical Examination of Research Approaches. Jing Lei, Syracuse University
Examining Evaluation Structures in Adaptive Web-Based Learning Environments. Raymond Flores, Texas Tech University; Ismailan Arslan-Ari, Texas Tech University; Fatih Ari, Texas Tech University; Fethi A. Inan, Texas Tech University
Tuesday Afternoon, April 12, 2011

75.052-9. Studies of Teachers’ Learning in Social Studies, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Janet E. Alleman, Michigan State University

Participants:
Lesson Study: Understanding Student Learning, Natalie Bolton, University of Missouri - St. Louis
Praxis and the Preservice Teacher: Breaking With Hegemony, Caroline C. Sullivan, Georgia State University; Jane Marie Saunders, Texas State University
Preservice Teachers’ Perceptions of Initial Experiences in Teaching Democratic Citizenship Education to Elementary Students, Janie Daniel Hubbard, The University of Alabama; Cynthia S. Sinal, The University of Alabama; Sharon Ross, The University of Alabama; Lynn A. Kelley, University of West Alabama

75.052-10. Roundtable Session: Science Teachers, Curricula, and Teaching, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Alexandra Olivia Santau, Duquesne University

Participants:
Alignment of the Grade 12 Physical Sciences Examination and the Core Curriculum in South Africa, Nazeem Edwards, Stellenbosch University
Inquiry-Oriented Teaching Skills and Research Skills: Competing or Compatible Skills, David F. Feldon, University of Virginia; Cindy K. Stiegelmeier, University of South Carolina
The Development of Mathematics and Science Teacher Efficacy During an Alternative Middle Grades Certification Program, Diane Joss Ketelhut, Temple University; Kristie Jones Newton, Temple University
Why Are We Sharing Our Teachers? Urban Museum and University Preparing Urban Science Teachers, Maritza B. Macdonald, American Museum of Natural History; Angela M. Kelly, Lehman College - CUNY; Adriana E. Aquino-Gerard, American Museum of Natural History; Gillian Ursula Bayne, Lehman College - CUNY

75.052-11. Roundtable Session: Enhancing Science Content Achievement, Knowledge Organization, and Problem Solving, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Felicia Moore Mensah, Teachers College, Columbia University

Participants:
Examination of Factors Contributing to Effective Knowledge Organization in Organic Chemistry, Jennifer Kim, Stanford University; Kiruthiga Nandagopal, Stanford University; Enrique Lopez, Stanford University; Evan Szu, Stanford University; Richard J. Shavelson, Stanford University
Helping Students Solve Physics Problems Conceptually: The Impact of Collaborative Tagging in a Smart Classroom Environment, Michelle Lui, OISE/University of Toronto; Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto
The Development of Knowledge Organization in Undergraduate Organic Chemistry: An Investigation Examining Underrepresented Minorities, Enrique Lopez, Stanford University
What Secondary School Classrooms Gained From Technological Design: A Meta-Analysis, Barbara J. Pellegrini, Step Consulting; Kate Heroux, Loyola University Chicago

75.052-12. Roundtables: Cognition, Epistemology, and Comprehension, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Fernand Gervais, Laval University

Participants:
Thinking Styles and Conceptions of Creativity of University Students, Chang Zha, Wijre Universiteit Brussel, Belgium; Li-Fang Zhang, University of Hong Kong
Ways of Knowing Malleability Across Social Contexts, Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter, San José State University
The Effects of Mood on Moment-by-Moment Text Comprehension, Catherine M. Bohn-Gettler, Wichita State University; David Rapp, Northwestern University
Reading Comprehension Assessment: A Case of Misalignment, Taslima Rahman, University of Maryland - College Park; Patricia A. Alexander, University of Maryland, Robert J. Misley, ETS; Emily W. Fox, University of Maryland
Effects of Initial Mental Model Construction on Mental Model Development, Performance, Intrinsic Motivation, and Metacognition in a Task-Centered Learning Environment, Aaron Kim, Florida State University; J. Michael Spector, University of Georgia; Valerie J. Shute, Florida State University

75.052-13. Roundtable Session: Representation, Uncertainty, and Action in Science Learning, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Joseph Leo Zavicki, Buffalo State College - SUNY

Participants:
Arranging Climate Maps for Comparative Purposes, Michael Urban, Bemidji State University
Environmental Actions Initiated by Grade 5 Students in Response to Learning About Climate Change, Azza Sharkawy, Queen’s University; Richard J. Reeve, Queen’s University
Peer Influence on Uncertainty Management in Collaborative Robotics Projects, Michelle Jordan, Arizona State University
Why Do Students Construct Unconventional Scales for Graphs? Cesar Delgado, University of Texas - Austin; Margaret Marie Lucero, University of Texas - Austin

75.052-14. New Perspectives on the Arts and Liberal Arts, Division C - Learning and Instruction Cosponsored by SIG-Arts and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Kimberly Marie Sheridan, George Mason University

Participants:
Toward an Embodied Liberal Arts, Jonathan W. Miller-Lane, Middlebury College
An Emerging Alternative Teaching-Learning Framework for Arts Education in a School Setting, Drawing On “Connoisseurship and Criticism”: The Creative Workshop as a Model for Class Work, Naomi Katsura, Toyo University

75.052-15. Roundtable Session: Fostering Engagement in Science Learning, Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:
Mogege David Mosimege, Northwest University

Participants:
An Examination of Instructional Activities in Elementary Science Texts: Promoting Scientific Communication, Julianne Maner Coleman, The University of Alabama; Marion J. Goldston, The University of Alabama; John A. Dantler, The University of Alabama - Birmingham
Connecting Young Learners With the World of Emerging Science: A Design-Oriented Case Study, James G. Buell, University of Illinois
Science Teaching and Learning Activities and Students’ Engagement in Science, Gillian M. Hampden-Thompson, University of York
Socially Entrepreneurial Teachers: Creating Scientific Engagement Through Social Outreach, Jeanne Koehler, Illinois Wesleyan University; Liora Bresler, University of Illinois
The Activated Science Learner: A Theoretical Framework for Studying Science Learning Opportunities for Children, Rena Dorf, University of California - Berkeley; Kevin Crowley, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Kristin Nagy Catt, University of California - Berkeley; Vanessa Beth Lujan, University of California - Berkeley; Scott M. Randol, University of California - Berkeley; Juna Z. Snow, University of California - Berkeley; Maia Werner-Avidon, University of California - Berkeley; Meghan Barbagale, University of Pittsburgh; Lisa Brahms, University of Pittsburgh
Tuesday, 12:30 pm
Governance Meetings and Events

76.001. AERA 2012 Annual Meeting Program Committee: Closed Meeting.
AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies IJ
12:30 pm to 5:00 pm
Chair:
Arnetha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University

Tuesday, 1:00 pm

77.010. AERA Grants Program Dissertation Grantee Capstone Conference
(Day 1 of 2). AERA Related Activities; Workshop
New Orleans Marriott, Fourth Level, Balconies MN
1:00 pm to 7:00 pm

Tuesday, 2:15 pm

Division Sessions

Committee on Scholars of Color in Education; Symposium
Sheraton, Third Level, Napoleon Ballroom B3
2:15 pm to 3:45 pm
Chair:
Virginia M. Gonzalez, University of Cincinnati
Participants:
Access to High-Quality Teachers and Teaching for Diverse Students. Liliana Minaya-Rowe, Johns Hopkins University
Negotiating Inequities in School Practices for English Language Learners in the Wake of Federal, State, and Local Mandates: Listening to Teachers’ Stories. Sharon H. Ulanoff, California State University - Los Angeles
Developing the Necessary Attributes for Becoming Culturally Efficacious Mathematics and Science Teachers. Belinda Bustos Flores, University of Texas - San Antonio
Discussant:
Carol D. Lee, Northwestern University

78.011. Rethinking Schools, Rethinking Leadership.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm
Chair:
Sylvia Mae Roberts, City College of New York - CUNY
Participants:
New Schools and the Teacher Labor Market in New York City. Matthew Kasman, Stanford University; Susanna Loeb, Stanford University
Creating Technology-Enriched Learning Environments for Teacher and Student Learning. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Gregg A. Garn, University of Oklahoma
Leveraging More Time for Whole-School Reform. David A. Farhman, National Center on Time and Learning
Predicting Chronically Underperforming Schools Nationally: Further Lessons From Chicago. Justin Baer, National Education Association; Michaela Gudetemova; Rex Costanzo, National Education Association
The Kalamazoo Promise and Perceived Changes in School Climate. Allison J. Kelaher Young, Western Michigan University; Gary J. Miron, Western Michigan University; Jeffrey N. Jones, Western Michigan University
Discussant:
Kathryn Bell McKenzie, Texas A&M University - College Station

78.012. Social Justice, School Equity, and Transformational Leadership for Administration.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm
Chair:
RoSusan D. Bartee, The University of Mississippi
Participants:
Leading Toward Social Justice: A Moral Quest of School Principals. Fei Wang, OSIE/University of Toronto
Occupying the Principal Position: Examining Relationships Between Transformational Leadership, Social Network Position, and Schools’ Innovative Climate. Nienke M. Moolenaar; University of Twente; Alan J. Daly, University of California - San Diego; Peter Sleeegers, University of Twente
The White Racial Frame in the Practice of School Leadership. Judith Toare, Carlow University; Dana Thompson Dorsey, University of North Carolina - Chapel Hill

78.013. Developing and Evaluating Three formats for Assessing Online Reading Comprehension.
Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm
Chair:
Donald J. Leu, University of Connecticut
Participants:
1. Results From an Initial Practicality Survey Designed to Inform Development of Online Reading Comprehension Assessments. Ian O’Byrne, University of Connecticut
2. Using Cognitive Labs to Refine Item Design for Assessments of Online Reading Comprehension in Open Authentic Internet Environments. Julie Cairo, University of Rhode Island; Lisa Zawilinski, University of Connecticut
3. Creating Open and Closed Internet Environments for Assessing Online Reading Comprehension. Michael Hillinger; Lexicon Systems LLC
4. Item Design for Multiple Choice Assessments of Online Reading Comprehension Through Cognitive Lab Data. Heidi Everett-Cacopardo, University of Connecticut; Greg McVerry, University of Connecticut
Discussants:
John P. Sabatini, ETS
P. David Pearson, University of California - Berkeley

78.014. Enhancing Motivation, Executive Function, Social Skills, and Achievement: The Impact of Peer Mentoring and Peer Tutoring.
Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm
Chair:
Lynn Meltzer, Research Institute for Learning and Development
Participants:
The Success, Motivation, Awareness, Resilience, Talents and Strategies (SMARTS) Mentoring Program: Fostering Self-Concept, Motivation, and Executive Function Strategies in Students With Learning Difficulties. Lynn Meltzer; Research Institute for Learning and Development; Ranjini Reddy; Research Institute for Learning and Development; Elizabeth Brack, Research Institute for Learning and Development; Sarina Basho, Research Institute for Learning and Development; Katelyn E. Kurkul, Tufts University
Peer Mediated Learning in Inclusive Secondary Social Studies Classrooms: Results of Two Field Trials. Margo A. Mastropieri, George Mason University
Enhancing Motivation and Executive Functioning in Writing: Combining Peer Support With Strategies Instruction Throughout the Writing Process. Karen R. Harris, Vanderbilt University; Steve Graham, Vanderbilt University
Peer Discussions During Collaborative Strategic Reading Group Work. Janette K. Klingner, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder
Discussant:
Thomas E. Scruggs, George Mason University

78.015. Examinations of Learning in Computer Gaming Environments.
Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Fourth Level, Balconies IJ
2:15 pm to 3:45 pm
Chair:
Richard A. Wainess, University of California - Los Angeles
Participants:
Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon A
2:15 pm to 3:45 pm
Chair: Shudamit Kapon, University of California - Berkeley
Participants:
Analogy and Relational Language: Mutually Support Children’s Learning of Relational Categories. Dedre Gentner, Northwestern University; Florence K. Anggoro, College of the Holy Cross
Transfer of Runnability in Learning Via Analogy. John J. Clement, University of Massachusetts - Amherst
On the Role of Prior Knowledge in Analogical Reasoning. Shudamit Kapon, University of California - Berkeley; Andrea A. diSessa, University of California - Berkeley
Understanding and Supporting Learning With Computational Models of Analogical Processing. Kenneth D. Forbus, Northwestern University
Discussant: David E. Brown, University of Illinois - Urbana-Champaign

78.017. Fostering Engagement With, and Interest and Motivation in, Primary and Middle School Science. Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
2:15 pm to 3:45 pm
Chair: Nathaniel J.S. Brown, Indiana University - Bloomington
Participants:
Stemming the Dropping Tide: Looking at Decline in Student Interest in Science During Middle School. Adam V. Maltese, Indiana University; Robert H. Tai, University of Virginia
Effects of the Science Discovery Narrative (SDN) on the Understanding of and Interest for Middle School Science Texts. Diana J. Arya, University of California - Berkeley; Andrew Mand, University of Oslo
Kindergarten Students’ Cognitive Engagement in Science Learning. Meng-Fang Tsai, Purdue University; Ala Samaranapangam, Purdue University
The Relationship Between Students’ Perceptions of Teacher Interpersonal Behavior and Motivation in Middle School Science. Julie Brockman Smart, Presbyterian College

78.018. Rater Cognition and Its Importance for Score Validity: Global Perspectives and Findings. Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm
Chair: Brent Bridgeman, ETS
Participants:
A Review of the Literature Concerning Rater Cognition. Isaac I. Bejar, ETS
An Investigation of Rater Cognition in the Assessment of Projects. Victoria Crisp, Cambridge Assessment
Discussant: Carol M. Myford, University of Illinois - Chicago

78.019. Expanding Latino Students’ Spaces for Learning: Mobilizing Knowledge Across Classroom Walls, Nations, and Digital Spaces. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
2:15 pm to 3:45 pm
Chair: Carmen M. Martinez-Roldan, University of Texas - Austin
Participants:
Fostering Digital Literacy Across Borders: Transdienstompractices in a Community Center for Adult Spanish-Speaking Immigrants. Silvia Cecilia Nogueron, Arizona State University
Digital Worlds as Spases for Latino Youth to Construct Narrative Commentary on Local/Global Issues. Theresa A. Megginis, Hofstra University; Andrea Garcia, Hofstra University
Collaborating Across Contexts: Forming a Model for Appropriating Youth and Digital Practices With Latino Students. Lisa Hope Schwartz, The University of Arizona
The Negotiation and Formation of Elementary School Children’s Social Identities in Game Playing. Cecilia Henriquez, University of California - Los Angeles
Youth Knowledge for Teacher Consumption. Danny Cortez Martinez, University of California - Los Angeles; Elexia Reyes McGovern, University of California - Los Angeles
Discussant: Norma E. Gonzalez, The University of Arizona

78.020. Teachers and Teacher Learning in the Social Context of School and Community. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
2:15 pm to 3:45 pm
Chair: Sandra Lucia Davila, University of Illinois - Urbana-Champaign
Participants:
A Conceptual Model of Teacher Social Capital. Cheri Hoff Minckler, University of Louisiana - Lafayette; Mitzi P. Trathan, University of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette
A Culturally Responsive Evaluation: Beneficiaries’ Experiences of a New Professional Development School. Soria Elizabeth Colomer, University of Georgia; Jori Ngoba Hall, University of Georgia; Melinda Freeman, University of Georgia; Tracie E. Costantino, University of Georgia; Isabelle Gettys Crowley, University of Georgia
Bridging the Gap Between School and Community. AmerCorps Members in Action. Kim D. MacGregor, Louisiana State University; Betty Irvine, Louisiana Delta Service Corps; Jimmel Liu, Louisiana State University - Baton Rouge
Inquiring From the Heart: Let’s Not Forget to Care. Lenny Sanchez, University of Missouri
Discussant: Jason G. Irizarry, University of Connecticut

New Orleans Marriott, Second Level, La Galerie 3
2:15 pm to 3:45 pm
Chair: Jo-Anne Margaret Dillabough, The University of British Columbia
Participants:
Queer, Proud, and Under Fire: Postapartheid Schooling Experiences of South African Township Youth. Thabo Mosi, University of KwaZulu-Natal
Local-National Policy Articulations of Indian Higher Education: Legacies of Empire and Caste. Fazal R. Iszi, University of Melbourne
Old Empires and New Imperialisms in North and West Africa: In- and Out-of-School Migrant Youth Living at the Fringe of Global Change. Jo-Anne Margaret Dillabough, The University of British Columbia
Discussant: Kevin K. Kumashiro, University of Illinois - Chicago
78.022. Using Assessment to Improve Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
DoubleTree, Second Level, Madewood B
2:15 pm to 3:45 pm
Chair:
Joni M. Lakin, ETS
Participants:
Using Benchmark Assessment Data to Improve Instruction and 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; Katherine Snavely, American Institutes for Research
Accuracy of Teacher Perceptions of Academic Achievement in Students Requiring Tertiary Mental Health Care. Jeff St. Pierre, Child and Parent Resource Institute; Aaryn King, The University of Western Ontario

78.023. Diversity in American Higher Education: Toward a More Comprehensive Approach. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm
Chairs:
Lisa M. Stulberg, New York University
Sharol L. Weinberg, New York University
Participants:
The Diversity Rationale: From Bakke to Grutter. Mitchell J. Chang, University of California - Los Angeles; Maria C. Ledesma, University of Utah
Inside the K-12 “Pipeline” for Black and Latino Students. Amanda E. Lewis, Emory University
Testing, No Child Left Behind, and Educational Equity. Linda Darling-Hammond, Stanford University
The Diversity Imperative in College Admissions. Mitchell Stevens, Stanford University; Josipa Roksa, University of Virginia
Lesbian, Gay, Bisexual, and Transgender (LGBT) Students, Faculty, and Staff: Past, Present, and Future Directions. Ronni L. Sanlo, University of California - Los Angeles
New Legal Perspectives: Implications for Diversity in the Post-Grutter Era. Lila Epperson, American University Washington College of Law

78.024. Faculty Negotiating Relationships and Identities. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm
Chair:
Hugo Alberto Garcia, Claremont Graduate University
Participants:
The Voices of the “Othermother”: Reconsidering Black Male and Female Professors’ Relationships With Black Students as a Form of Social Exchange. Kimberly Griffin, The Pennsylvania State University
The Role of Emotional Intelligence in Faculty-Doctoral Student Relationships. Kerry Ann O'Meara, University of Maryland - College Park; Katrina Knudson, University of Maryland; Jill Nicole Jones, University of Maryland
The Changing Pedagogical Identities of Online Teachers and Learners. Kim F. McShane-DelBacco, University of California - Santa Barbara
Dueling Realities: The Bimodal Aspects of Transitions in Teaching. Joyce Langenegger, Blinn College

78.025. Promoting College Access. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm
Chair:
Amy K. Swan, University of Virginia
Participants:
Financial Stratification Among Higher Education Institutions Between 1987 and 2007: Implications for Access and Equity. Barrett Taylor, University of Georgia; Christopher C. Morphew, University of Iowa
Promoting College Access Among Underrepresented and Underprepared Students Through Supportive Career-Technical Dual Enrollment Programs. Katherine L. Hughes, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University; Linsey N. Edwards, Community College Research Center; Clive Belfield, Teachers College, Columbia University; Olga Rodriguez, Teachers College, Columbia University
Assessing a New Approach to Class-Based Affirmative Action. Matthew Newman Guenther, University of Colorado - Boulder

78.026. Understanding Gender, Representation, and Organizational Context in Higher Education. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontera
2:15 pm to 3:45 pm
Chair:
Rachel Sate Piento, Valdosta State University
Participants:
Are Colleges Socializing Future Scientists to Be Apathetic Toward Societal Progress? Juan Carlos Garibay, University of California - Los Angeles
Counting the Number of Women and Minorities in Science, Technology, Engineering, and Mathematics (STEM) Majors: Complications From Diverging Definitions of STEM. Tom Schenk, Iowa Department of Education
Organizational Culture in the Adoption of the Bologna Process: A Study of Academic Staff at a Ukrainian University. Marta Aleksandra Shaw, University of Minnesota; Natasha Ramayantsvaya, University of Southampton; David Chapman, University of Minnesota
The Symbolic Role of Women’s Colleges and Universities in International Perspective. Kristen A. Ren, Michigan State University

78.027. An Examination of Urban Teacher Education and the Public Good. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm
Chair:
Beverly E. Cross, The University of Memphis
Participants:
Preparing Teachers for Urban Schools: A Critical Race Theory (CRT) Examination of Teacher Education in the “Public” Good. Celia Rousseau Anderson, The University of Memphis
Preparing Teachers to Teach in Urban School Districts. Celia J. Oyler, Teachers College, Columbia University
A Focus on Teacher Effectiveness: A Case Study of Reform in Memphis City Schools. Kristin M. Walker, Memphis City Schools, Tennessee
A Case of the Blues: “Urban” Teacher Education in Memphis. Angeline Powell, The University of Memphis; Sally Blake, University of Texas - El Paso

78.028. Beyond External Accountability: How Teachers of English Language Learners Internally Work to Imagine and Create New Possibilities for Their Students. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm
Chair:
William R. Black, University of South Florida
Participants:
Exploring Efficacy: Relationships Among Teacher Preparation, Language Attitudes, and Efficacy Beliefs for Teaching English Language Learners. Juliet Marie Ray, University of Texas - San Antonio
We Don’t Have a Voice: The Struggles of White Monolingual Teachers of Urban English Language Learners. Debra Bon Onenesski, University of Wisconsin - Madison
Linguistically Responsive Special Education: Responding to Disproportionality of Linguistically Diverse Learners in Colorado. Barbara J. Dray, University of Colorado - Denver
Metaphorical Representations of Latina Preservice Teachers’ Biliterate Identities:
Infusing Culturally Relevant Practice Into University Classrooms. Kimberly K. Cuero, University of Texas - San Antonio; Lori Ann Prior, University of Texas - San Antonio

Discussant:
Kathy Escamilla, University of Colorado - Boulder

78.029. Special Topics and Issues That Impact Attrition and Retention: Power, Community, and Culture. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm

Chair:
Connie Anderson, Texas Tech University

Participants:
School Working Environment and Teacher Retention. Heeja Kim, Trident University International; Deborah Schreiber, Trident University International
Understanding the Impacts of Induction Programs on Beginning Teacher Turnover. Seok Kang, Arizona State University
How Teacher Professional Communities Influence Classroom Practice: Two Cases Conceptualizing the Role of Power. Thomas H. Levine, University of Connecticut
Examining Study Attrition: Implications for Experimental Studies of Professional Development. Beth W. Kubitskey, Eastern Michigan University; Heather Johnston, Northwestern University; Richard J. Vath, University of Michigan - Ann Arbor; Barry J. Fishman, University of Michigan; Spyros Konstantopoulos, Michigan State University
Imaginative Learning Communities: A Case Study of Teacher Professional Development in English Rural Primary Schools. Hilary M.M. Burgess, University of Leicester; Ann Shelton Mayes, University of Northampton

Discussant:
Susan D. Myers, Texas Tech University

78.030. Teacher Knowledge and Metacognition in Differing Contexts. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
2:15 pm to 3:45 pm

Chair:
Ann L. Wood, California State University - Los Angeles

Participants:
Complex Coadaptive Systems of Language Teacher Beliefs and Contexts. Hongying Zheng, University of Cambridge
High School Teachers’ Knowledge of Writing and Writing Instruction: Evidence From Think-Aloud Protocols and Interviews. Beth Clark-Gareca, New York University; Sarah W. Beck, New York University; Lorena Llona, New York University; Tim Fredrick, New York University - Steinhardt
Perceptions of Pressure: Preserve Teachers’ Beliefs About High-Stakes Testing Pressures and Their Working Environments. Sharon L. Nichols, University of Texas - San Antonio
Teaching Difficult Knowledge: Implications for Teacher Education. H. James Garrett, University of Georgia

Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm

Chair:
Martin Carnoy, Stanford University

Participants:
The Policy Environment of Teacher Quality and Learning Outcomes in South Africa and Botswana. Linda M. Chisholm, Human Sciences Research Council; Bagde Chiliza, University of Botswana
A Comparative Analysis of Curriculum Policymaking in Botswana and South Africa. Nij A. Addy, Stanford University
Teaching Practices in Sixth-Grade Mathematics Classrooms in Botswana and South Africa. Ingrid Sapi, University of Witwatersrand; Alejandro Soto, Texas State University - San Marcos
Do Teachers Make a Difference? Comparing Teacher Skills, Opportunity to Learn, and Student Mathematics Gains in Botswana and South Africa. Martin Carnoy, Stanford University; Cheryl Reeves, University of Cape Town; Nii A. Addy, Stanford University; Fabian Arends, Human Sciences Research Council; Kolentino Mpeta, University of Botswana

78.032. Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth. SIG-Critical Educators for Social Justice; Symposium
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm

Chair:
Robert Cooper, University of California - Los Angeles

Participants:
Using Socio-political Development Theory (SPD) to Create a Critical Civics Curriculum. Ebony Cheivre Cain, University of California - Los Angeles
African American Youth Sociopolitical Development: Moving From Critical Consciousness to Critical Action. Jodil Tunstall, University of California - Los Angeles
Sociopolitical Development (SPD) in African American Male Youth. D’Artagnan Scorza, University of California - Los Angeles

Discussant:
Nicole Mirra, University of California - Los Angeles

78.033. Modeling for Successful Problem Solving and Knowledge Construction. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair:
Gayle V. Davidson-Shivers, University of South Alabama

Participants:
Causal Reasoning of Novice Learners: The Contribution of Working Backwards to Building a Mental Model of a Complex System. Asheteen A. Darabi, Florida State University; Jennifer Hemphill, Florida State University; David W. Nelson, Florida State University; Xinia Liang, Florida State University; Meagan Caridad Arrastia, Florida State University
Visualizing Mental Models: Understanding Cognitive Change in Multimedia Design and Development. Sara G. McNeil, University of Houston
Field-Dependent and Field-Independent Learners’ Performance in a Complex System With a Computer Modeling Tool. Charoula M. Angeli, University of Cyprus; Nicolas C. Ialainides, University of Cyprus
Proximity and Access During Computer Supported Collaborative Authoring. Mary Heather Herschell, University of Texas - Austin

Discussant:
Charoula M. Angeli, University of Cyprus

78.034. Effectiveness of Higher Education. SIG-International Studies; Paper Session
Sheraton, Fourth Level, Oakley
2:15 pm to 3:45 pm

Chair:
Jennifer Deboer, Vanderbilt University

Participants:
Corruption in Higher Education and Counterbalancing High Stakes Spheres: Why Do We Corrupt What We Value Most? Mariam Orkoshdshvili, Vanderbilt University
Expansion of Higher Education in Cambodia: Descriptive Analysis of 30 Years of University Data. James H. Williams, The George Washington University; Yuto Kitamura, Sophia University
Higher Education in Kurdistan: A Look Into the Past and a Direction for the Future. Sara J. Olin Zimmerman, Appalachian State University; Melanie W. Greene, Appalachian State University

Discussant:
Jennifer Deboer, Vanderbilt University

78.035. Experiences with Obtaining Grants to Conduct Mixed Methods Research. SIG-Mixed Methods Research; Symposium
Sheraton, Second Level, Rhythms Ballroom III
2:15 pm to 3:45 pm

Chair:
Kathleen M.T. Collins, University of Arkansas

Participants:
Conceptualizing, Designing, and Implementing a Mixed Methods Study Funded by the Robert Wood Johnson Foundation. Nataliya V. Ivankova, The University International Development in English Rural Primary Schools. Hilary M.M. Burgess, University of Leicester; Future.
Thursday, April 12, 2011

78.036. From Music Student to Music Teacher and Beyond. SIG-Music Education; Paper Session
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm
Chair: Peter Whiteman, Macquarie University
Participants:
To Teach or Not to Teach: Second-Year Results for a Precollegiate Music Teacher Recruitment Program. James R. Austin, University of Colorado; Peter John Miheza, University of Colorado - Boulder
Motivational Constructs Influencing Music Students’ Choices to Become Classroom Music Teachers or Music Performers. Kelly Parkes, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University
To Become Myself as a Teacher: Stories of Music Teacher Role-Identity Development. Wesley Brewer, Roosevelt University
“I’m Not That Teacher Anymore”: A First-Year Teacher’s Narrative of “Then” and “Now.” Deborah V. Blair, Oakland University; Chelsea D. Otten, South Lyon Community Schools
Amy’s Leaving Story: A Narrative Inquiry of Music Teacher Attrition. Tam J. Daves, The University of Arizona
Discussant: Margaret Schmidt, Arizona State University

78.037. Queer Positionalities of Teachers, Parents, Youth, and Texts. SIG-Queer Studies; Symposium
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm
Chair: Anette Melvin, The Ohio State University
Participants:
Fluid Positionalities Among LGBTQ and Ally Youth in Queer-Themed Book Discussions. Mollie V. Blackburn, The Ohio State University
Queer Positionings of Young Children in (Gay) Homes and (Straight) Schools. Caitlin Law Ryan, East Carolina University
Queering Teacher Narratives: Co-Constructing Life Stories of Teachers Who Make Safe Spaces for Lesbian, Gay, Bisexual, Transgender, and Queer LGBTQ Students. Jill Marie Smith, The Ohio State University
Discussant: Steven Z. Athanas, University of California - Davis

78.038. The Dynamics of Race and Social Class in the Culture and Context of Schooling. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm
Chair: Sheneka M. Williams, University of Georgia
Participants:
“Are We Doing Damage?” School Choice in the Era of the Anxious Parent. Maia B. Cucchiara, Temple University; Erin McNamara Horvat, Temple University
Reconstructing “the Urban”: The Politics of Middle-Class Parent Engagement in Urban Public School Change. Linn E. Posey, University of Wisconsin - Madison

78.039. Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project. SIG-Special Education Research; Symposium
Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm
Chair: Deborah D. Smith, Claremont Graduate University
Participants:
Results From a National Survey of Special Education Doctoral Programs. Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University
Voices From Special Education Doctoral Students. Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University
Ten Years of Special Education Doctoral Graduates: What’s Up Doc? Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University
A Snapshot of Special Education Teacher Training Programs in the United States. Sue M. Robb, Claremont Graduate University; Roxanne Watson, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University
Discussant: Bianca Elizabeth Montrosse, Western Carolina University

78.040. Science Education in the Urban Context. SIG-Urban Learning, Teaching, and Research; Paper Session
Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm
Chair: Lazarella Perez, University of California - San Diego
Participants:
Communication and Participation in Urban Science Education. Christopher Emdin, Teachers College, Columbia University
Emerging Understandings of the Social Justice Dispositions of Science Teachers in an Urban Context. Imelda L. Nava, University of California - Los Angeles; Eduardo Lopez, University of California - Los Angeles
Negotiating Culturally Relevant Science Education in an Urban Small High School. Ashraf Anis Shady, Queens College - CUNY
Preservice Teachers’ Ideas About Teaching Secondary Science in High-Need Schools. Juanita Jo Matkins, College of William and Mary; Jacqueline Theresa McDonough, Virginia Commonwealth University; Kevin Goff, College of William and Mary; Colleen Riehbeck, College of William and Mary; Kathryn Ottolini, College of William and Mary
Science Teaching and Learning With English Language Learners in Urban Settings: Engaging Student Researchers in Transformative Practices. Gillian Ursulaayne, Lehman College - CUNY
Discussant: Deborah D. Smith, Claremont Graduate University; Sue M. Robb, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University

78.041. Roundtable Session 57; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Elizabeth C. Harris, University of Wisconsin - Madison
Participants:

78.041-2. Imagining the Landscape of Curriculum for Diasporas, Ethnic Minorities, Transmigrants, and Immigrants. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Chris Liska Carger, Northern Illinois University
Participants:
A Case Study of a Hui Girl and Her Han Chinese Mother in Eastern People’s Republic of China. Xixiang Wang, Purdue University; Joann J. Phillion, Purdue University
Collaborations Building Curriculum for Quality Early Care and Education for Children of Migrant Farm Workers. Elizabeth P. Quintero, California State University - Channel Islands
Diasporic Aspirations and the Myth of National Uniformity in Post-Soviet Ukraine. Karen A. Kraus, York University, Canada

78.041-3. Indigenizing Curriculum, Transforming Knowledge, and Empowering Communities. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Duff Caron Galda, The University of Arizona
Participants:
“In Our Culture We Just Have to Protect Our People”: A Decolonizing Project of Cultural Resistance and Renewal Among Diné Youth. Valerie J. Shirley, Purdue University
“Somos Shuar Para Siempre! We Will Always Be Shuar! “ Indigenous Bilingual-Intercultural Student Teachers in the Ecuadorian Amazon. Susan R. Katz, University of San Francisco
Prioritizing Mathematics: Prioritizing Indigenous Aspirations. Pania Denise Te Maro, Victoria University of Wellington, New Zealand
Reimagining Indigenous Curriculum: Centering Native Ontology and Epistemology to Affirm Diné Language, Culture, and Identity. Duff Caron Galda, The University of Arizona; Gilbert Brown, The University of Arizona
“Our Word in Our Languages”: A Transformative Process of Language Revitalization in Oaxacan Indigenous Communities. Lois M. Meyer, University of New Mexico

78.041-4. Inciting the Imagination in a Postfoundational Educational Thought. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chairs: Noah W. Sobe, Loyola University Chicago
Daniel Friedrich, Teachers College, Columbia University
Participants:
A Postfoundational Approach to Difference and Democracy in Teacher Education. Bryn Jaastad, University of Wisconsin - Madison
Resisting Resistance. Daniel Friedrich, Teachers College, Columbia University
Acceptably Different Childhood: Conditions and Repetition. Devorah I. Kenned, University of New Mexico
Potentiability of Man: Figuring Life Through the Thing of Math. Jennifer Diaz, University of Wisconsin - Madison
Post-Foundational Views of Disability. Bethsaida Nieves, University of Wisconsin - Madison

78.041-5. Issues of Identity and Authority in Teacher Education. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Elinor A. Scheier, University of North Florida
Participants:
Holding on to Disciplinarity: Teachers’ and Teacher Educators’ Views Regarding Interdisciplinary Curriculum. Bracha R. Alpert, Beit Berl Academic College

78.041-6. Methodological Innovations in Classroom Research. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jeong-Hee Kim, Kansas State University
Participants:
Classroom Interaction in Changing Contexts: Positions and Practices Performed in Recordings From the 1960s to the 2000s. Sverker Lindblad, University of Gothenburg; Michael Hansen, University of Gothenburg; Martin Harling, University of Gothenburg; Olof Reichenberg, University of Gothenburg
Revisiting Traditional Qualitative Case Study Through Longitudinal Research: Capturing the Dynamic Complexity of Classroom Life. Yiola Cleoulovou, OISE/University of Toronto
Ggod [“God” is Capitalized]: Using the Lost Art of Letter Writing in Teaching Qualitative Research. Anastasia P. Samaras, George Mason University
Using Photovoice Methodology to Explore Latinos’ Access to Literacy. Tammy Oberg De La Garza, Roosevelt University

78.041-7. Participatory Action and Arts-Based Research and Practice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Kristen L. Davidson, University of Colorado - Boulder
Participants:
Algorithms Versus the “N-Word”: The Advantages and Disadvantages of Writing High School Curricula That Engage Youth Participatory Action Research Under Corporate Funding. Jean J. Ryoo, University of California - Los Angeles
Pushing Boundaries in Teacher Education: Involving Youth and Teacher Candidates in Participatory Action Research. Carmine Stewart-Burkette, Cleveland State University; Anne M. Galletta, Cleveland State University
Transformative Arts-Based Practices in Schools? Lessons Learned From Drama Research With Youth in Prison. Diane H. Conrad, University of Alberta

78.041-8. Place-ing Research and Activism in Local/Global Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Dawn M. Shinv, Washington State University
Participants:
Street Graffiti in Oaxaca and Bethlehem: The Role of Place in Education for Collective Global Change. Richard D. Sawyer, Washington State University - Vancouver
LGBTQ Family and Medical Leave-Taking Practices: Examining the College and University Workplace to Promote a Transformative Social Agenda. Sean W. Agriss, Washington State University
Rez Life: Negotiating the Meaning of School, Dropping Out, and the Reservation Among Native American Youth Through Participatory Action Research. Paula Groves Price, Washington State University; Pamela Jean Bettis, Washington State University
Positioning Geographic and Social Place as a Participant in Research on Community-University Partnerships: Transgressions for New Visions of Engagement. Tami L. Moore, Oklahoma State University; Dawn M. Shinn, Washington State University

78.041-9. Reading Multicultural Texts in Culturally Responsive Classrooms. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Horace R. Hall, DePaul University
Participants:
Cultural Vibrancy: Exploring the Preferences of African American Children Toward Culturally Relevant and Nonculturally Relevant Lessons. Darlene Sampson, Denver Public Schools; Dorothy Faye Garrison-Wade, University of Wisconsin-Madison;
Disrupting Entrenched Images and Building Coalitions Using Aboriginal Literature as Pedagogy. Dolores van der Wey, Simon Fraser University.


From Indigenous Imagining to Alternative Action. Rosina Maria Tanivha, Te Whare Wirenga o Awaumirangi.

78.041-10. Research in and With Youth: Filmmaking, Artmaking, and Photovoice. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Doinita Ariton, Danubius University of Galati

Participants:
- Thriving in the Contaminated Valley: Media Education for Chicana/o Farmworker Students. Kip Austin Hinton, University of California - Los Angeles.

78.041-11. Revisiting Curricular Programs and Materials. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Rosa Hong Chen, Simon Fraser University

Participants:
- Examining the Impact of Student Expectations on College-Level Curricular Reform. Kristi Lyn Hall, University of Maryland; Jessica Watkins, University of Maryland - College Park; Janet E. Coffey, University of Maryland - College Park; Todd J. Cooke, University of Maryland - College Park; Edward Redish, University of Maryland.
- Revisiting Curriculum Potential. Zongyi Deng, Nanyang Technological University, Singapore.

78.041-12. (s/he)'s on Top (?): Public Pedagogies of Gender and Sexuality. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Edward Brockenbrough, University of Rochester

Participants:
- Birth as a Public Pedagogy for Patriarchy. Karin H. deGravelles, Louisiana State University.
- She's the Man: Deconstructing the Gender and Sexuality Curriculum at “Hollywood High.” Elizabeth Jackson Meyer, Reed College.
- Where Are You Trying to Get, and Are You Getting There? Melissa King, Nipissing University.

78.041-13. Teacher Theorizing on Curriculum, Part 2. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Jason Michael Lukasik, University of Illinois at Chicago

Participants:
- Reconceptualizing “Special Education” Curriculum in a Bachelor of Education Program: Teacher Candidate Discourses and Teacher Educator Practices. Luigi Iannacci, Trent University; Bente Graham, Trent University.
- “Chemistry Is Chemistry!” Women’s Differing Standpoints at a Specialized STEM School. Tiang Wei Teo, University of Illinois - Urbana-Champaign.
- “Ganas”: The Power and Potential in Developing Latina, English Language Learner Preservice Teachers for Racial Uplift. Amanda Morales, Kansas State University; Margaret Gail Shroyer, Kansas State University; Sally Yahnke, Kansas State University.


Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Denese L. Jones, Longwood University

Participants:
- Beyond the Statistics: My Story as a First-Generation Student. Anita Bright, George Mason University.
- Class and Black Student Experiences in Higher Education. Erica Marie Morales, University of California - Los Angeles.
- When the Borderland Comes to Campus: A LatCrit Analysis of Recent Race-Unconscious Policies in Utah and Latina/o Undergraduates. Brenda Valles, University of Utah; Jeremy D. Franklin, University of Utah; Luciano Marzulli, University of Utah.

78.041-15. Teacher Education and the Social Studies. SIG-Research in Social Studies Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair: Jonathan W. Miller-Lane, Middlebury College

Participants:
- Using the Social Sciences to Explore the Geosciences’ Cultural Relevance. Grant R. Miller, Southern Illinois University.

78.042. Roundtable Session 58: Roundtable Session

78.042-1. Literacies and Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Melanie Sperling, University of California - Riverside

Participants:
- Exploring Teachers’ and Students’ Writing Experiences in Urban Middle Grades. Diane Santori, West Chester University; Heather Ruetschlin Schugar, West Chester University.
- Professional Development in Writing Across the Curriculum in Science and Mathematics. Amy Alexandra Wilson, University of Georgia.
- Patterns of Shift in Practice of High Adopters as a Result of Professional Development in Writing. Rebecca A. Kaminski, Clemson University; Sarah Hunt-Barron, Clemson University.

78.042-2. Social and Emotional Learning Program Outcomes Studies. SIG-Social and Emotional Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Joshua L. Brown, Fordham University

Participants:
- First Step to Success: An Evidence-Based Intervention for Children With Behavior Problems. William Carol Sumi, SRI International; Frances Bergland, SRI International.
- The Effects of the Making Choices Program on Physical and Social Aggression: A Latent Profile Transition Analysis. Aaron Mathew Thompson, University of North Carolina - Chapel Hill.
- Cultivating Forgiveness and Compassion Through a Mindfulness-Based Program for Teachers: Results From Two Field Interventions. Kyla Haimovitz, Reed College; Bryant Carlson, Portland State University; Kim A. Schonert-
Wednesday, 8:00 am

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| **79.010. AERA Grants Program Dissertation Grantee Capstone Conference**  
(Day 2 of 2). AERA Related Activities; Conference  
New Orleans Marriott, Fourth Level, Balconies MN  
8:00 am to 11:00 am |

Wednesday, 9:00 am

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| **80.010. AERA-World Educational Research Association Council Meeting**  
AERA Related Activities; Meeting  
New Orleans Marriott, Fourth Level, Balconies IJ  
9:00 am to 5:30 pm |