4.011. Division J Emerging Scholars Workshop (Day 1, Group 2 of 2).
Division J - Postsecondary Education; Mentoring Session
Marriott, Fourth Level, Franklin 6; 11:30am to 7:00pm

**Wednesday, 1:00 pm**

**Division Sessions**

5.010. Division B Preconference New Faculty Seminar: Navigating Institutional and Academic Pathways (Day 1 of 2). Division B - Curriculum Studies; Mentoring Session
Convention Center, 200 Level, 202B; 1:00-5:00pm

5.011. Division B Preconference Seminar: Beyond Representation and Realism: New Theoretical Approaches to Visual Images in the Curriculum (Day 1 of 2). Division B - Curriculum Studies; Seminar
Convention Center, 200 Level, 203A; 1:00-5:00pm

5.012. Division B Preconference Seminar: Location in the Age of Traveling Discourse: Place-Based Education and Community-Centrism Versus Hybridity, Mobility, and Transculturalism? (Day 1 of 2).
Division B - Curriculum Studies; Seminar
Convention Center, 200 Level, 201C; 1:00-5:00pm

5.013. Division B Preconference Seminar: East-West, North/GLOBAL South, or None of the Above? Onto-Epistemological Issues in Curriculum Studies (Day 1 of 2). Division B - Curriculum Studies; Seminar
Convention Center, 200 Level, 203B; 1:00-5:00pm

5.014. Division B Vice Presidential Graduate Student Seminar: Marginalized Discourses in Curriculum Studies (Day 1 of 2).
Division B - Curriculum Studies; Graduate Student Seminar
Convention Center, 200 Level, 202A; 1:00-5:00pm

5.015. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only). Division C - Learning and Instruction; Mentoring Session
Marriott, Fourth Level, Franklin 2; 1:00-6:00pm

**Wednesday, 2:00 pm**

**Division Sessions**

Division A - Administration, Organization and Leadership; Seminar
Marriott, Fourth Level, Franklin 8; 2:00-5:00pm

**Wednesday, 3:00 pm**

**SIG Sessions**

Aker Philadelphia Shipyard, 2100 Kitty Hawk Avenue, Philadelphia, PA; 3:00-6:00pm
Visit Leader: Rajashri Ghosh, Drexel University
Participants: Martin Muler, Wageningen University; Susanne D.E. Weber, University of Munich; James E. Bartlett, North Carolina State University
Discussant: Joseph Welsh, Collegiate Consortium for Workforce and Economic Development

**Wednesday, 3:30 pm**

**Division Sessions**

8.010. Out in the Community With Division K: Conversations With Students, Educators, and School Leaders in Philadelphia. Division K - Teaching and Teacher Education; Off-Site Visit
Academy of Natural Sciences, 1900 Benjamin Franklin Pkwy, Philadelphia, PA; 3:30-7:00pm
Visit Leaders: Kimberly A. White-Smith, Chapman University; A. Lin Goodwin, Teachers College, Columbia University

**Wednesday, 5:00 pm**

**Division Sessions**

9.010. Division K Graduate Student Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Convention Center, 100 Level, 113B; 5:00-9:00pm
Chair: Marianna Souto-Manning, Teachers College, Columbia University
Participants: Chezare Warren, University of Pennsylvania; Sonia Nieto, University of Massachusetts - Amherst; Detra Price-Dennis, Teachers College, Columbia University; Marianna Souto-Manning, Teachers College, Columbia University; Nicholas Daniel Hartlep, Illinois State University

9.011. Division K New Faculty Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Mentoring Session
Convention Center, 100 Level, 113C; 5:00-9:00pm
Chairs: Clare Kosnik, University of Toronto; Renee T. Clift, The University of Arizona
Participants: Thomas M. Dana, University of Florida; Valerie Kinloch, The Ohio State University; Rich Milner, University of Pittsburgh

**Wednesday, 5:45 pm**

**Division Sessions**

10.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications: Reception and Dinner. Division A - Administration, Organization and Leadership; Graduate Student Seminar
Convention Center, 100 Level, 103A; 5:45-8:30pm

**Wednesday, 6:00 pm**

**Division Sessions**

11.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty. Contexts and Connections: Working in the History of Education (Day 1 of 2). Division F - History and Historiography; Mentoring Session
Convention Center, 100 Level, 103C; 6:00-9:00pm

**Thursday, 7:00 am**

**Division Sessions**

12.010. Division J Emerging Scholars Workshop (Day 2, Group 1 of 2). Division J - Postsecondary Education; Mentoring Session
Marriott, Fourth Level, Franklin 5; 7:00-11:30am

12.011. Division J Emerging Scholars Workshop (Day 2, Group 2 of 2). Division J - Postsecondary Education; Mentoring Session
Marriott, Fourth Level, Franklin 6; 7:00-11:30am

**Thursday, 7:30 am**

**Division Sessions**

13.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty. Contexts and Connections: Working in the History of Education (Day 2 of 2). Division F - History and Historiography; Mentoring Session
Convention Center, 100 Level, 103C; 7:30-11:45am
Thursday, 8:00 am

**Divisions Sessions**

14.010. Barbara L. Jackson Scholars Workshop Sponsored by Division A and the University Council for Educational Administration (Closed Session). Division A - Administration, Organization and Leadership; Seminar
   Convention Center, 100 Level, 103B; 8:00am to 12:00pm

14.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 1). Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Convention Center, 100 Level, 104A; 8:00am to 12:00pm

14.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 2). Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Convention Center, 100 Level, 104B; 8:00am to 12:00pm

14.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 3). Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Convention Center, 100 Level, 105A; 8:00am to 12:00pm

14.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 4). Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Convention Center, 100 Level, 105B; 8:00am to 12:00pm

14.015. Division A Graduate Student Research Dialogic Forum. Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Marriott, Fifth Level, Grand Ballroom B; 8:00-10:00am

14.016. Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only). Division C - Learning and Instruction; Division and SAGE Publications (Day 2 of 2, General Session).
   Marriott, Fourth Level, Franklin 2; 8:00am to 12:00pm

   Marriott, Fifth Level, Grand Ballroom F; 8:00-11:00am
   Chairs: Emily J. Shaw, The College Board; Jill L. Adelson, University of Louisville
   Participants: Penny A. Pasque, University of Oklahoma; Javarrow Antoine Russell, National Board of Medical Examiners; Matthew Newman Gaertner, Pearson; Deborah L. Bandalos, James Madison University; Gregory R. Hancock, University of Maryland; Cathy LW Wendler, Educational Testing Service

14.018. Division E Early Career Preconference Workshop. Division E - Counseling and Human Development; Mentoring Session
   Marriott, Third Level, 304; 8:00am to 12:00pm

14.019. Division E Graduate Student Preconference Workshop. Division E - Counseling and Human Development; Graduate Student Seminar
   Marriott, Third Level, 305; 8:00am to 12:00pm

14.020. Division G Graduate Student Mentoring Event. Division G - Social Context of Education; Mentoring Session
   Convention Center, 100 Level, 118B; 8:00am to 12:00pm
   Chairs: Kevin S. Carroll, University of Puerto Rico - Mayaguez; Kristi Lynn Donaldson, University of Notre Dame
   Participant: Catherine Mazak, University of Puerto Rico - Mayaguez

14.021. Division K Graduate Student Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
   Convention Center, 100 Level, 113B; 8:00-11:45am
   Chair: Mariana Souto-Manning, Teachers College, Columbia University
   Participants: Chezare Warren, University of Pennsylvania; Sonia Nieto, University of Massachutes - Amherst; Detra Price-Dennis, Teachers College, Columbia University; Mariana Souto-Manning, Teachers College, Columbia University; Nicholas Daniel Hartlep, Illinois State University

14.022. Division K New Faculty Preconference Seminar (Day 2 of 2).
   Division K - Teaching and Teacher Education; Mentoring Session
   Convention Center, 100 Level, 113C; 8:00-11:45am
   Chairs: Renee T. Clift, The University of Arizona; Clare Kossin, University of Toronto
   Participants: Thomas M. Dana, University of Florida; Cindy Jong, University of Kentucky; Valerie Kinloch, The Ohio State University; Rich Milner, University of Pittsburgh

**SIG Sessions**

14.023. Pathways to Tenure for Junior Faculty Conducting Research With a Focus on Black Education. SIG-Research Focus on Black Education; Seminar
   Marriott, Fourth Level, Franklin 4; 8:00am to 12:00pm

14.024. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education. SIG-Research Focus on Black Education; Seminar
   Marriott, Fourth Level, Franklin 11; 8:00am to 12:00pm

Thursday, 8:45 am

**Division Sessions**

15.010. Division C Graduate Student Seminar (Day 2 of 2, Invitation Only). Division C - Learning and Instruction; Graduate Student Seminar
   Marriott, Fourth Level, Franklin 1; 8:45am to 12:00pm

Thursday, 9:00 am

**Division Sessions**

   Division A - Administration, Organization and Leadership; Graduate Student Seminar
   Convention Center, 100 Level, 103A; 9:00am to 12:00pm

16.011. Division B Preconference New Faculty Seminar: Navigating Institutional and Academic Pathways (Day 2 of 2). Division B - Curriculum Studies; Mentoring Session
   Convention Center, 200 Level, 202B; 9:00am to 12:00pm

16.012. Division B Preconference Seminar. Beyond Representation and Realism: New Theoretical Approaches to Visual Images in the Curriculum (Day 2 of 2). Division B - Curriculum Studies; Seminar
   Convention Center, 200 Level, 203A; 9:00am to 12:00pm
19.011. Innovations in Access to and Success in College. AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:00-1:30pm
Chair: Lindsay Coleman Page, University of Pittsburgh
Participants:
Guided Pathways: Redesigning College Programs to Promote Completion. Thomas R. Bailey, Teachers College, Columbia University
Strengthening the Pell Grant Program: Designing Student Aid for the 21st Century. Sandy Baum, George Washington University
From College-Intending to College-Attending: Strategies for Addressing Summer Melt. Benjamin Castleman, University of Virginia; Lindsay Coleman Page, University of Pittsburgh
Using Information and Assistance to Increase College Savings and Enrollment. Bridget Terry Long, Harvard University
Discussant: Jack Buckley, College Board


Convention Center, 200 Level, 201B; 12:00-1:30pm
Chair: Douglas H Harris, Tulane University
Participants: Jeffrey R. Henig, Teachers College, Columbia University; Paul Hill, University of Washington; James J. Kemple, New York University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; James H. Lytle, University of Pennsylvania; Andre Perry, Davenport University

Committee Sessions

19.013. A Space of Our Own: Transforming Education, Innovating Pedagogy, and Upgrading Literacy With Black and Brown Girls in Mind. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

Convention Center, 100 Level, 102B; 12:00-1:30pm
Chair: Venus E. Evans-Winters, Illinois State University
Participants:
Culturally Sustaining Pedagogy With Black and Latina Girls. Bettina L. Love, University of Georgia
Zebra Katz’s “Imma Read”: The Aesthetic and Affective Power of a Black Girlhood and Hip-Hop Feminist Pedagogy. Ruth Nicole Brown, University of Illinois at Urbana-Champaign
Holla If Ya Hear Me Though: Cultivating Classroom Space(s) for Hip-Hop Feminism and Women Students of Color. Stephanie Troutman, Appalachian State University
Black Feminist Ethnography as a Transformative Site for Innovative Research Methodology. Angela N. Campbell, Cabrini College
Discussant: Maisha T. Winn, University of Wisconsin - Madison

19.014. Comparative Research Perspectives on Educational Reform Initiatives in Developing Countries and Indigenous Peoples in Developed Countries. International Relations Committee; Symposium

Convention Center, 100 Level, 102A; 12:00-1:30pm
Chair: Gaetane Jean-Marie, University of Louisville
Participants:
Education and Social Change: A Community-Based Model in Rural Ghana. Mary Ashun, Redeemer University College
Beyond the Shame: Creating Spaces for Treaty-Responsive Pedagogical Dialogues. Lorri Michelle Johnson Santamaria, The University of Auckland
Leadership for Social Capital and Change: A Case Study of Haiti. Steve Sider, Wilfrid Laurier University; Gaetane Jean-Marie, University of Louisville; Charlene Desic, Nova Southeastern University
Acknowledging and Honoring the Culture of Canada’s First Nations People: A Leadership Perspective. Anthony H. Normore, California State University - Dominguez Hills
Free Primary Education in Kenya: Opportunities and Challenges. Macrina C. Lelei, University of Pittsburgh; John C. Weidman, University of Pittsburgh
The Challenge of Multicultural Education During Insurgency: The Case of Pattani, Thailand. Melanie Carol Brooks, University of Idaho; Ekkakin Sangtong, Prince of Songkla University
Discussant: Jeffrey S. Brooks, University of Idaho

Thursday, 10:00 am

Division Sessions

17.010. Division H Graduate Students/Early Career Mentoring Seminar: Exploring Opportunities for Involvement, Experience, and Mentoring in Research, Evaluation, and Assessment. Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar

Convention Center, 100 Level, 113A; 10:00am to 12:00pm
Chair: Ruhan Cici Rizil, University of Colorado - Boulder
Participants: Matthew R. Lavery; Antionette D. Stroter; Liberty University

Thursday, 11:30 am

Governance Meetings and Events

18.001. AERA 2013-2014 Executive Board Meeting. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 13; 11:30am to 12:00pm
Chair: Barbara Schneider, Michigan State University

Thursday, 12:00 pm

Governance Meetings and Events

19.001. AERA 2013-2014 Council Meeting. AERA Governance; Governance Session

Marriott, Fourth Level, Franklin 9&10; 12:00-3:45pm
Chair: Barbara Schneider, Michigan State University

AERA Related Activities

19.010. AERA Council of Editors: Closed Business Meeting. AERA Related Activities; Board Meeting

Marriott, Third Level, 306; 12:00-2:00pm

Presidential Sessions
19.016. Graduate Student Orientation: Navigating and Networking at the Annual Meeting. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 12:00-1:30pm
Speakers: Jennifer Elizabeth Carinci, Johns Hopkins University; Ashley Patterson, The Ohio State University - Columbus; Lisa De La Rue, University of Illinois at Urbana-Champaign; Lauren Adams, Claremont Graduate University; Vanessa Monterosa, University of Southern California; Bárbara Y. Escobar, University of Wisconsin - Madison; Dorothy Elizabeth Hines, Michigan State University; Marisa A. del Campo, University of Connecticut

State and Regional Organization Sessions

19.017. State and Regional Educational Research Associations: Distinguished Paper Session I. Consortium of State and Regional Educational Research Associations; Invited Session
Convention Center, 100 Level, 109A; 12:00-1:30pm
Chair: Keith M. Kershner, Research for Better Schools
Participants:
Mid-South Educational Research Association: The Role of Bronfenbrenner’s Ecological Systems Theory in Enhancing Interpretive Consistency in Mixed Research. Anthony J. Owuagbue, Sam Houston State University; Kathleen M.T Collins, University of Arkansas
Southern Association for Community College Research: Multiyear Trends in Community College Foundation Fund-Raising—An Examination of the Effectiveness of a State-Level System Foundation Led by a Vice-President for Institutional Advancement. Leonard Keith Gaskin, Mississippi State University
Discussions: Courtney Ann Vaught, University of Oklahoma; Candace H. Lacey, Nova Southeastern University

19.018. School Improvement, Achievement, and Equity. Division A - Administration, Organization and Leadership: Paper Session
Convention Center, 100 Level, 115A; 12:00-1:30pm
Chair: Judith C. Stull, Temple University
Participants:
Making Sense of the Common Core: The Role of School Capacity. Elizabeth Leisy Stosich, Harvard University
The Effect of Diagnostic Assessments on Student Achievement. Spyros Konstantopoulos, Michigan State University; Wei Li, Michigan State University; Bing Tong, Michigan State University; Shazia R. Miller, American Institutes for Research; Arie J. van der Ploeg, American Institutes for Research
The Sources of Common Core Knowledge in New York City Schools. Ryan Fink, University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania; Daniella Hall, University of Pennsylvania
Catalyzing Organizational Leadership for Equity: A Comparative Case Study of Middle School Leadership Teams. Ann Ishimaru, University of Washington; Molly Galloway, Lewis & Clark; John Lensen
Understanding School Effectiveness: An Integrated Model of Academic and Socioemotional Outcomes. Alexandra Sutherland, Insight SRC; Peter Hart, Deakin University; Mary Osik, James Tan
Discussions: Jennifer Jellison Holme, The University of Texas - Austin

19.019. Connected Learning: Evidence in Support of an Emerging Model for Learning Across Settings Among Nondominant Youth. Division C - Learning and Instruction; Structured Poster Session
Convention Center, 100 Level, 121C; 12:00-1:30pm
Chair: William R. Penuel, University of Colorado - Boulder
Participants:
1. Connected Game Designs: Programming Game Controllers in Game Making for Learning Activities in Schools. Veena Vasudevan, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
2. Making and Tinkering: Creativity, Imagination, and Ingenuity as a Fundamental Human Practice. Kris D. Gutiérrez, University of Colorado - Boulder; Lisa Hope Schwartz, University of Colorado - Boulder; Daniela Kruel DiGiacomo, University of Colorado - Boulder; Shirin Vossoughi, Stanford University
3. Lessons From the World of E-Textiles for the Connected Learning Movement. Kylie A. Peppler, Indiana University - Bloomington; Diane Lynn Glosson, Indiana University
5. Designing for Connected Learning in a University Course: Crafting With E-Textiles. Whitney King, Utah State University; Deborah A. Fields, Utah State University
7. The Development of Cultural and Social Capital in Connected Learning Settings. Adam J. York, University of Colorado - Boulder; Ashley Cartun, University of Colorado - Boulder; Emily Claire Price, University of Colorado - Boulder
Discussions: Kevin M. Leander, Vanderbilt University

Convention Center, 100 Level, 117; 12:00-1:30pm
Chair: S. Jeanne Horst, James Madison University
Participants:
A Utility-Based Validation Study for the Dimensionality of the Performance Assessment for California Teachers. Steffen Brandt, Kiel, Germany; Brent M. Ducker, San Jose State University; Mark R. Wilson, University of California - Berkeley
Can Target Oblique Rotation Recover Factor Correlations of a Bifactor Structure? Chunmei Zheng, Pearson; Paul Johnson, The University of Kansas
Establishing Validity Evidence for a Comprehensive Assessment Designed to Measure the Common Core State Standards. Keyu Chen, University of Iowa; Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa
Rotation to a Partially Specified Target Matrix in Exploratory Factor Analysis in Practice. Nicholas D. Myers, University of Miami; Ying Jin, University of Miami; Soyeon Ahn, University of Miami
Testing Three Models of Calibration Accuracy. Gregory John Schraw, University of Nebraska - Las Vegas; Fred Kuch, University of Nevada - Las Vegas; Antonio P. Gutierrez, Georgia Southern University; Aaron S. Richmond, Metropolitan State College of Denver
Discussions: Jonathan Beard, College Board

19.021. Investigating Trajectories of Student Aspiration in Low-Socioeconomic-Status Schools in Western Sydney. Division G - Social Context of Education; Symposium
Convention Center, 200 Level, 204C; 12:00-1:30pm
Chair: Susanne Marie Gannon, University of Western Sydney
Participants:
Researching Educational Aspirations: Contexts, Theories, Methods. Loshini Naidoo, University of Western Sydney; Tonia Gray, University of Western Sydney; Margaret Jean Somerville, University of Western Sydney; Carol G. Reid, University of Western Sydney
The “Placematmattering” of Aspiration in the Blacktown Learning Community. Margaret Jean Somerville, University of Western Sydney
Imagination and Aspiration: Lighting the Flame of Possibility in a Western Sydney High School. Loshini Naidoo, University of Western Sydney
“To Be as Good as Kobe Bryant. And to Be Able to Dunk Like Michael Jordan”: Media, Consumption, and Gendered Aspiration. Susanne Marie Gannon, University of Western Sydney
Chasing the Right School: Parents as Agents for Student Aspirations. Tonya...
19.022. A Diversified or Homogenized Landscape in Cross-Cultural Education Systems? Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 112A; 12:00-1:30pm
Chair: Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement
Participants:
Operationalizing Students’ Socioeconomic Standing Across Education Systems: Evidence From a Large-Scale Assessment. Deana Desa, IEA Data Processing and Research Center
Explaining Cross-National Noninvariance of Citizenship Values Concepts in the International Civic and Citizenship Education Study (ICCS) 2009. Maria Magdalena Isac, European Comission, Joint Research Center; Dorota Weziak-Bialowska
Civic Knowledge, Classroom Climate, and Expected Political Participation in Latin American Schools. Juan Carlos Castillo, Pontificia Universidad Catolica de Chile; Daniel Miranda, The Pontifical Catholic University of Chile; Cristian Cox, The Pontifical Catholic University of Chile; Macarena Bonhomme, Pontificia Universidad Catolica de Chile; Martin Bascopé, The Pontifical Catholic University of Chile
Differences in Implementation of Civic and Citizenship Education at School. Marta Kostek-Drowih, IEA Data Processing and Research Center
Discussant: Leslie Rutkowski, Indiana University

19.023. The Challenges and Possibilities for Instructionally Valuable Performance Assessments in High-Stakes Environments. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 116; 12:00-1:30pm
Chair: Thomas C. Hatch, Teachers College, Columbia University
Participants:
Performance Assessment for Young Children: Balancing the Tension Between Developmentally Appropriate Expectations and the Common Core State Standards. Beverly Falk, City College of New York - CUNY
Developing K-8 Common Rubrics to Measure Student Growth and Teacher Effectiveness: Working With Teachers to Create Evaluation Tools That Inform Instruction. Lucy Calkins, Teacher’s College; Audra Robb, Teachers College, Columbia University; Janet Steinberg, Teachers College, Columbia University
Promising Practices in Professional Development of a Performance Assessment Pilot at the High School Level. Roberta Lenger Kang, Teachers College, Columbia University; Courtney Brown, Teachers College, Columbia University
Bottom-Up Innovation: Engaging Practitioners in Designing Performance Assessments at the High School Level. Ruth Chung Wei, Stanford University; Justin Wells; Susan E. Schulz, Stanford University; Daisy A. Martin, Stanford University
Discussant: P. David Pearson, University of California - Berkeley

19.024. A Comparative Perspective of Racial/Ethnic Inequality and Higher Education as a Social Justice Force. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 108B; 12:00-1:30pm
Chair: James Earl Davis, Temple University
Participants:
Ethnic Diversity in China and the Role of Minzu University: Analyzing Organizational Narratives of Change. Robert A. Rhoads, University of California - Los Angeles; Xiaoyang Sun, Temple University
Racial Equality in Brazil: The Role of Higher Education in Advancing Social Justice. Ana Elvira Steinbach Silva Raposa Torres, Federal University of Paraíba; Mirian Aquino, Federal University of Paraíba
Examining Success in Higher Education by Caste and Gender in the State of Kerala, India. Loni Bordoloi Pazich, New York University; Robert T. Teranishi, New York University
Race, Ethnicity, Culture, and Global Higher Education: International Comparisons. Walter R. Allen, University of California - Los Angeles; Uma Madhure Jayakumar, University of San Francisco; Shane Lichtman, Occidental College
Discussant: Carlos Alberto Torres, University of California - Los Angeles

19.025. Bridging Home, Community, and School: Latino Parent Aspirations for Higher Education. Division J - Postsecondary Education; Symposium
Marriott, Fifth Level, Grand Ballroom J; 12:00-1:30pm
Chair: Veronica Nelly Velez, University of California - Los Angeles
Participants:
Linking School and Community: An Examination of Parental Practices in a Latino Farmworking Community. Rosa Munzo, University of California - Davis
From High School to College: Parental Practices of Latino First-Generation College Students. Lisceth Cruz, University of California - Davis
(Im)migrant Farmworker Families as Transformational Resisters: Educational Engagement Across Borders. Pedro E. Nava, University of California - Los Angeles
Higher Education Aspirations: Family Characteristics and Parental Practices. Rosa Gomez-Camacho, University of California - Davis
Discussants: Christian J. Fallis, University of California - Davis; Gloria M. Rodriguez, University of California - Davis

Thursday Afternoon, April 3, 2014
19.027. Accountability Reforms Experienced by Teachers and Administrators. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115B; 12:00-1:30pm
Chair: Timothy Ford, University of Louisiana at Monroe
Participants:
How Principals Understand and Use Observation Protocols in Teacher Evaluation. Jennifer M. Lewis, Wayne State University; Monica McLeod, Wayne State University; Courtney A. Bell, ETS; Nathan Jones, Boston University; Ji Ql Educational Testing Service
Making Sense to Make It Happen: How Teachers and Administrators Make Sense of a New Teacher Evaluation System and the Implications of Their Understanding for Implementation. Tracey Lynn Weinstein, University of Southern California
Staple Their Head to a Standard’s Flower: Teacher Identity in an Era of Accountability. Rebecca Buchanan, University of California - Santa Cruz
Teacher Efficacy and Commitment in the Face of Value-Added Measures of Performance: Perspectives From Elementary School Teachers in Louisiana. Timothy Ford, University of Louisiana at Monroe; Mary Elizabeth Van Sickle, University of Louisiana at Monroe; Michelle Fazio-Brunson, Northwestern State University of Louisiana; Lynn Violet Clark, University of Louisiana at Monroe; Tina L. Allen, University of Louisiana at Monroe
Teachers’ Motivational Responses to New Evaluation Policies. Claire Robertson-Kraft, University of Pennsylvania

19.026. Strategies to Improve High School Completion, College Enrollment, and Human Capital Accumulation. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115C; 12:00-1:30pm
Chair: Galit Eizman, Harvard University
Participants:
Comparing the Postsecondary Benefits of Dual Credit to Advanced Courses: A Quasi-Experimental Analysis. Matt Giani, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin
The Impact of Sex Education on Graduation Rates: A Difference in Differences Approach. Brooke Midkiff, University of North Carolina - Chapel Hill
Teachers’ Perspectives of the Florida College and Career Readiness Initiative. Christine Mokher, CNA; Louis Jacobson, Center for Naval Analysis; Jen Atkin, CNA; Maria DiPuccia, CNA

SIG Sessions

19.031. A Fresh Look at Adult Skills in the United States and Around the World: Key Findings From the Program for the International Assessment of Adult Competencies 2012 and Their Implications. SIG-Adult Literacy and Adult Education; Symposium
Marriott, Fifth Level, Grand Ballroom L; 12:00-1:30pm
Chair: Sondra Stein, American Institutes for Research
Participants:
Building a Program for the International Assessment of Adult Competencies-Centered Research Community. Stephen M. Reder, Portland State University
Literacy Skills and the Health Status of U.S. Adults: A Program for the International Assessment of Adult Competencies Data Explorer Interactive Presentation. Tim Werwath, American Institutes for Research

19.032. Researching Aesthetics, Empathy, and Education. SIG-Arts and Learning; Symposium
Marriott, Fourth Level, Franklin 12; 12:00-1:30pm
Chair: Tracie E. Costantino, University of Georgia
Participants:
Cindy’s Story of Returning to Learning in Art Education. Anita Sinner, Concordia University; Pauline Sameshima, Lakehead University; Cindy Walker, Concordia University - Montreal
Empathy and the Prosthetic Eye. Michael Emme, University of Victoria
Discussant: Boyd Eric White, McGill University

19.033. Brain, Neurosciences, and Education SIG Paper Session 1. SIG-Brain, Neurosciences, and Education; Paper Session
Marriott, Fifth Level, Grand Ballroom L; 12:00-1:30pm
Chair: Stephen R. Campbell, Simon Fraser University
Participants:
An Individual Differences Study of the Psychological Bases of Scientific Reasoning. Keisha Varma, University of Minnesota; Martin Van Boekel, University of Minnesota - Twin Cities; Sashank Varma, University of Minnesota
Neuroelectrophysiological Evidence on the Contribution of the Primary Motor Cortex in Understanding Action Verbs: An Electroencephalography Study. Sungbong Kim, Teachers College, Columbia University; Mary Llennel Paz, Teachers College, Columbia University; Peter Gordon, Teachers College, Columbia University
The Neural Basis of Achievement Motivation: Inquiring Asymmetric Brain Activity. Chung-Chin Wu, National Cheng Kung University

Convention Center, 100 Level, 118C; 12:00-1:30pm
Chair: Debra J. Coffey, Research for Better Schools
Participants:
Examining the Factorial Validity of the Sheltered Instruction Observation Protocol as a Performance Evaluation Tool. Nihat Polat, Duquesne University; Laura J. Mahalingappa, Duquesne University
The Influence of Instructional Conversation on Student Engagement in Class. Kazaufumi Taira, University of Hawaii at Manoa, East-West Center; Tasha R. Wyatt, University of Hawaii - Manoa; Seoungah Im, University of Hawaii; Mary C. Lennon, University of Hawaii
Using Classroom Observation to Explore the Effectiveness of a One-on-One Tutoring Program for Struggling Readers. Beverly L. Alford, The University of Mississippi; Kayla Brazel Rolls, Texas A&M University; Hersh C. Waxman, Texas A&M University; Danielle Bairrington Brown, University of Nevada - Las Vegas; Susana E Franco-Fuenmayor, Texas A&M University
Discussant: Stephanie L. Knight, The Pennsylvania State University

Convention Center, 100 Level, 107B; 12:00-2:00pm
Chair: Elizabeth J. Grace, National-Louis University
Participants:
Narrative Inquiry at the End of Intellectual Disability. Chris Kliweier,
University of Northern Iowa; Douglas P. Biklen, Syracuse University; Amy J. Petersen, University of Northern Iowa; Sue Rubin, Whittier College; Jamie Burke, Syracuse University

Occupying the Borderlands: Negotiating the Liminal Spaces of Dis/Ability and Adolescent Girlhood. Danielle M. Cowley, San Francisco State University


Sex Education for Adolescent Girls With Intellectual Disabilities: Exceptional or Special? Kagendo Mutua, The University of Alabama; Amy Williamson, The University of Alabama; Robin M. Smith, SUNY - College at New Paltz


The Complicated Interplay of Independence, Interdependence, and Agency. Christine Elaine Ashby, Syracuse University; Eun Young Jung, Syracuse University; Fernando Orsatti, Casey Reutenmann, Syracuse University; Katherine Foman, Syracuse University

19.036. Studying School District Central Offices: Examining Issues of Methods, Research, and Context. SIG-Districts in Research and Reform; Symposium

Convention Center, 100 Level, 111B; 12:00-1:30pm

Chair: Alex J. Bowers, Teachers College, Columbia University

Participants:

Site Selection in District Research: Comparing Measures of Effectiveness Using Hierarchical Longitudinal Growth Models of Performance. Alex J. Bowers, Teachers College, Columbia University


The Social Side of Change: District Reform Through the Lens of Social Network Analysis. Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester

Discussants: Richard R. Halverson, University of Wisconsin - Madison; James P. Spillane, Northwestern University

19.037. Doctoral Student Researchers in Theory and Practice. SIG-Doctoral Education across the Disciplines; Paper Session

Convention Center, 100 Level, 121A; 12:00-1:30pm

Chair: Michelle A. Maher, University of South Carolina

Participants:

Preparing Future Researchers: The Research Training Environment in the College of Education. Steven Randall Chesnut, Texas Tech University; Yi Tong, Texas Tech University; Haeni Young, Texas Tech University; Kaman Oginga Siwatu, Texas Tech University

Threshold Concepts Within Doctoral Biology Programs. Christopher Rates, University of Virginia; David F. Feldon, Utah State University

Exploring Graduate Students’ Perception of Team Research. Tianlan Wei, Texas Tech University; Alime Nazinovna Sadiqova, Texas Tech University; Lucy Barnard-Brak, Texas Tech University; Eugene Wang, Texas Tech University; Fernando Valle, Texas Tech University; Dilshod A. Sodikov, Texas Tech University

Discussant: Susan K. Gardner, University of Maine

19.038. Faculty and Student Understandings of Teaching and Learning. SIG-Faculty Teaching, Evaluation, and Development; Paper Session

Marriott, Fifth Level, Grand Ballroom K; 12:00-1:30pm

Chair: Robin Matross Helms, American Council on Education

Participants:

Engagement and Community in Online Classrooms: Instructor Versus Student Views. Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Athena Kennedy, University of Wyoming; Heather E. Duncan, Brandon University; Jenna Min Shim, University of Wyoming

Too Many Moving Parts: Faculty Understandings of Teaching and Learning. Kyle M. Williams, The University of Texas at Austin; Julie Pearson Stewart, The University of Texas - Austin

Faculty-Led Reform in Developmental Arithmetic: A Case Study at One Community College. Susan Bickerstaff, Teachers College, Columbia University; Maria S Corman, Teachers College, Columbia University; Di Xu, Teachers College, Columbia University; Barbara Lontz, Montgomery County Community College

Discussant: Katie Conway, Teachers College, Columbia University


Convention Center, 100 Level, 124; 12:00-1:30pm

Chair: Vitaly Shyyan, National Center on Educational Outcomes

Participants:

Accommodations Patterns During Transition for Individuals Who Are D/deaf or Hard of Hearing. Rachel Harper Tarantolo Leppe, The University of Texas; Mark Bond, University of Texas - Austin; Jinjin Ge, The University of Texas - Austin

Performance of Students With Significant Cognitive Disabilities on English Language Arts Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Item Suites of Graduated Complexity Using Evidence-Centered Design and Universal Design for Learning. Renee Cameto, SRI International; Katherine M. Nagle, SRI International; Christopher B. Sanford, SRI International; Kathryn S. Morrison, SRI International

Research and Development of Audio Guidelines for Creating Accessible Computer-Based Mathematics Assessments. Lisa Famularo, Measured Progress; Jennifer Higgins, Measured Progress

Test Accommodation Policy for Students Without Disabilities. Pei-Ying Lin, University of Saskatchewan; Yu-Cheng Lin, University of Texas at El Paso


Discussant: Aiyaj Singh, Western State Colorado University

19.040. Innovative Learning Design in an Information and Communications Technology-Rich Environment: The Ongoing Story of Shanghai. SIG-Instructional Technology; Symposium

Marriott, Fifth Level, Grand Ballroom G; 12:00-1:30pm

Chair: Xiaqing Gu, East China Normal University

Participants:

Going Big, Going Small: Pedagogical Design of E-Textbooks. Xiaqing Gu, East China Normal University; Wenbo Zhu, East China Normal University

Equipping Nonexpert Teachers With a Learning Map as a Semantic Design Language to Enhance Teaching Practice. Zhe Xu, East China Normal University; Xiaqing Gu, East China Normal University; Jing Leng, East China Normal University

The Effect of a Visualization-Based Learning Environment on Student Expertise Development: A Quasi-Experimental Study. Bian Wu, East China Normal University; Huiying Cai, East China Normal University

Building a Model to Capture and Analyze Streams of Learning Activity. Xiaohua Yu, East China Normal University; Xiaqing Gu, East China Normal University

How Predictable Are the Learning Data? Making Sense of Student Learning Behavior. Yiling Hu, East China Normal University; Xiaqing Gu, East China Normal University

A Novel Mechanism for Generating FAQs in the Question-Answering System of the E-Learning Platform. Lingling Meng, East China Normal University

Discussant: J. Michael Spector, University of North Texas

19.041. Comprehensive Education Across Communities. SIG-International Studies; Paper Session

Convention Center, 100 Level, 121B; 12:00-1:30pm

Chair: Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY

Participants:

Characteristics Related to the Development of Vocational Excellence: A Study of International Vocational Skills Competition Competitors. Petri J. Nokelainen, University of Tampere; Laura Pylväinen, University of Tampere

Comprehensive Schools and Student Performance in Post-Socialist Countries: A Natural Experiment. Olga Bain, The George Washington University

19.044. Issues in Urban Teacher Education. SIG-Urban Learning, Teaching, and Research; Paper Session
Convention Center, 100 Level, 120A; 12:00-1:30pm
Chair: Ryan Coughlan, Rutgers University
Participants:
Courses Designed to Improve Preservice Teachers’ Perceptions and Knowledge of Diverse Students. Leah Herner-Patnode, The Ohio State University - Lima; Hea-Jin Lee, The Ohio State University - Lima
Developing Culturally Responsive First-Year Teachers for Urban Schools. Binbin Jiang, Kennesaw State University; Kathy Annis; Mark Baker; Mark Lang, Smitha Middle School; Victoria Doll, Cobb County School District; Marie Holbein, Kennesaw State University
Urban Schooling and Teacher Education: Responding to the Nature of Socioeconomically and Intellectually Stratifying Standards. Francine P. Peterman, Montclair State University
Voices From Urban Classrooms: Teachers’ Perceptions on Instructing Diverse Students and Using Culturally Responsive Teaching. Patricia J. Bonner, Azusa Pacific University; Susan R. Warren, Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University
What Do We Mean by Accountability in Urban-Focused Teacher Preparation? John R. Walcott, Calvin College
“Getting in Parents’ Shoes”: Building Connections Across Language and Culture in Urban Preservice Teacher Education. Sara Lewis-Bernstein Young, Worcester State University
Discussant: Elsa M. Gonzalez Y Gonzalez, Texas A&M University

Division and SIG Roundtables

19.046. Roundtable Session 1; Roundtable Session
19.046-1. Alternate-Route Teacher Education: Perspectives and Considerations for Reform. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Deanna Hill, Drexel University
Participants:
Marginalizing Educational Schools? Preparing Teachers and Leaders for a Parallel Educational System. Angus Shiva Mungal, The University of Texas - El Paso
Preparation Programs for Alternate-Route Teachers: Comparing Teacher Satisfaction With Instruction Aligned to Clinical Practice. Chris Torres, Montclair State University; Elizabeth Marie Chu, Teachers College, Columbia University
The Impact of the Teach For America Experience on Emerging Leaders. Tanya T. Maloney, Montclair State University
What Is the Value of Higher Education Teacher Preparation in Alternative Certification Programs? Rhonda Suzanne Bondie, Fordham University; Melda Uzun, Fordham Graduate School of Education; Su-He Cho, Fordham University

19.046-2. Challenging Preservice Teachers’ Conceptions and Practices of Student Assessment and Evaluation. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Eva Ponte, University of Hawaii - Manoa
Participants:
The Simulated Classroom: A Tool to Study Teachers’ Diagnostic Abilities. Johanna Kaiser, University of Kiel; Katja Schwartz, University of Kiel; Pinar Saric; Jens Moeller, University of Kiel
What Are Schools of Education Doing to Improve Data Literacy Among Educators? Ellen B. Mandinach, WestEd; Edith Gummer, National Science Foundation; Jeremy Friedman, WestEd
Preservice Teachers’ Confidence and Effectiveness in Their Use of Student Assessment Data. Amanda Anderson; Elizabeth Dianne Johnson, George Mason University; Kathleen Provizian, Drexel University
Two Aspiring Teachers Construct and Reconstruct Arguments About Why Students Fail in School. Mary Louise Gomez, University of Wisconsin - Madison


Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Sara C. Lawrence, Texas A&M University - Texarkana
Participants:
- Integrating Knowledge and Skills Development With Practice: A Case Study of Collaborations for Teacher Development. Robin R. Dada, Zayed University; Lauren Stephenson, Zayed University; Angela Rosamund Ward, Massey University; Kenneth Cary, Zayed University; Barbara Harold
- The Critical and Reciprocal Benefits of Dialogue Journals and Young Adult Literature With Intergenerational Urban Populations. Jody Nicole Polleck, Hunter College - CUNY; Melissa Schieble, Hunter College - CUNY
- Collaborative Innovation. Judy Randi; Danielle Petersen, New Haven Public Schools

19.046-4. Expectations and Perceptions About Student Teaching and Student Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Participants:
- Contrasts and Continuities in Supervisors' and Cooperating Teachers' Role Expectations. Horacio Walker, Universidad Diego Portales; Felipe Maldonado, Universidad Diego Portales; Carmen Montecinos, Universidad Catolica de Valparaiso; Monica Cortez, Pontificia Universidad Catolica de Valparaiso
- Student Teacher Mentor Supports for Urban Settings. Wendy Morrison Cavendish, University of Miami; Xuchilt Perez, University of Miami; Margarettte Mahotiere, University of Miami
- "They Need to Learn With Us, Guinea Pigs?": Students' Points of View About Student Teaching. Annie Malo, University of Montreal

19.046-5. Facilitating Effective Collaboration in Partnerships. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Danne E. Davis, Montclair State University
Participants:
- Learning to Teach as a Joint Enterprise: Using Instructional Support Liaisons in Teacher Preparation Programs. Jennifer Kinser-Trant, The University of Arizona; Marcy B. Wood, The University of Arizona; Melinda Radon; Marleen Lyon, University of Arizona
- Maximizing Community Partners in the Preparation of Exceptional Urban Teachers. Craig J. Willey, Indiana University - Indianapolis; Paula A. Magee, Indiana University - IUPUI; Erika Radford
- Collaboration in a P-16 Partnership: Enhancing Clinical Experiences of Preservice Teachers and Professional Development for Partnership Members Through a Professional Learning Community. Jacob Easley, University of Pittsburgh - Johnstown; Julie Winneur Ankrum, University of Pittsburgh - Johnstown; Nina R. Girard, University of Pittsburgh - Johnstown; Bethany McConnell, University of Pittsburgh at Johnstown
- STEP-UP and Step Forward: Immersive Community Fellowship Transforms Preservice Urban Teachers Into Knowledge-ABLE Teacher Professionals. Robert E. Lee, Illinois State University; Brent Showalter, Illinois State University; Dakota Pawlicki, Illinois State University; Mitchell Staroscik, Simeon Career Academy
- Teaching Teams in Residency-Based Teacher Preparation: When Learning to Teach Is a Collaborative Endeavor. Ana M. Elfers, University of Washington; Margaret L. Flecki, University of Washington; Corrine Mcguigan, Heritage University, Toppenish, Washington

19.046-6. Preparing Preservice Teachers to Be Social Justice Educators. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Gertrude M. Tinker Sachs, Georgia State University
Participants:
- Learning to Teach in the Context of Middle-Level Education Reform. Jessica DeMink-Carthew, University of Maryland - College Park
- Preservice Teachers’ Learning From Practice-Focused Teacher Education With a Compassionate, Justice-Oriented Lens: A Multiple-Case Analysis. Hilary Gehrlich Conklin, DePaul University; Hilary E. Hughes, Virginia Commonwealth University
- Spiritual Warrior for Social Justice: Preparing Antiracist, Pro-Justice Teacher Educators. Susan J. Katz, Roosevelt University; Diana F. Ryan

19.046-7. Professional Development for Teacher Quality and Motivation. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Dafit Kaur; Francis Marion University
Participants:
- Exploring Teachers’ Responsiveness to Professional Development: A Multidimensional Approach. Amy Roberts, University of Virginia; Jennifer LoCasale-Crosby, University of Virginia; Jamie DeCoster, University of Virginia; Bridget Kathleen Hamre, University of Virginia; Jason Downer, University of Virginia; Amanda Paige Williford, University of Virginia; Robert Pianta, University of Virginia
- Measuring Teacher Motivation for Professional Development. Geoffrey C. Phelps, Educational Testing Service; Shuanghuan Liu, Educational Testing Service; Stuart A. Karabenick, University of Michigan; AnneMarie M. Conley, University of California - Irvine
- The Signaling, Screening, and Professional Development Effects of National Board Certification: Evidence From Chicago. Lauren Sartain, Consortium on Chicago School Research At The University of Chicago; Lisa Barrow, Federal Reserve Bank of Chicago

19.046-8. Research and Assessment in the Lives of Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Ann E. Larson, University of Louisville
Participants:
- Teachers’ Discursive Construction of Educational Research and “Research-Based Practice”. Salvi Maunushegan, Oslo and Akershus University College; Finn Daniel Raen, Oslo and Akershus University College of Applied Sciences
- Teaching or Student Characteristics? How Teachers Attribute Student Outcomes When Interpreting Data. Melanie Bertrand, Arizona State University; Julie A. Marsh, University of Southern California
- The Teacher Motivation Questionnaire: The Development of an Instrument to Measure Teachers’ Achievement Goal Orientations in a High-Stakes Context. Amanda Turner, Virginia Commonwealth University; Heather S Dawson, Virginia Commonwealth University
- What’s Really “At-Risk”? Interrogating How Teachers Understand Risk and Academic Achievement. Keffrelyn D. Brown, The University of Texas - Austin

19.046-9. Rethinking Clinical Practice and Practicum Experiences. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Robin D. Johnson, Stephen F. Austin State University
Participants:
- Fostering Community-Based Field Experiences in Teacher Education. Terri L. Rodriguez, College of Saint Benedict; Heidi L. Hallman, The University of Kansas
- Learning to Teach Literacy: Considering the Development of Four Teachers From Two Preparation Programs. Charlotte Anne Mundy, The University of Alabama; Carol A. Donovan, The University of Alabama; Nicole Swozowski, The University of Alabama
- Putting a Face on Clinical Practice: A Description and Study of an Emergent Clinical Practice Program. Richard D. Sawyer, Washington State University - Vancouver; Michael Alan Neel, University of Maryland

19.046-10. Sociopolitical Contexts of Teacher Education and Educational Reform. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Rohit Setty, University of Michigan
Participants:
- Factors That Influence Teacher Candidates’ Preference for Suburban Districts and the Reality of One Suburban District’s Diversity: Evidence From a Northeastern State. Deena Khalil, Howard University; Sandy Lizarde-Duff, Rutgers University
- Integration and Validation in a Hybrid Online Special Education Teacher Training Program. Donna R. Patterson, University of Minnesota; Susan O’Connor; Trudie M. Hughes
- Motives and Self-Efficacy of Graduates of Teacher Training Programs Who Opted for Teaching as a Second Career. Till Wagner, Beit Berl
19.046-11. The Impact of Teacher Beliefs on Students’ Identities. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Sehmem Cileziz, University of Louisiana at Lafayette
Participants: Effects of Self-Efficacy and Attritions on Teachers’ Well-Being: A Mediational Analysis. Hui Wang, McGill University; Sonia Rahimi, McGill University; Nathan C. Hall, McGill University; Melanie M. Keller, University of Konstanz
Teacher Language Practices and Ideologies in a Third-Grade Two-Way Dual-Language Program. Kathryn I. Henderson, The University of Texas - Austin; Ramon Antonio Martinez, The University of Texas - Austin
The Impact of Course Characteristics on Teacher Education Students’ Epistemological Beliefs. Peter Baker, Old Dominion University; Robert Lucking, Old Dominion University; Jennifer Jill Kidd, Old Dominion University

Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Rachel G. Ragland, Lake Forest College
Participants: Changing the Experience of Clinical Practice: Implementing a Coteaching Program for Preservice High School Teachers. Nicole Ramos-Beban, San Jose State University; Carrie Helmberg, San Jose State University
Supporting Student Teachers in Today’s Policy Climate as a University Supervisor. Anne Marie Garth, Clemson University
The Interim Effects of Virtual Peer Coaching on the Instructional Behaviors of Preservice Teacher Candidates. Alicia Ann Cotabish, University of Central Arkansas; Tammy Benson, University of Central Arkansas
Uncovering a Problem of Practice: Supervisors’ Field Observations of Preservice Teachers’ Approximations of Practice. Shannon Coman Henderson, The University of Alabama; Tracy L. Weston, The University of Alabama

19.046-13. Understanding and Promoting Teacher Diversity. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Nicholas M. Michelli, The Graduate Center - CUNY
Participants: Addressing the Demographic Imperative: A Public Scholarship Project to Recruit and Retain Diverse Teacher Candidates. Deborah A. Bieler, University of Delaware; Jill Ewing Flynn, University of Delaware; Hannah Kim, University of Delaware; Rosalie Rolon-Dow, University of Delaware; Carol A. Wong, University of Delaware; Lynn Worden, Black, White, and Tested All Over: Racialized Differences in Licensure Exam Experiences. Emery Marc Petchauer, Oakland University; Kira J. Baker-Doyle, Arcadia University
Differences Over Time in Hispanic Students Taking and Passing the State Teacher Exam. Myriam Quintero Khan, Sam Houston State University; John R. Slate, Sam Houston State University
Understanding the Pathway to Teacher Certification From the Perspectives of Mexican American Bilingual Teacher Candidates. Amabilia Valverde Valenzuela, The University of Texas - El Paso; Judith H. Munter; The University of Texas - El Paso

19.046-14. African Americans: Home, School, University, and Community. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Malik S. Henfield, University of Iowa
Participants: Lift Every Voice: A Critical Race Analysis of African American Students at Predominately White Institutions of Higher Education. Allison Sabhashri Prasad, The Ohio State University - Columbus
Fostering Equity: The Role of an After-School Program in an African American Community. Ann M. Bennett, The University of Tennessee - Knoxville
Exploring Father Involvement: A Qualitative Study With Formerly Incarcerated African American Fathers. Patrice D Collins, California State University - Long Beach
Black Parents’ Success Strategies for Their Children’s Education and Employment. Nicola Rollock, University of Birmingham

19.046-15. Young Children’s Classroom Peer Interactions. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Renee M. Casbergue, Louisiana State University - Baton Rouge
Participants: Examining Preschoolers’ Cognitive and Emotion Regulation in Peer Group Settings. Noah Neidlinger, University of Michigan; Amanda L. Berkenhe, Albertus Magnus College
Examining the Role of Positive Engagement With Peers in Social-Emotional Adjustment: Does Teacher-Child Interaction Quality Moderate This Relationship? Veronica A. Fernandez, University of Miami; Tracy M Carter, University of Miami; Rebecca Jane Shearer, University of Miami
The Relationship Between Self-Regulation, Classroom Behaviors, and Literacy in Kindergarten. Jaime Dice, University of Rhode Island; Minsuk Kim Shim, University of Rhode Island; Bethany Hamilton-Jones, University of Rhode Island; Sandy Jean Hicks, University of Rhode Island; Hyun Jin Chung, Bourne Public Schools; Joseph Jerry Armendarez, University of Rhode Island

19.046-16. Teacher Supervision and Evaluation: Global Perspectives. SIG-Supervision and Instructional Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Muhammed Akrum, University of Education Lahore
Participants: A Comparative Analysis of Turkish Private and Public School Teachers’ Job Satisfaction Levels and Principals’ Instructional Supervision Behaviors. Hilmi Sängü, Bozok University; Abdurrahman Ilgan, Düzce University; Turkey; Oksana Parylo, Katholieke Universiteit Leuven; Mustafa Erdem, Yuzuncu Yıl University
Principals’ Work and the Challenges of Instructional Leadership. Michael Mindzuk, Western University; Katrina E. Pollock, University of Western Ontario; Asma Ahmed, University of Western Ontario; Patricia L. Bricoe, Brock University; David Cameron Hauseman, University of Toronto - OISE; Donna Hazel-Swapp, University of Western Ontario
Relationship Between Teacher Evaluation Scores and Student Achievement in English and Mathematics: Evidence From Pakistan. Muhammed Akrum, University of Education Lahore; Sally J. Zepeda, University of Georgia
The Implementation of a New System for Teacher Appraisal: Views of Principals. Maria A. Flores, Minho University

19.046-17. Perceptions and Positionings Related to Lives of Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:00-1:30pm
Chair: Elizabeth K. DeMulder, George Mason University
Participants: An Examination of Students’ Positioning in a Teacher Study Group and Assumed Rights and Duties of Teachers. Heejoo Suh, Michigan State University
Entering the Twilight Zone: How Literacy Teacher Educators Perceive 21st-Century Literacies. Cathy Marie Miyata, University of Toronto; Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE
Preservice Teachers’ Thinking and Development Toward a Focus on Student Achievement for All Learners. Ellen McIntyre, North Carolina State University; Temple A. Walkowiak, North Carolina State University
Teachers’ Moral Perceptions of Standardized Student Behavioral Management Systems. Mary Elizabeth Del Savio, University of Pennsylvania

19.047. Roundtable Session 2; Roundtable Session
19.047-1. Laws of Attraction: Developing and Maintaining Interest in STEM Fields. Division C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Thursday Afternoon, April 3, 2014

Chair: Jennifer L. Chiu, University of Virginia

Participants:
Building College Student Motivation for General Chemistry: A Tool for Fixing the Leaky STEM Pipeline. Lisa C. Duffin, Western Kentucky University; Amanda Cook, Western Kentucky University; Martha M. Day, Western Kentucky University

Contribution to Learning: A Lens to Understand and Encourage Students’ Engagement With Physics. Sanaz Farhangi, New York University

Differential Relations of Instructional Practices to Students’ Learning Motivation and Science Achievement: Results From TIMSS (Trends in International Mathematics and Science Study) 2007. Hsin Ning (Jessie) Ho, Tapioca Express Inc.; Pey-Yan Liou, National Central University - Graduate Institute of Learning and Instruction

Researching the Impact of Innovative Learning Materials Within STEM Education. Cindy De Smet, Ghent University; Tammy Schellens, Ghent University; Bram De Wever, Ghent University; Pascale Brandt-Pomares; Martin M. Valcke, Ghent University

19.047-2. Factors That Create Supportive and Effective Learning Environments. Division C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: David A. Bergin, University of Missouri

Participants:
The Need to Care: Caring and Climate in Mathematics Classrooms. Michelle L. Peters, University of Houston - Clear Lake; Deobra Hinderrliter Ortloff, Finger Lakes Community College
The Effects of Feedback Formats on the Negative Suggestion Effect. Dominic Angelo Trevisan, Simon Fraser University; Olasoa Oleakan Adesope, Washington State University
The Last Profile Analysis of Korean Teachers’ Achievement Goal Orientation. Joon Jung Cho, Oklahoma State University; Myonghee Yang, Kyung Hee University; Minseong Kim, Chosun University
Exploring Changes in Mathematics and Science Teaching Efficacy Beliefs Among Elementary Preservice Teachers Enrolled in a STEM-Focused Preparation Program: Cross-Case Study Analysis. Margareta Maria Thomson, North Carolina State University; Daniell DiFrancesca, North Carolina State University; Sarah J. Carrier, North Carolina State University; Carrie Wilkerson Lee, North Carolina State University
Effects of Class Composition on Academic Achievement: A Two-Cohort Repeated Measurement Study. Olaf Koeller, Leibniz Institute for Science and Math Education; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education; Michael Lench, Leibniz Institute for Science and Mathematics Education (IPN); Friederike Zimmermann, Institute of Psychology, Kiel University; Kerstin Schütte, IPN

19.047-3. Learning Models and Frameworks for Humanities and Social Science. Division C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: J. Spencer Clark, Utah State University

Participants:
Effectiveness of the Restorying Method for Diverse Learners. Wayne A. Slabon, Slabon & Associates; Vanessa Paz Dennen, The Florida State University
Examining Trans-Symbolic and Symbol-Specific Comprehension Processes in Poem and Painting. Sandra Michelle Loughlin, University of Maryland
The Production of the Mendez v. Westminster Narrative: How Mendez Becomes History. Maribel Santiago, Stanford University
Toward Disciplinary Knowledge in Civics Courses: A Study in Thinking Politically. Wayne Journell, University of North Carolina - Greensboro; Melissa Walker Beeson, Salem College; Cheryl A. Ayers, University of North Carolina - Greensboro

19.047-4. Roundtable: Mathematics Learning of Struggling Learners. Division C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Nicola McClung, University of San Francisco

Participants:
Cognitive Subtypes of Arithmetic Learning Difficulties in Primary Education. Dimona Bartelet, Maastricht University; Daniel Ansari; Anneke Vaessen; Carla Haelermans, Maastricht University
Cross-National Differences in Performance in Mathematics: Clarifying the Relationship Between Number Naming Systems and Mathematical (Dis)Ability. Nicola McClung, University of San Francisco; Diana J. Arya, University of Colorado - Boulder
Multilevel Analysis of Enhanced Anchored Instruction in Coteaching Inclusive Math Classrooms. Brian A. Botte, University of Kentucky; Michael Toland, University of Kentucky; Linda Joy Gassaway, University of Kentucky; Mark David Butler, University of Kentucky; Sam Choop, Ann Katherine Griffin, Xin Ma, University of Kentucky
The Effects of Counting Intervention on Mathematics, Thinking, and Language Skills in Low-Performing First Graders. Riikka Mononen, University of Helsinki; Pirjo Aunio, University of Helsinki
The Influence of Working Memory Components on Word Problem Solving for Children With Mathematical Disabilities. Wonson Fung, University of California - Riverside; H. Lee Swanson, University of California - Riverside; Cathy Lussier, University of California

19.047-5. Roundtable: Mathematics Teaching and Learning in Early Childhood. Division C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Kira Joy Carbonneau, University of New Mexico

Participants:
Examining Differences in Kindergarteners’ Mathematics Learning: A Closer Look at Instruction, Socioeconomic Status, and Race. Eunjoo Jung, Syracuse University
How Early Years Educators Speak the Language of Mathematics. Gabriela Sanchez, University of Prince Edward Island; Martha A. Gabriel, University of Prince Edward Island
Instructonal Guidance and Realism of Manipulatives Influence Preschool Children’s Mathematics Learning. Kira Joy Carbonneau, University of New Mexico; Scott C. Marley, Arizona State University - Tempe
Parental Beliefs About Early Mathematics Skills and the Role of Board Games in Promoting Mathematical Understanding. Pamela R. Gourley-Delaney, University of California - Davis

Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Virginia M. Lea, University of Wisconsin - Stout

Participants:
Awakening Critical Awareness of Self and Society Through Critical, Self-Reflexive Research. Virginia M. Lea, University of Wisconsin - Stout
Manifestations of Resistance: Theirs and Mine in Neoliberal-Land 2014. Roberta Ahlquist, San José State University
Engaging New Politics of Pedagogical Possibility. Carolyne J. White, Rutgers University

19.047-7. Contested Relationships in Early Learning. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Angela L. Eckhoff, Old Dominion University

Participants:
Contested Masculinities in the Toddler Room: The Risk (and Resilience) of Relationship. Travis S. Wright, University of Wisconsin-Madison
Subcommunities of Similar Thinkers About Literacy Learning Among Immigrant Mothers, Their Husbands, and Kindergarten Teachers. Ching-Ting Hsin, National Taitung University; Gary Glen Price, University of Wisconsin - Madison
The Potential of Queer Theorizing in Early Childhood Education. Alexandra Gunn, University of Otago

19.047-8. Workplace Learning: Roundtables. SIG-Workplace Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Vanessa Hammler Kenon, The University of Texas - San Antonio

Participants:
Opportunities for Principals’ Informal Learning: An Integrative Literature Review. Justin Barbaro, Teachers College, Columbia University
Feasibility of Gamification to Foster Learning and Working Motivation: A Design-Based Research Study in Intralogistics. Michael Sailer; Ludwig-Maximilians-Universität München; Jan Hense, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich; Markus Klevers, Technische Universität München
Sources and Impact of Vocational Identity. Viola Katharina Klotz, University of Paderborn; Esther Winther, University of Paderborn
The Role of Improvisation in Organizational Training and Development. Nicole Buras, Northern Illinois University; Eric Archer, Northern Illinois University

Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Sarah L. Woulfin, University of Connecticut
Participants:
- Educational Change and Intangible Knowledges: An Emerging Framework. Sousan Arafat, Southern Connecticut State University; Carole J. Trone, University of Wisconsin - Madison
- Examining the Effect of New Technology Initiatives on the Role of the Teacher. Jason Scott Daniels, University of Alberta; Stanley J. Varnhagen, University of Alberta; Jean-Claude Couture, Alberta Teachers' Association; Philip Andrew McRae, University of Alberta
- Quantifying the Qualitative to Advance Reform: Using Complexity Theory to Conceptualize Educational Change. Patrick J. McQuillan, Boston College
- Teachers’ and Principals’ Collaboration in Learning Communities for the Generation of Emerging Planning Strategies in México’s Public Elementary Schools. Manuel Flores Fahara, Monterey Institute for Technology and Education; Maria Ileana Ruiz, Tecnológico de Monterrey

19.047-10. The Possibility of School Turnaround: Research Studies of Turnaround Efforts at Different Levels. SIG-School Turnaround and Reform; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Robin R. Lasota, University of Illinois at Urbana Champaign
Participants:
- Possibility or Peril? A Discourse Analysis of School Turnaround. Megen Charner-Laird, Salem State University
- The Evolution of a Teacher-Run School: The Case of Brick Avon Academy in Newark, New Jersey. Dorothy Knauer, Rutgers University - Newark
- Rewarding Professionals to Learn Together: A Tool for Turnaround in Portland, Maine. Rachael Lawrence, University of Massachusetts; Sharon F. Ralphis, University of Massachusetts - Amherst; Lisa A. Keller, University of Massachusetts - Amherst
- Catching Up Underprepared Students in Early College High Schools: Reducing the Performance Gap. Larry Bernstein, Northeastern University; Julie A. Edmonds, University of North Carolina - Greensboro; Fatih Unlu, Abt Associates Inc.

Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Ted Nicholas Ingram, Bronx Community College - CUNY
Participants:
- A Postradiological Feminist Study of Three Chinese Women Academics’ Subjectivity and Agency. Xiaoling Ke, Guangdong University of Foreign Studies, China
- Bird-Watching and Beyond: Engaging Teachers in Aesthetics in Professional Development. Heather J. Pinedo-Burns, Teachers College, Columbia University
- Why Education Researchers Ought to Care About and Study Correctional Education. Crystal T. Laura, Chicago State University; Monique Rise Redpath, University of Illinois at Chicago
- I’ll Meet You on the Precipice: Reconceptualizing Public Pedagogy. Zofia Zaliwska, University of Toronto - OISE

19.047-12. Civic-Minded Activism in the Curriculum: Israel, the Global South, and the International Baccalaureate. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Elizabeth E. Heilman, Michigan State University
Participants:
- Between “Us” and “Them”: Teachers’ Perceptions on the Local-Global Composition in the Israeli History Curriculum. Miri Zemini, Tel Aviv University; Oria Yardeni, Tel Aviv University
- Civic Counterstories for Critical Times: Civic Activism Among Youth in the Global South. Laura Jeanne Quaynor, University of South Carolina - Aiken; Keisha L. Green, Rutgers University - New Brunswick/ Piscataway; Ana Tristana Solano-Campos, Emory University
- Comparing Concepts of Civic-Mindedness and Outcomes of Service Activities in International Baccalaureate Programs in the Americas. Shelley H. Billig, RMC Research Corporation; Brandie Good, RMC Research Corporation

Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Nick Sousanis, Teachers College, Columbia University
Participants:
- A Community of Queens, a Pedagogy of Hope: Black Feminism as a Site of Resistance for High School Girls. Monique Lane, University of California - Los Angeles
- The Challenges of Gaming for Democratic Education: The Case of iCivics. Matthew Gaydos, University of Wisconsin - Madison
- Civic Pedagogy: Comics for the Global South. Fatih Unlu, Abt Associates Inc.

19.047-14. Community-Relevant and -Responsive Pedagogies. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chairs: Charles Tocci, Loyola University Chicago; Caleb Steindam, Loyola University Chicago
Participants:
- A Community of Queens, a Pedagogy of Hope: Black Feminism as a Site of Resistance for High School Girls. Monique Lane, University of California - Los Angeles
- Our (Home)work: The Emergence of a New Tenet of Culturally Relevant Pedagogy. Tracey Pyschler, University of Minnesota; Chelda Smith, University of Minnesota - Twin Cities
- Pedagogy for the Privileged: A Curricular Strategy to Enhance Social Inclusion. Adam Howard, Colby College; Mark B. Tappan, Colby College
- Separate and Connected: A Portrait of Perspectives and Pedagogy at an Afrocentric Shule. Raygine Coutard Diasquii, Harvard University

19.047-15. Participatory Learning, Games, and Civic Engagement. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Cynthia Carter Ching, University of California - Davis
Participants:
- Entertainment Games for Education: Self-Motivated Education and EVE Online. Christopher Vicari, Teachers College, Columbia University
- Gaming the System in Newton’s Playground. Lubin Wang, Florida State University
- The Challenges of Gaming for Democratic Education: The Case of iCivics. Jeremy D. Stoddard, The College of William & Mary; Angela M. Banks, William & Mary Law School; Christine Nemacheck
- Video Games and Learning: What Counts? Matthew Gaydos, University of Wisconsin - Madison; Amanda Marie Barany, Games + Learning + Society; Kurt D. Squire, University of Wisconsin - Madison

19.047-16. Queering Success, Transitions, and Identities. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:00-1:30pm
Chair: Markus P Bidell, Hunter College
Thursday Afternoon, April 3, 2014

19.047-17. Restorative Approaches for Education: “Right” Relationships in Curriculum, Classrooms, and School Cultures. Division B - Curriculum Studies; Roundtable Session

Chair: Joel Westheimer, University of Ottawa

Participants:
- A Restorative Approach to Civic Learning in Canada. Kristina R. Llewellyn, University of Waterloo; Jennifer Llewellyn, Dalhousie University
- The Restorative Approach at Halifax City School: A Critical Case Study. Amy Boudreau, Mount Saint Vincent University
- The Politics of Restorative Justice in Schools: Lessons From Students’ Perspectives in Scottish and Canadian Schools. Kristin Reimer, University of Ottawa

19.047-18. Rethinking Educational Change: Cultural-Historical Analyses of Educational Reforms Across and Beyond National Boundaries. Division B - Curriculum Studies; Roundtable Session

Chair: Jinting Wu, University of Macau

Participants:
- Tourism as Spatial Pedagogy in Rural Ethnic Education. Jinting Wu, University of Macau
- Alfabetización. Ligia L. Lopez, University of Wisconsin - Madison
- Pedagogy as a Political Science: Curriculum as a Site of Power, Knowledge, Ethics, and Aesthetics. Yasin Tunc, University of Wisconsin - Madison
- In the Name of Progress and National Autarchy: The Importance of Innovation for the Manufacturing of Citizens in 19th- and 20th-Century Luxembourg. Catherina Schreiber, The University of Luxembourg
- Globalizing Future Citizen: Curriculum Reforms and Citizenship Education in South Korea. Ji-Hye Kim, University of Wisconsin - Madison

19.047-19. Understanding and Contesting Neoliberalism. Division B - Curriculum Studies; Roundtable Session

Chair: Debbie Sonu, Hunter College - CUNY

Participants:
- Hope, Rage, and Inequality: A Critical Humanist Inclusive Education. Kevin Russel Magill, University of Texas, Austin; Arturo Rodriguez, Boise State University
- Teacher Praxis and Competency in an Age of Standards: Four Case Studies From Los Angeles. Arlo Kempf, University of California - Los Angeles
- Writing Collectivities: Remixing the Ideal Student Construct. Chrissy Anderson-Zavala, University of California - Santa Cruz

19.047-20. Cultural Diversity and Interactive Processes in the Teaching of Writing. SIG-Writing and Literacies; Roundtable Session

Chair: Jenny Denyer, University of Toledo

Participants:
- From Preservice to Practice: Investigating the Effects of a Writing Methods Course on Teacher Practices. Susan D. Martin, Boise State University; Sherry Dismuke, Boise State University
- Interactional Processes Within the Teaching and Learning of Argumentation and Argumentative Writing. Allison S. Wynhoff Olsen, Montana State University

“I Speak Alabama”: Toward Innovations in Developing Writing Assessments That Honor the Cultural and Linguistic Diversity in Elementary Students’ Writing. Margarita Zisselsberger; Loyola University Maryland

The Role of Literary Mentors in Writing Development: How Black Women’s Literature Supports Writing Representations of African American Adolescent Girls. Gholnecsar E. Muhammad, University of Illinois at Chicago

19.047-21. Large-Scale Database Research in the Content Areas. SIG-Advanced Studies of National Databases; Roundtable Session

Chair: David C. Miller, American Institutes for Research

Participants:
- A Multigrade, Multiyear Statewide Examination of Reading Achievement. Jill L. Adelson, University of Louisville; Emily R. Dickinson, Human Resources Research Organization; Brittany Carpenter Cunningham, American Institutes for Research
- Gender Effects in Student Attitude Toward Science Among Fourth- and Eighth-Grade Students in the United States. Thomas J. Smith, Northern Illinois University; Cornelius McKenna, Kishwaukee College; Spencer Pasero, Fermi National Accelerator Laboratory
- Math Achievement in High School: Effects of Teacher Support, Instructional Practice, and Students’ Motivational Beliefs. Rongrong Yu, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University

19.047-22. Education Is Relational Work. SIG-Narrative Research; Roundtable Session

Chair: Lee Mason Schaefer, University of Regina

Participants:
- Beyond the Telling: Enduring Lives and Consequences of an Autobiographical Narrative. Valerie A. Allison-Roan, Sasquehanna University; Michael Patrick Hayes, Sasquehanna University
- Teaching and Learning Through Multiple Lenses: Educator/Parents Problematizing Schooling via Their Students and Their Own Children. Jennifer Christine Nelson, University of Nebraska - Lincoln


Chair: Katy Swalwell, University of Maryland - College Park

Participants:
- "Justice Flickering in Their Eyes": The Impact of Human Rights Education Upon Newcomer Immigrant Youth at an Urban High School. Juliet A. Schiller, University of San Francisco
- Achieving Education Success for Indigenous Students: Learning From a Decade of Iterative Research and Development. Mere Berryman, University of Waikato; Alan Russell Bishop, University of Waikato
- Empowering Immigrant Identity Through Creative Resistance: Art-Based Critical Pedagogy in the Immigrant Experience. Luis Genaro Garcia, Claremont Graduate University; Cleveland Hayes, University of La Verne
- Autoethnographic Counterstories of Immigration in K-12 Classrooms. Rosa M. Jimenez, Arizona State University

19.047-24. Building Preservice Teachers’ Understanding of Family Involvement Through Meaningful Pedagogy. SIG-Family, School, Community Partnerships; Roundtable Session

Chair: Joan M.T. Walker, Pace University

Participants:
- Are Student Teachers Prepared to Establish Family-School Partnerships? Jeanne D’Haem, William Paterson University; Peter Grisswold, William Paterson University; T. Martijn Willemsen, Windesheim university of applied sciences; Erika DeBruine, Sofie Vaneynde, Leuven University College; Lijne Vloeberghs, Leuven University College
- Fostering the Home-School Connection Between Preservice Teachers and Culturally/Linguistically Diverse Families Through “Family Suitcases”. Carla Amaro-Jimenez, The University of Texas - Arlington

19.047-25. A Focus on Historically Black Colleges and Universities. SIG-Research Focus on Black Education; Roundtable Session

Chair: Jenny Denyer, University of Toledo

Participants:
- Detours and Dead Ends as Destinations: Queering Time and Transitions out of High School. Sam Stiegler, The University of British Columbia; Rachael E. Sullivan, The University of British Columbia
- Goose Chasing the Scapegoat: The Battle Over Bullying Policy in Anoka-Hennepin School District. Shannon Dahmes, University of Minnesota
- Perspectives of Gender and Sexual Diversity (GSD)-Inclusive Education: A National Survey of K-12 Educators. Elizabeth J. Meyer, California Polytechnic State University; San Luis Obispo; Catherine Taylor, University of Winnipeg; Tracey Peter, University of Manitoba
Chair: Daniella Ann Cook, University of South Carolina - Columbia

Participants: Andrea Shelton, Texas Southern University; Emiel W. Owens, Texas Southern University; Collette Madeleine Bloom, Texas Southern University; Dorthea Mack, East Carolina University; Tamika Wordlow, East Carolina University; Crystal Renee Chambers, East Carolina University.

Feminist Identity Development Among Black Women Undergraduates at a Historically Black University.

Poster:
Douglas M. Butler, Prairie View A&M University

Poster:
Loyce E. Caruthers, University of Missouri - Kansas City; Bradley Poos, University of Missouri - Kansas City

Hae-Seong Park, Azusa Pacific University; Pamela M. Christian, Azusa Pacific University.

Division and SIG Posters

19.048-1. Division G Section 2 Poster Session. Division G - Social Context of Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
1. How Youth Perceive the Importance of College: A Descriptive Analysis of Information Sources.
Manuelito Biag, Stanford University; Juliet Michelsen Wulheide, University of California - Davis; Kelsey Krausen, University of California - Davis; Michal Kurlaender, University of California - Davis.

2. NAEP Achievement Related to Graduation Rates, but Not for Black Students.
Gregory J. Marchant, Ball State University; Rachel L. German, Ball State University.

Giselle Emilia Navarro, Claremont University; Alma D. Bonifacio, California State University, Los Angeles; Charles Ledesma, California State University - Los Angeles; Claudia Koyoumdjian, California State University; Bianca Guzman, California State University - Los Angeles.

4. On the Relationship Between Socioeconomic Status and Educational and Career Aspirations in the Middle Years of Schooling.
Jennifer M. Gore, The University of Newcastle; Erica Lee Southgate, The University of Newcastle; Kathryn Holmes; Max Smith, University of Newcastle; James J. Albright, The University of Newcastle; Hywel Ellis, The University of Newcastle; Nathan Berger, The University of Newcastle.

Margary Martin, Brown University.

19.048-2. Vocabulary SIG Poster Session. SIG-Vocabulary; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
6. Morphological Analysis Training Intervention for English Language Learners to Increase Vocabulary Knowledge.
Sean J. Davidson, University of California – Riverside.

19.048-3. A Five-Year Summary Report for a Project on Developmental Mathematics Courses. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
Olga M. Ramirez, The University of Texas - Pan American; Xiaohui Wang, The University of Texas - Pan American.

19.048-4. Bridge or Barrier? The Impact of Social Media on Engagement for First-Generation College Students. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
8. Bridge or Barrier? The Impact of Social Media on Engagement for First-Generation College Students.
Heather Haeger, California State University - Monterey Bay; Rong Wang, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University.

19.048-5. Determinants of Persistence and the Role of Financial Aid: The Case of Chile. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
Maria Veronica Santelles, Catholic University of Chile; Ximena Catalan, Catholic University of Chile; Catherine L. Horn, University of Houston; Diana Kruger.

19.048-6. Economies of Scale and Scope in Taiwan’s Higher Technological and Vocational Education Universities: An Estimation of Flexible Fixed Cost Quadratic Function. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
10. Economies of Scale and Scope in Taiwan’s Higher Technological and Vocational Education Universities: An Estimation of Flexible Fixed Cost Quadratic Function.
Chien-Ern Huang, Ling Tung University; Young Yuan, Ling Tung University.

19.048-7. Examining the Experiences of a Public Historically Black University Engaged in the Equity Scorecard Process. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
Tiffany Nicole Jones, Southern Education Foundation, Inc.

Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
Ane Turner Johnson, Rowan University; Eunice Kamaara, Moi University.

19.048-9. International Student Enrollment and Organizational Change. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
13. International Student Enrollment and Organizational Change.
Curtis Washburn, University of Hawaii - Manoa; Christopher S. Collins, University of Hawaii - Manoa.

19.048-10. Investigating Postsecondary Student Performance on Homework Questions Targeting Different Levels of Cognitive Difficulty. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
Genevieve Marie Henricks-Leppe, University of Illinois at Urbana-Champaign; Crystal Carlson, University of Illinois at Urbana-Champaign; Michael Williams; Michelle Perry, University of Illinois; Sarah Grison, Parkland College.

19.048-11. Posters Related to College and University Student Access. Division J - Postsecondary Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
15. An Examination of Students’ Undermatching in the College Choice Process.
Roberta Espinoza, Claremont University - Pitzer College; Christine Victorino, University of California - Riverside; Uriel Rafael, Claremont University - Pitzer College; Mayra Sandoval, Claremont University - Pitzer College.
Thursday Afternoon, April 3, 2014


17. On-Campus Housing Effects on Academic Success in the Two-Year Sector. Jonathan Turk, University of Georgia; Manuel S. Gonzalez Canche, University of Georgia


20. The Effect of 11th- and 12th-Grade Activities on Postsecondary Enrollment. Greg Cumpton, The University of Texas - Austin; Christopher King, The University of Texas - Austin; Heath Prince, The University of Texas

21. The Effect of Remediation and Student Support Programs on the Academic Outcomes of Underprepared College Students. Carmen Panililo, Purdue University - Calumet; Peijia Zha, Rutgers University

22. The Role of High School Peer Networks in Shaping Subsequent Postsecondary Enrollment and Degree Attainment. Rachel Smith, Baruch College - CUNY; Wendy M. Parker, Albany College of Pharmacy

23. Transfer and Time to Degree: A Quasi-Experimental Study of Credits, Preparation, and Pace. Jenna Cullinan, The University of Texas - Austin

19.048-12. Scholastic Abilities and Academic Decision-Making Patterns as Predictors of Dropout in Higher Education. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

19.048-13. Self-Assessed Emotional Health Among First-Year Students at Our Great University: A Trend Analysis. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

19.048-14. Strategies for Flipping a Large Undergraduate Course to Increase Student Performance and Attitudes. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

19.048-15. The Contribution of Public and Private Postsecondary Institutions to Growth in State Graduation Rates. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

19.048-16. Understanding Financial Literacy, Attitudes, and Practices Among Community College Students. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

28. Understanding Financial Literacy, Attitudes, and Practices Among Community College Students. Agustina Veny Parnamasari, Iowa State University; Linda Serra Hagedorn, Iowa State University; Moumita Mukherjee, University of Houston; Lyle McKinney, University of Houston

19.048-17. What’s in a Name? The Influence of College Rankings According to Carnegie Classification. Division J - Postsecondary Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

29. What’s in a Name? The Influence of College Rankings According to Carnegie Classification. Justin C. Ortagus, The Pennsylvania State University - University Park

19.048-18. Biographical and Documentary Research SIG Poster Session. SIG-Biographical and Documentary Research; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

30. Autobiographical Audiovideography: A Case Study With Sixth-Grade Students. Lia Raquel Oliveira, University of Minho, Portugal; Maria José Ferreira

31. Big Shoulders: Strike Stories From the City That Works. Pamela J. Konkol, Center for Policy and Social Justice at Concordia University - Chicago; Isabel Nunez, Concordia University - Chicago; Simeon Martin Stumme, Concordia University - Chicago; Gregory Michie, Concordia University - Chicago

32. Interpreting the Memoirs of Hillary Rodham Clinton and Condoleezza Rice: Their Journey to Leadership. Gloria Murray, Indiana University Southeast

33. To Serve First: The Life and Legacy of Robert Greenleaf. Alan Meyer, Concordia University - Chicago

34. What I Learned at Recess: The Hands-Off Curriculum of Education’s Unstructured Spaces. Wade Tillet, University of Wisconsin - Whitewater

19.048-19. A Cultural-Historical Activity Theory Survey Inquiry on Jürgen Habermas’s Theory of Communicative Action. SIG-Cultural Historical Research; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

35. A Cultural-Historical Activity Theory Survey Inquiry on Jürgen Habermas’s Theory of Communicative Action. Cynthia Cohen, University at Buffalo - SUNY

19.048-20. College Student Moral Exemplars: What They Look Like and Why We Need Them. SIG-Moral Development and Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

36. College Student Moral Exemplars: What They Look Like and Why We Need Them. Ashley Floyd, The University of Alabama - Birmingham

19.048-21. Taiwan Graduate Students’ General Understanding and Misunderstanding of Responsible Conduct of Research. SIG-Moral Development and Education; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

37. Taiwan Graduate Students’ General Understanding and Misunderstanding of Responsible Conduct of Research. Sophia Jui-An Pan, National Chiao Tung University; Chien Chou, National Chiao Tung University

19.048-22. Gender and Leadership: Creating an Acceptable Balance of the Personal and the Professional. Division A - Administration, Organization and Leadership; Poster Session Convention Center, 200 Level, Hall E; 12:00-1:30pm

19.048-23. **Innovative Leadership Practices.** Division A - Administration, Organization and Leadership; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
39. Innovation at the Front Line: A Theoretical Model of Entrepreneurial Teacher Leadership. Emily Savage, University of Illinois at Urbana-Champaign; Holli Burgon, University of Illinois at Urbana-Champaign; Janet S. Gaffney, The University of Auckland; Raymond Price, University of Illinois at Urbana-Champaign; Elizabeth Bagley, University of Illinois; Anita Martin, University of Illinois at Urbana-Champaign; Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign

40. Leading Innovation: The Role of Principals in North Carolina’s Early College High Schools. Hattie Lee Hammonds, Clemson University

41. The Co-principalship as an Innovative Approach to School Leadership. Ellen W. Eckman, Marquette University; Amy Porter, Marquette University

42. Please Pardon the Interruption: A Qualitative Analysis of Daily Announcements From American High Schools. Daniel J. Henry, Auburn University; Carey E. Andrzejewski, Auburn University

19.048-24. **School-Community Partnerships: Leadership Requirements.** Division A - Administration, Organization and Leadership; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
43. School-Community Partnerships: Leadership Requirements. Linda R. Valli, University of Maryland; Amanda Stefanski, University of Maryland; Reuben Jacobson, University of Maryland

19.048-25. **Teacher Leadership.** Division A - Administration, Organization and Leadership; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Poster:
44. Boundary Positions and Player-Managers: A Phenomenological Study of Elementary School Teacher-Assistant Principals. John Luciano Beltramo, University of Southern California

19.048-26. **Research on Mentoring and Mentorship.** SIG-Mentorship and Mentoring Practices; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
45. Creating Partnerships Between Teachers and Undergraduates Interested in Secondary Math and Science. Lauren Honeycutt Swanson, Whittier College; Lorelei Coddington, Whittier College

46. Executive Coaching in a High-Need District: Implementation Model Development. John M. Weathers, Lehigh University; George White, Lehigh University

47. Exploring the Mentoring Experience for an Underrepresented Group in STEM at a Historically Black University. Andrea L. Tyler, Tennessee State University

48. Mentoring Experiences of Faculty Members Using a Developmental Narrative Inquiry Approach. Christine Wanjika Nganga, South Dakota State University; Mary Bowne, South Dakota State University; Andrew J. Stremler, South Dakota State University

49. Mentoring and Collaborative Learning to Support the Needs of Teachers as They Transition From Student Teachers to Effective Novice Teachers. Alicia Wenzel, Western Oregon University; Cindy Ryan, Western Oregon University; Carmen Rosa Caceda, Western Oregon University

50. Successfully Mentoring Students With Learning Disabilities: Relations to Academic Self-Efficacy, Difficulties, and Mentoring Activities. Rinat Michael, Tel Aviv University

51. Teachers as Peer Mentors in a “Community of Practice”. Laura M. Gellert, City College of New York - CUNY; Jan W. Valle, City College of New York - CUNY

52. The Mentoring Experiences of Four Missouri Teachers of the Year Through the Lens of Servant Leadership. Audrey Ebbeck; Barbara Nell Martin, University of Central Missouri

53. “It Helped to Fuel the Fire”: Preparing Teacher Leaders. Carol J. Gilles, University of Missouri; Joanne Carol Smith, Fontbonne University; Yang Wang, University of Missouri; Jennifer Steggall, University of Missouri - Columbia

54. Mentorship and Teachers’ Identity (Re)formulation: A Relational Account of One Mentorship Pairing. Rhiannon M Maton, University of Pennsylvania; Kathy (Aikaterine) Mantas, Nipissing University

19.048-27. **Rasch Measurement Research Posters.** SIG-Rasch Measurement; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
55. Developing a Short Form of the Personal Style Inventory—II With the Rasch Model. So Young Kim, Korea University; Sehee Hong, Korea University

56. Item Response Model Approaches to Evaluating the Item Format Effects. In-Yong Park, Yonsei University; Yong Sang Lee, Korea Institute for Curriculum and Evaluation; Hwang gyu Lim, Korea Institute for Curriculum and Evaluation

57. Monitoring Rater Facet in a Highland Dance Championship. Nicole Makas Colwell; Beyza Aksu Dunya, University of Illinois at Chicago

19.048-28. **Division G Section 4 Posters.** Division G - Social Context of Education; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
58. From Me to We: Faculty of Color Increasing College Readiness for Black and Latino Males. Isha Jackson, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University


60. School Segregation: The Truth About Race and Class in U.S. Schools. M Felicity Rogers-Chapman, Claremont Graduate University

19.048-29. **Highlighting Research in Deaf Education.** SIG-Research on the Education of Deaf Persons; Poster Session
Convention Center, 200 Level, Hall E; 12:00-1:30pm

Posters:
61. Not a Hearing Loss, a Deaf Gain: Power, Self-Naming, and the Deaf Community in Higher Education. David James Thomas, University of the Arts; Dennis Edward Gregory; Old Dominion University; Shana L. Pribesh, Old Dominion University

62. Within Reason: The Development of Analogical Reasoning in Deaf Children. Jonathan Henner, Boston University; Robert J. Hoffmeister, Boston University; Sarah Fish, Boston University; Rachel Benedict, Boston University; Patrick Rosenberg, Boston University; Fran Conlin-Lupold, Boston University

63. Writing Development Across Genres. Hannah M. Dostal, University of Connecticut; Kimberly Wolbers, University of Tennessee

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Thursday, 2:00 pm

**AERA Related Activities**

20.010. Undergraduate Student Education Research Training Workshop: Closed Session (Day 1 of 3). AERA Related Activities; Invited Session
Marriott, Fourth Floor, Franklin 4; 2:00-8:00pm
Chair: George L. Wimberly, American Educational Research Association

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Thursday, 2:15 pm

**Presidential Sessions**

21.010. **Climbing Out of the Ivory Tower: New Forms of Research-Practice Partnerships.** AERA Presidential Session
Convention Center, 200 Level, 2014; 2:15-3:45pm
Chair: Thomas M. Smith, Vanderbilt University
Participants: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Suzanne Donovan, SERP Institute; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Thomas M. Smith, Vanderbilt University
Discussants: William R. Penuel, University of Colorado - Boulder; Cynthia E. Coburn, Northwestern University
21.011. Rising to the Challenges of Quality and Equality: The Promise of a Public Pedagogy. AERA Presidential Session Cosponsored with Division B - Curriculum Studies
Convention Center, 100 Level, 121B; 2:15-3:45pm
Chair: Carl A. Grant, University of Wisconsin - Madison
Participants: Diane Ravitch, New York University; Helen GYM, Parents United for Public Education

Convention Center, Terrace Level, Terrace 1; 2:15-3:45pm
Chair: Erin McNamara Horvat, Temple University
Participants: Kathleen M. Shaw, Research for Action; Jeffrey R. Henig, Teachers College, Columbia University; Kent McGuire, Southern Education Foundation, Inc.; Jeannie Oakes, Ford Foundation; Edward G. Rendell, Former Governor of Pennsylvania

Committee Sessions

21.013. Economic Inequality and Educational Opportunity: International Perspectives on Research and Policy Options. International Relations Committee; Symposium Convention Center, 100 Level, 112B; 2:15-3:45pm
Chairs: Avital Darmon, The Israel Academy of Sciences and Humanities; Michael J. Feuer, The George Washington University
Participants:
- Commentary: An Australian Perspective on Inequality and Education. Deborah Cobb-Clark, The University of Melbourne
- Commentary: A Perspective on Inequality and Education From the United Kingdom. Andy David Green, Institute of Education - London
- Commentary: Inequality and Education in Israel. Moshe Justman, Ben-Gurion University of the Negev

21.014. Graduate Student Council Chair-Elect Fireside Chat: Being a Mentor, Being a Mentee: Learning From Successful Mentorships in Order to Foster Your Own. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session Convention Center, 100 Level, 126A; 2:15-3:45pm
Chair: Ashley Patterson, The Ohio State University - Columbus
Participants: Cathy A.R. Brant, The Ohio State University - Columbus; SJ Miller, University of Colorado - Boulder; Maria Eugenia Lozano, University of Massachusetts; Theresa Y. Austin, University of Massachusetts - Amherst; Gertrude M. Tinker Sachs, Georgia State University; Jayoung Choi, Georgia State University

21.015. Plotting the Path to Historically Black Colleges and Universities for School-Age Black Males. Committee on Scholars of Color in Education; Invited Session Convention Center, 100 Level, 102B; 2:15-3:45pm
Chair: Jerlando F.L. Jackson, University of Wisconsin - Madison
Participants: Ivory A. Toldson; Bryant T. Marks, Morehouse College; James L. Moore, The Ohio State University; Chance W. Lewis, University of North Carolina - Charlotte; Lamont A. Flowers, Clemson University
Discussions: Jerlando F.L. Jackson, University of Wisconsin - Madison

Division Sessions

21.016. Developing Teachers as Leaders. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 102A; 2:15-3:45pm
Chair: Lisa D. Hobson, Prairie View A&M University
Participants:
- Contesting the Rosy Theory: A Study on How Teacher Leaders Really Experience Their New Role and Responsibilities. Charlotte Stryve, KU Leuven; Chloé Meredith, University of Leuven; Sarah Gielen, Katholieke Universiteit Leuven
- Developing Teacher Leaders: A Look at Transformative Experiences. Darbiannie Shannon, University of Florida; Philip E. Poekert, University of Florida
- Narrating Teacher Leader Identities: Voices From the Field. Maryann Michel Judkins, The University of Arizona
- Understanding the Teacher Leadership Process for Improving Teaching and Learning. Kristy S. Cooper, Michigan State University; Erica Renee Hamilton, Michigan State University; Randy N. Stanulis, Michigan State University; Susan Brondyk, Michigan State University; Michael Macaulay, Michigan State University
Discussions: Jill Harrison Berg, Teachers21

21.017. Exploring Social Networks and Systemic Approaches to Influencing Student Achievement. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 115A; 2:15-3:45pm
Chair: Lisa K. Thompson, Prairie View A&M University
Participants:
- Connecting Research and Practice to Improve Central Office Leadership: The Essential Role for Intermediary Organizations. Meredith I. Honig, University of Washington; Nitya Venkateswaran, University of Washington - Seattle; Patricia Wentworth McNeil, University of Washington; Jenee Myers Twitchell, University of Washington
- Discovering Exchange of Social Resources: Charter Management Organizations and Charter Schools. Ahmed Uludag, Accord Institute for Education Research; Alan J. Daly, University of California - San Diego; Abdulkadir Bahar
- Enabling District Structure: The Relationship Between Perceived District Structure and Principal Self-Efficacy. Kathleen Lundy, Mercy College
- Organizational and Leadership Factors Associated With Elementary School Science Test Performance. John Settle; Division B - Curriculum Studies; Paper Session
- Malcolm B. Butler, University of Central Florida; D. Betsy Mccoach, University of Connecticut; John P Madura, University of Connecticut; Juliane A. Wenner, University of Connecticut; Gilbert N. Andrade, Connecticut State Department of Education

21.018. School Leadership Development: The Art of Leadership Development. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 115B; 2:15-3:45pm
Chair: Christopher R. James, University of Bath
Participants:
- Effects of Improvisation Techniques on Educational Leadership. Diana B. Hatt-Michael, Pepperdine University; Farnaz Tahaei
- Phonetic Intelligence in the Professions: Attending to the Art of Leadership in Administrative Preparation. Bob L. Johnson, Jr., The University of Alabama
- Principals’ Sense-Making and Enactment of Multiple Messages of Instructional Leadership. Jessica Rigby, Vanderbilt University - Peabody College
- Self-Authoring Ethical Dilemma Cases as Dramatic Rehearsal: Developing Moral Literacy in Leadership Preparation. Patrick M. Jenlink, Stephen F. Austin State University
- The Emotional Labor of the Aspirant Leader: Transforming School Politics. Philip Riley, Australian Catholic University; Andrea Marlene Gallant, Deakin University - Melbourne - Australia
Discussions: Marla Susan Israel, Loyola University Chicago

21.019. Becoming Teaching Selves Within Shifting Sociohistorical Terrain. Division B - Curriculum Studies; Paper Session Marriott, Fourth Level, Franklin 12; 2:15-3:45pm
Chair: Charles Tocci, Loyola University Chicago
Participants:
- Interrogating an Educational Archive: Memories, Migrations, and Movements. Leah Kabigting Sicat, University of California - Santa Cruz
Genealogy and the Centrality of Race in Early Teacher Education
Curricula. Michael Cappello, University of Regina
Toward a Pedagogy of Becoming: The Pitfalls and Potentials of Competing Chronologies. Tracey Pyscher, University of Minnesota; Brian Lozenski, University of Minnesota - Twin Cities
Shifting the Abject: Changing Teachers’ Conceptions of Adolescence and Corruptibility. Sophia Tatiana Sarigianides, Westminster State University
Discussant: Matthew Alan Ryg, Southern Illinois University - Carbondale

21.020. Advances in Item Response Theory Estimation. Division D - Measurement and Research Methodology; Paper Session Convention Center, 100 Level, 117; 2:15-3:45pm
Chair: Deana Desa, IEA Data Processing and Research Center Participants:
Log-Linear Item Response Theory Model for Person-by-Item Interactions. Zhushan Mandy Li, Boston College
Improving Subscale Estimation Using a Higher-Order Item Response Theory Model Combined With Adaptive Testing Algorithms. Chun Wang, University of Minnesota; Hua-Hua Chang, University of Illinois at Urbana-Champaign; Keith A. Boughton, CTB/McGraw-Hill LLC
Discussant: Alexander Weissman, Law School Admission Council

21.021. Division D Exemplary Work From Promising Researchers. Division D - Measurement and Research Methodology Cosponsored with Graduate Student Council; Invited Session Convention Center, 100 Level, 111B; 2:15-3:45pm
Chair: Emily R. Dickinson, Human Resources Research Organization Participants:
A Multilevel Three-Parameter Logistic (3PL) Testlet Model for Local Item Dependence and Local Person Dependence. Ting Xu, University of Pittsburgh; Feifei Ye, University of Pittsburgh
Discussants: Mark D. Reckase, Michigan State University; David Kaplan, University of Wisconsin - Madison; Jacquelynne Eccles, University of California, Irvine

21.022. Destabilizing Narratives of Higher Education. Division F - History and Historiography; Paper Session Convention Center, 100 Level, 108A; 2:15-3:45pm
Chair: Michael S. Hevel, University of Arkansas Participants:
“They Weren’t Ready for Me and I Wasn’t Ready for Them”: Racial Integration at a Small Southern Liberal Arts College for Women. Kijua Sanders-McMurtry, 141 E. College Avenue
“To Become a Finer Woman”: The Curriculum of Intellectualism, Respectability, and Service Among Historically Black Sororities. Nadrea Njoku, Indiana University - Indianapolis
The Experiences of Two Faculty Members at Juárez-Lincoln University. Jose Garcia, University of Texas - Austin
Discussant: Andrea Walton, Indiana University

Chair: Richard Franz, Ontario Ministry of Education Participants:
I’m More Than an Ant in a Building. Jean Courtney; Kelly C Brown; Hema Vyas

21.024. Innovation in Science Education and Evaluation. Division H - Research, Evaluation and Assessment in Schools; Paper Session Convention Center, 100 Level, 112A; 2:15-3:45pm
Chair: Elena Yu Polush, Ball State University Participants:
Aquatic Science, Hybrid Structure, and Metacognitive Strategies: Innovative Aspects of a Science Professional Development Program. Joanna Philipoff, University of Hawaii - Manoa; Kanesa Seraphin, University of Hawaii at Manoa; Thanh Truc Thi Nguyen, University of Hawaii - Manoa; George M. Harrison, University of Hawaii at Manoa; Paul R. Brandon, University of Hawaii - Manoa
Causal Mediation Mechanisms in Inquiry-Based Science Professional Development. Sun Young Yoon, University of Wisconsin - Madison
The Impact of Project GLAD on Students’ Literacy and Science: Year 1 Results From a Cluster-Randomized Trial of Sheltered Instruction. Theresa Deussen, Education Northwest; Elizabeth Autio, Education Northwest; Angela Roccograndi, Education Northwest; Makoto Hanita, Education Northwest
The Development of a Science Instructional Log to Evaluate Science Instructional Practices in Elementary Classrooms. Elizabeth Lynn Greive, North Carolina State University; Daniell DiFrancesco, North Carolina State University; Sarah J. Carrier, North Carolina State University; Rebecca Zulli Lowe, North Carolina State University; James Minogue, North Carolina State University
Applying Cognitive Science Principles to a Middle School Curriculum: Comparing Two Approaches to Increasing Student Achievement. Rui Yang, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania; F. Joseph Merlino, The 21st Century Partnership for STEM Education
Discussant: Jeongmi Kim, South Dakota State University

21.025. Present and Future Formative Assessment Practices. Division H - Research, Evaluation and Assessment in Schools; Structured Poster Session Convention Center, 100 Level, 121C; 2:15-3:45pm
Chair: Julio E. Lopez-Ferrao, National Science Foundation Participants:
1. Formative Assessment According to Experts: A Delphi Approach. Kathryn N. Hayes, University of California - Davis
2. Formative Assessment and What Is Missing From Student Learning. Paul E. Heckman, University of California - Davis
3. Formative Assessment in the International Context. Thomas Anh Shirley, University of California - Davis
4. Formative Assessment Practices in Northern California Classrooms. Nancy A. Ewers, University of California - Davis
5. What Formative Assessment Practices “Look Like” in Southern California. Kevin Schaaf, University of California - Los Angeles; Christine Ong, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles; Deborah M. La Torre Matrundola, University of California - Los Angeles
6. Finding Classrooms: Methodology for Identifying Classrooms and Schools for Surveys and Case Studies. Kimberly Mundhenk, University of California - Davis
7. Status of Formative Assessment in Mathematics by State as Reported by State Assessment Directors. Bahareh Abhari, University of California - Davis
Discussant: Jamal Abedi, University of California - Davis

21.026. Developing a Blueprint for a National Medical Licensing Examination Program: From Soup to Nuts. Division I - Education in the Professions; Symposium Convention Center, 100 Level, 109A; 2:15-3:45pm
Chair: Andre F. De Champlain, Medical Council of Canada
Convention Center, 100 Level, 115C; 2:15-3:45pm
Chair: Julie F. Mead, University of Wisconsin - Madison
Participants:
The Shaping of Policy: Exploring the Context, Contradictions, and Contours of Privilege in Milliken v. Bradley 40 Years Later. Terrance Green, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin
White Gazes of Black Detroit: Milliken v. Bradley, Postcolonial Theory, and Why Inequities Persist. Muhammad Khalifa, Michigan State University; Ty-Ron M.O. Douglas, University of Missouri - Columbia; Terah Talei Venzant Chambers, Michigan State University
Challenging Boundaries, Changing Fate? Reconsidering Post-Milliken Policy Options for Urban Districts and Parents. Jennifer Jellison Holme, The University of Texas - Austin; Kara S. Finnigan, University of Rochester; Sarah Diem, University of Missouri; Stephen Douglas Spring, The University of Texas
From School Desegregation to Promise Neighborhoods: Moving Forward or Going Back? Sonya Douglass Horsford, George Mason University
Discussant: Phillip J. Bowman, University of Michigan

21.028. School Voucher Policy and Implementation: Lessons From Indiana and Tennessee. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 107B; 2:15-3:45pm
Chair: Mark Berends, University of Notre Dame
Participants:
The Warp and Woof of the Indiana Choice Scholarship Program. John Andrew Schoenig, University of Notre Dame
Education Markets and Private School Missions: The Supply Side of the Tennessee School Voucher Plan. Claire E. Smrekar, Vanderbilt University; Ngaire Honey, Vanderbilt University
The Role of Schools in Publicly Funded Voucher Programs: Early Implementation Experiences. Megan J. Austin, University of Notre Dame
Blending Into My New School: The Integration of Voucher Students in Indiana Private Schools. Richard Joseph Waddington, University of Notre Dame; Mark Berends, University of Notre Dame
Understanding Private School Perspectives for Policy Improvement and Satisfaction Within the Indiana Choice Scholarship Program. Ellen Brandenberger, University of Notre Dame
Discussant: Patrick J. Wolf, University of Arkansas

SIG Sessions

21.029. Disrupting Qualitative Inquiry: Possibilities and Tensions of Art-Based Educational Research. SIG-Arts-Based Educational Research; Symposium
Marriott, Fifth Level, Grand Ballroom J; 2:15-3:45pm
Chair: Ruth Nicole Brown, University of Illinois at Urbana-Champaign
Participants:
Always Already Inquiry: Art\textregisteredography as a Disruptive Methodology. Teri J. Holtbrook, Georgia State University; Nicole Manny Pourchier; Georgia State University
“Our Photos Are for Us First”: The Framing of a Black Girl’s Truth. Claudine Olivia Tuaffe, University of Illinois at Urbana-Champaign

21.030. When Policies Define Childhoods. SIG-Critical Perspectives on Early Childhood Education; Paper Session
Convention Center, 100 Level, 121A; 2:15-3:45pm
Chair: Julie M. Nicholson, Mills College
Participants:
Analysis of Korean Early Childhood Multicultural Education Policies Based on a Critical Perspective. Yoonsun Lee, Busan National University of Education
The Curious Case of Oklahoma: An Analysis of the Passage of Universal Pre-Kindergarten Legislation. Christian Bell, Austin Independent School District
Voice, Hybridity, and Creative Curriculum in Universal Pre-Kindergarten Reform. Melissa Beth Sherfinski, West Virginia University
Understanding Contemporary Childhoods and Studenthoods in the Asia Pacific Region. J-Fung Lee, The University of Newcastle; Nicola J. Yelland, Victoria University - Australia

21.031. Early Childhood Teacher Preparation and Professional Development. SIG-Early Education and Child Development; Paper Session
Convention Center, 100 Level, 120B; 2:15-3:45pm
Chair: Meagan K. Rothschild, University of Wisconsin - Madison
Participants:
Learning in Context: Urban Early Childhood Educators Earning a Bachelor’s Degree. Anne Douglass, University of Massachusetts - Boston
Maintaining Best Practices: Preschool Teachers’ Observed and Self-Reported Change After Sustained Professional Development. Renee M. Casbergue, Louisiana State University - Baton Rouge; April Whately Bedford, The University of New Orleans; Karen Burstein, Southwest Institute for Families and Children; Alexandra Herques O’Dowd, Louisiana State University
Measuring Early Childhood Staff Team and Program Development in the Implementation of Full-Day Kindergarten. Janette Pelletier, University of Toronto; Julaine M. Brent, OISE/University of Toronto; Sue Anderson, University of Toronto
Overlapping Grades and Differing Standards Between National Council for Accreditation of Teacher Education-Recognized Programs That Prepare Teachers for Pre-K-3. R. Clarke Fowler, Salem State University
Understanding “Academic Language” in Early Childhood Teacher Preparation: The Journey From Standards to Practice. Patsy Cooper, Queens College - CUNY; Sara C. Michael-Luna, Queens College - CUNY

21.032. The Many Spaces of Gardens. SIG-Environmental Education; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 2:15-3:45pm
Chair: David A. Greenwood, Lakehead University
Participants:
“What’s Growing on Here?” Garden-Based Pedagogy in a Concrete Jungle. Erin Sperling, University of Toronto - OISE; Susan Jagger, University of Toronto - OISE; Hilary J. Inwood, University of Toronto - OISE
Life’s Lessons in Four Inches of Living Soil in the Learning Gardens: Humus, Humility, Humanity—A Photo Essay. Dilafruz R. Williams, Portland State University
Community Gardens as Thirdspace: Informal Learning and the Performance of Everyday Practices in Multicultural Spaces. Pierre Walter, University of British Columbia; Hongxia Shan, OISE/University of Toronto; Gabriella Maestrini, University of British Columbia
Discussant: Madhu Suri Sar Prakash, The Pennsylvania State University

Convention Center, 100 Level, 120A; 2:15-3:45pm
21.034. Becoming a Teacher Educator: International Perspectives. SIG-Lives of Teachers; Symposium
Convention Center, 200 Level, 204C; 2:15-3:45pm
Chair: Geert Kelchtermans, University of Leuven
Participant: Stefinee E. Pinneger, Brigham Young University
Participants:
Preparation of a Teacher Educator: Opportunities and Issues. Cheryl J. Craig, University of Houston
Professional Knowledge of Teacher Educators as Rooted in Historical Domains of the Practice. Lily Orland-Barak, University of Haifa, Ayelit Becher, University of Haifa
"Being, Doing, and Knowing": Exploring Teacher Educator Development Through the Lens of Tensions. Amanda K. Berry, Leiden University
"Professional Peeling": Understanding the Process of Teachers Becoming Teacher Educators in Flanders (Belgium). Eline Vanasse, Catholic Universiteit Leuven; Geert Kelchtermans, University of Leuven
Discussants: O. Jean Clandinin, University of Alberta; Mary Lynn Hamilton, The University of Kansas

Convention Center, 100 Level, 108B; 2:15-3:45pm
Chair: Larry P. Nucci, University of California
Participants:
Preparing Middle School History Teachers to Integrate Moral Development Within Academic Instruction: The Basic Framework. Larry P. Nucci, University of California
Preparing Middle School Teachers to Incorporate Moral Development in Academic Instruction: Teacher and Classroom Outcomes. Deborah Powers, University of California - Berkeley
Preparing Urban Middle School Teachers to Incorporate Moral Development in Academic Instruction: Student Outcomes. Michael Walden Creane, University of California - Berkeley
Discussant: Marvin W. Berkowitz, University of Missouri

Convention Center, 100 Level, 120C; 2:15-3:45pm
Chair: Heather S Dawson, Virginia Commonwealth University
Participants:
Culturally Responsive Practices and Students’ Perceptions of Classroom Motivational Climate: A Multilevel Analysis. Revaithy Kumar, University of Toledo; Stuart A. Karabenick, University of Michigan
Gender Differences in Achievement Goals: A Bayesian Analysis. Steven K Peterson, Haverford High School
Mastery-Avoidance Achievement Goal Effects in Young Versus Elderly Adults: A Laboratory Test. Corwin Senko, State University of New York - New Paltz
The Meaning of Mastery-Avoidance Goals Among Middle School Students in Two Domains. Melissa Karakas, Temple University; Bradley W. Bergey, Dalhousie University
Using Multilevel Confirmatory Factor Analysis to Understand Students’ Perceptions of Classroom Goal Structure. Arena Chang, University of California - Irvine; Erik Ruzek, University of Virginia; Katerina Schenke, University of California - Irvine, AnneMarie M. Conley, University of California - Irvine; Stuart A. Karabenick, University of Michigan
Discussant: Michael J. Middleton, University of New Hampshire

21.037. Online Learning K-12. SIG-Online Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 2:15-3:45pm
Chair: Karen P. Swan, University of Illinois at Springfield
Participants:
The Adolescent Community of Engagement Framework: A Lens for Research on Adolescent Online Learning. Jared Borup, George Mason University; Richard E. West, Brigham Young University; Charles R. Graham, Brigham Young University; Randall S. Davies, Brigham Young University
The Value of Online Learning for High School Credit Recovery. Amy E. Garrett Dikkers, University of North Carolina - Wilmington; Aimee Whiteside, University of Tampa; Somer Lewis, University of North Carolina - Wilmington
Which Demographic Variables Predict Final Grades for High School Students Enrolled in Online English/Language Arts Courses? Results From a Regression Analysis. Donald D. Deshler, The University of Kansas; Mary F. Rice, The University of Kansas; Diana Greer, The University of Kansas

21.038. Reimagining After-School Community-Based Spaces as Places of Pedagogical Possibility, Hope, and Healing. SIG-Out-of-School Time; Symposium
Convention Center, 100 Level, 119A; 2:15-3:45pm
Chairs: Bianca J. Baldridge, University of Wisconsin - Madison; Keisha L. Green, Rutgers University - New Brunswick/Paramus
Participants:
Beyond the Gap: Rethinking the Potential and Pedagogic Promise of After-School Community-Based Educational Spaces. Bianca J. Baldridge, University of Wisconsin - Madison
With Some Help From My Friends: Friend Networks and the Creation of Social Capital. Tanya Wiggins, University of Pennsylvania
Academics Are Not Enough: Preparing Black and Latina/o Youth for Racial Disparity in a “Postracial” World in After-School Spaces. Deidre Franklin, TWCA of the City of New York
Discussants: David Johns, U.S. Department of Education; Keisha L. Green, Rutgers University - New Brunswick/Paramus

21.039. Philosophical Inquiry and Empirical Research. SIG-Philosophical Studies in Education; Symposium
Convention Center, 100 Level, 109B; 2:15-3:45pm
Chairs: Terri S. Wilson, Southern Illinois University - Carbondale; Doris A. Santoro, Bowdoin College
Participants:
Ethnography as a Tool for Educational Philosophers. Walter Feinberg, University of Illinois
Mothering the Research Process: Positioning the Feminine in Research Quests for Knowledge. Simone Galea, University of Malta
Ethical Dilemmas About Consent and Epistemic Standing in Empirically Engaged Education Philosophy. Ronald David Glass, University of California - Santa Cruz; Anne Rebecca Newman, University of California - Santa Cruz
Being a Person in the World: Merging Philosophy and Fieldwork. David T. Hansen, Teachers College, Columbia University; Ana Cecilia Galindo Diego, Teachers College, Columbia University; Jason Thomas Wzienik, Teachers College, Columbia University
 Estranged Familiars: A Deweyan Approach to Philosophy and Qualitative Research. Amy B. Shuffelton, Loyola University Chicago
Clearing Away Assumptions Through Philosophy and Research. Stanton Wortham, University of Pennsylvania

21.040. Context for Innovation in Athletics: Policy- Relevant Research for Intercollegiate Programs and Leadership. SIG-Research Focus on Education and Sport; Paper Session
Convention Center, 100 Level, 124; 2:15-3:45pm
Chair: Valynicia Colette Raphael, University of Wisconsin - Madison
Participants:
National Collegiate Athletic Association Division I Athletic Department Mission Statements and Diversity. Laura Bernhard, University of California - Los Angeles
Football Bowl Subdivision Athletic Personnel Perceptions of Male and Female Athletic Directors' Achievements: A Photo Elucidation Study. Eddie Comeaux, University of California - Riverside; Adam M. Martin, University of California - Riverside
Investing in the Future: Comparing Funding in Academic Support for Athletics to Academic Progress. Scott Hirko, Central Michigan University
An Examination of Division III Small-College Athletics: President and Commissioner Influence and Change in Athletic Philosophy. Kyle Waterstone; Eric M. Snyder, University of Oklahoma
Exploration of Institutional Factors Related to Academic Clustering Among Football Student-Athletes. Derek A. Houston, University of Illinois at Urbana-Champaign; Lorenzo DuBois Baber, University of Illinois

21.041. Women in K-12 Leadership. SIG-Research on Women and Education; Paper Session
Convention Center, 100 Level, 125; 2:15-3:45pm
Chair: Barbara Eleanor Polnick, Sam Houston State University
Participants:
A Qualitative Exploratory Study of Social Identity Shifts for Female Principals of Color. Carol A. Mullen, Virginia Polytechnic Institute and State University; Kimberly C Robertson
Female Principals' Perceptions of Their Roles: Challenges and Identities. Deborah Jones, Brunel University
How Support Systems Determine a Woman Superintendent’s Tenure. Kerry Kathleen Robinson, University of Tennessee Knoxville; Charol Shields, Virginia Commonwealth University
Women and Educational Leadership: Exploring the Experiences of Current and Aspiring Female Educational Administrators. Kimberly Marie Crosby-Hillier, University of Windsor

Discussant: Nancy S. Niemi, University of New Haven

Convention Center, 100 Level, 118C; 2:15-3:45pm
Chair: Michael A. Gottfried, University of California - Santa Barbara
Participants:
High-Achieving Students’ Psychosocial Development and Effects of the Transition Into Academically Selective Schools. Michael Becker, German Institute for International Educational Research; Marko Neumann, Max Planck Institute for Human Development; Kai Maaz, Max Planck Institute for Human Development
Does School Tracking Have an Impact on the Development of Students’ Intelligence? Karin Guilt, Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education
Preservice Teachers’ Teaching Behavior and Pupils’ Academic Engagement: A Potential Evidence-Based Standard for Assessment in Teacher Education? Michelle Helms-Lorenz, University of Groningen; Ridvan Maulana, University of Groningen; Win van de Grift, University of Groningen
Accountable for Caring: Cultivating Teachers Who Care in Urban High Schools. Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Danielle Allen, University of North Carolina - Chapel Hill
Measuring the Effectiveness Status of Schools in Promoting Equity: Secondary Analyses of Five Effectiveness Studies. Evi Charalambous, Department of Education, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Anastasia Panayiotou, University of Cyprus; Bert Creemers, University of Groningen; Margarita Christoforidou, Cyprus International Institute of Management
Searching for the Impact of National Educational Policy on Student Outcomes: An International Effectiveness Study. Maria P. Georgiou, University of Cyprus; Anastasia Panayiotou, University of Cyprus; Bert Creemers, University of Groningen

21.043. Service-Learning as Innovative Practice for Building Teacher Efficacy and Understanding. SIG-Service-Learning & Experiential Education; Paper Session

Chair: Virginia M. Jagla, National-Louis University
Participants:
Examining the Process of Civic Learning Through a Systematic Service-Learning Experience in Teacher Education. Marlene K. Rehori, University of Nevada; Margaret M. Ferrara, University of Nevada - Reno; Greg Nielsen, University of Nevada - Reno
Redefining a Secondary Education Program Through the Use of Service-Learning Field Experiences. Barri E. Tinkler, The University of Vermont; Alan Scott Tinkler, The University of Vermont; Lia Cravedi, The University of Vermont; Jennifer Prue, The University of Vermont
Refining Understanding of Beneficial Service-Learning Experiences in Teacher Preparation. Kathleen Tice, The University of Texas - Arlington; Larry Nelson, The University of Texas - Arlington
Service-Learning for Preservice Teachers: Mentoring Underresourced Learners in a Rural Elementary School. Jannah Walters Nerren, Stephen F. Austin State University
Understanding Preparation for Service-Learning Experiences in Teacher Education. Larry Nelson, The University of Texas - Arlington; Kathleen Tice, The University of Texas - Arlington; Mary Lynn Crow

Discussant: Dennis McCunney, East Carolina University

Marriott, Fifth Level, Grand Ballroom I; 2:15-3:45pm
Chair: Kim A. Schonert-Reichl, The University of British Columbia
Participants:
Revisiting Preservice Teacher Education With Social-Emotional Learning at the Forefront: A Bureaucratic Movement With Momentum. Deborah Ann Donahue-Keeegan, Taft's University
Social and Emotional Learning (SEL) and Teacher Preparation: A Scan of SEL Content in Teacher Certification Requirements in the United States and Canada. Kim A. Schonert-Reichl, The University of British Columbia; Jennifer Lynn Hanson, The University of British Columbia; Maria Leros, The University of British Columbia; Marsha Jennifer Kirl, The University of British Columbia; Jenna Whitehead, The University of British Columbia; Lina Sweiss, The University of British Columbia; Zuhra Teja, University of California - Berkeley; Michelle Spil, The University of British Columbia; James L. Floman, University of British Columbia
Helping Preservice Teachers Feel Ready to Teach: Mindfulness and Self-Regulation. Shannon Beth Wanless, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh; Jennifer Lorraine Cartier, University of Pittsburgh; Thomas Akiva, University of Pittsburgh; Amanda Ferrara, University of Pittsburgh; Carl Johnson, University of Pittsburgh
Processes and Products for Integrating Social and Emotional Learning in K-8 Preservice Teacher Education. Nancy L. Markowitz, San José State University

Discussant: Linda Darling-Hammond, Stanford University

Convention Center, 100 Level, 114; 2:15-3:45pm
Chair: Rachel Sutz Pienta, Valdosta State University
Participants:
Class and Coethnicity: How the Benefits of Coethnic Concentration on Asian and Hispanic College Destinations Depend on Community and Family Socioeconomic Status. Jennifer Catherine Lee, Indiana University - Bloomington; Joshua Theodore Klugman, Temple University
No Room but for Resistance. Joanne Wang Golann, Princeton University
The Regimes of Teacher Beliefs From a Comparative and International Perspective. Pablo Fraser, The Pennsylvania State University; Sakiko Ikoma, The Pennsylvania State University
“They Want Us to Do Things Right”: Low-Income Mothers’ Experiences With Parenting Education. Maia B. Cucciara, Temple University
Residential Mobility and School Choice Among Poor Families. Anna Rhodes, Johns Hopkins University; Stefanie A. Deluca, Johns Hopkins University
**Division and SIG Roundtables**

### 21.046. Roundtable Session 3; Roundtable Session

### 21.046-1. Digital Literacies in Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Hengameh Kermani, University of North Carolina

**Participants:**
- "Times Are Changing and You’ve Got to Keep Up": Preservice Teachers Negotiating Contemporary Literacy Pedagogy. Lydia Menna, OISE/University of Toronto; Clare Kosnik, University of Toronto
- Using Technology for Conceptual Learning in Physics Teacher Education. Engaging Teacher Candidates as Learners and Teachers. Alexandra MacDonald, The University of British Columbia; Heather Anne Fisher, The University of British Columbia; Marina Milner-Bolotin, The University of British Columbia
- The Use of Web-Based Technologies in Higher Education: An Explorative Study on Preservice Teachers. Anna Liza Daunert, University of Paderborn; Christian Harteis, Paderborn University

### 21.046-2. Disrupting Norms of Ability and Disability. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** David J. Roof, Ball State University

**Participants:**
- Agency in Real-Enough Time: Situating Teachers’ Efforts Toward Inclusion Within Local and Enduring Struggles. Srikala Naraian, Teachers College, Columbia University
- Autism Teacher Education: A Review of the Literature. Elizabeth Stringer Keefe, Lesley University
- Keeping Up With the Class: A Critical Discourse Analysis of Coteacher Interactions. Jennifer Ashton, College at Brockport - SUNY

### 21.046-3. Dynamic Strategies for Technology in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Craig A. Cunningham, National Louis University

**Participants:**
- Beginning Teachers’ Experiences With Video as a Professional Development Tool. Billie Gastic, Relay Graduate School of Education
- Engaging Multiple Digital Technologies as a Foundation for an Online Learning Trajectory. Henry Gillow-Wiles, Oregon State University; Margaret L. Niess, Oregon State University
- From Hi-Tech to Hi-School: Integrating Ex-High-Tech Workers Into the High School Educational System. Einav Atzikovitch-Udi, Beit Berl Academic College; Jon R. Star, Harvard University
- Quest2Teach: Using 3-D Game-Based Learning in Teacher Education. Anna Arici, Arizona State University; Sasha A. Barab, Arizona State University; Ryan Borden, Arizona State University

### 21.046-4. Eastern Asian Perspectives on Teacher Education Policy and Practice. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Yaping Li, Texas A&M University

**Participants:**
- A Qualitative Comparative Study of Teacher Evaluation Policies and Teachers’ Perceptions in Korea and the United States. Jihyun Kim, Michigan State University; Peter A. Youngs, University of Virginia
- Trickles-Down Education? The Case of India’s Cascade Structure for Teacher Education. Rohit Setty, University of Michigan
- What Counts as a Professional Teacher in Chinese Schools? The Reconstruction of Teachers’ Professional Identity. Shuang Zhang, The Hong Kong Institute of Education

### 21.046-5. Elementary and Early Childhood Math Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Monika Williams Shealey, Rowan University

**Participants:**
- Examining the Influence of Professional Development on Primary Students’ Mathematical Achievement. Andrew B. Polly, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Christie Lynn Martin, University of South Carolina - Columbia; Richard G. Lambert, University of North Carolina - Charlotte; David K. Pugalee, University of North Carolina - Charlotte

### 21.046-6. Encouraging Teacher Development Through Communities of Practice. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Suzanne Porath, Edgewood College

**Participants:**
- Innovative Professional Development: Summer Learning Lab. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Kenneth E. Graves, Teachers College, Columbia University
- Teachers Engaged in Authentic Mirroring Strategies: Using Peer Observation to Enhance Inquiry-Based Science Instruction. Andrew Kapral, University of Houston; Wallace Dominey, Rice University; Sissy S. Wong, University of Houston; Sara Jolly Jones, University of Houston

### 21.046-7. Engaging and Reconceptualizing Pedagogical Frameworks. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Matt J. Hollittbus, Mount Saint Mary College

**Participants:**
- Permission to Question Norms and Assume Agency: Resisting Adolescent Readers Redefine Themselves. Wendy J. Glenn, University of Connecticut; Ricki Ginsberg, University of Connecticut
- Reaching Out and Drawing In: A Conceptual Framework for Socially Empowered Learning and Student Engagement. Brittany Harker Martin, University of Calgary
- Too Disabled? Teacher Discourses on Physical Education Participation by Severely Disabled Students. Kagendo Mutua, The University of Alabama; Oleg A Sinenikov, University of Alabama; Jane Newman, University of Alabama

### 21.046-8. Field Experience to Enhance Teacher Self-Efficacy, Decision Making, and Autonomy. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Danne E. Davis, Montclair State University

**Participants:**
- A Case Study Analyzing the Impact of Cooperating Teachers on Social Studies Student Teachers’ Autonomous Practices. Rory Tannebaum, Clemson University
- The Impact of Community-Based Field Experience on Candidates’ Culturally Responsive Teaching Self-Efficacy and Outcome Effects. Patricia Clark, Ball State University; Eva M. Zygmont, Ball State University; Susan Tancock, Ball State University; Winnie Mucherah, Ball State University; Jon M. Clausen, Ball State University
- Influence of Field Experiences on Preservice Teachers’ Teaching Anxiety and Self-Efficacy in Science Teaching. Sanghee Choi, University of North Georgia
- Middle-Level Teacher Candidates’ Reading Efficacy and Field Experiences. Heather Rogers Haverback, Catholic University of America; Molly Mee, Towson University

### 21.046-9. Position and Perspectives of Mentors and Teacher Educators. Division K - Teaching and Teacher Education; Roundtable Session

**Chair:** Suzanne Porath, Edgewood College

**Participants:**
- Orchestrating Equitable and Productive Discussion: Elementary Teachers’ Implementation of Mathematics Professional Development. Rebecca Ambrose, University of California - Davis; Heather Martin, University of California - Davis; Leslie Barnes, University of California; Rachel Marie Restani, University of California
- Prime Online: Teacher Professional Development for Inclusive Elementary Mathematics Classrooms. Cynthia C. Griffin, University of Florida; Nancy Fitchman Dana, University of Florida; Stephen J. Pape, Johns Hopkins University; Jungah Bae, University of Florida; Sherrill Prosser, University of Florida; James Algina, University of Florida
21.046-10. STEM Preservice Teacher Beliefs and Community Building. Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Judy Randi

21.046-11. Supporting Culturally Relevant Practices in STEM. Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Brian L. Wright, The University of Memphis
Participants: Intimidated and Empowered by STEM: Gender and the Reorganization of Mathematics and Science Learning in an Urban School. Zayomi Nidia Torres, University of Illinois at Chicago; Joseph C. Rumenapp, University of Illinois at Chicago; Aria Razfar, University of Illinois at Chicago Preparing STEM Teachers to Be Effective in Urban Settings. Jill Bradley-Levine, University of Indianapolis; Gina Gabriele Mosier; University of Indianapolis; Tyonka Perkins, University of Indianapolis The Question of Who Becomes a Teacher Revisited: Does the Study Major Make the Difference? Janina Roloff Henoch, Leibniz Institute for Science and Mathematics Education, Kiel; Uta Klussmann, Leibniz Institute for Science and Mathematics Education, Kiel; Oliver Lüdtke, Humboldt University; Ulrich Trautwein, University of Tübingen

21.046-12. Teacher Performance Assessment and Teacher Quality. Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Rachel G. Ragland, Lake Forest College
Participants: Assessing the Predictive Validity of Teacher Performance Assessment for Teaching Credential Candidates: A Case Study. Teohsien Kelly Vaughn, Notre Dame de Namur University; Kim Tolley, Notre Dame de Namur University; Stephanie Demaree, Notre Dame de Namur University Preservice Teachers Speak: Perspectives on the Teacher Performance Assessment. Genevieve A. Archer, The University of the West Indies Toward a More Comprehensive Understanding of the Development of Teacher Competency. Laura D. Goe, ETS; Iwan Syahril, Michigan State University

Chair: Alison L. Rutter, East Stroudsburg University
Participants: How Do We Teach Them to Read If They Can’t Pay Attention? Collaborative Learning and Change in Literacy Teaching Practice. Shelley Murphy, OISE/University of Toronto Where Will You Go Next? Understanding Formative Assessment in the Context of Literacy. Cristin Marie Geoghegan, University of Illinois at Urbana-Champaign “A Fly on the Wall”: Teachers’ Narratives on Their Journey Through Inquiry. Sandra I. Musant, The University of Texas - Brownsville

Chair: Suzanne Elgendy, New York City Department of Education Participants: The Impact of Urban Advantage on Teachers, Students, and Families in Metro Denver. Tanya Broeiling, Denver Museum of Nature & Science; Erin Caldwell, National Research Center; Nancy Walsh, Denver Museum of Nature & Science Beating the Odds: How School-Level Factors Influence Success With Urban Advantage. Meryle Weinstein, New York University; Emily Ruble Whitesell, New York University; Michele Leardo, New York University Using a Resource Framework to Examine Middle School Science Teachers’ Learning From Professional Development. Jamie N Mikeska, Michigan State University; Suzanne Elendgy, New York City Department of Education; Suzanne M. Wilson, University of Connecticut; Mark Helmsing, Michigan State University; Don McClure, Michigan State University; Amber Meyer, Michigan State University; Tamara Shattuck, Michigan State University

21.046-15. Vulnerability and Care in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Karla Manning, University of Wisconsin - Madison Participants: Critical Caring Against Backlash Pedagogy: Teachers as Activists in the New York State Spanish Spelling Bee. Carmina Makar, City College of New York - CUNY Developing Culturally Responsive Caring Teachers in High-Poverty Schools. Joan L. Whipp, Marquette University; Brandon Buck, Teachers College Teachers’ Lived Experience of Acting and (T)acting in Culturally Heterogeneous Classrooms. Neda Forghani-Arani, University of Vienna The Vulnerable Heart of Social Justice Pedagogies: Trauma, Affect, and Emotion in a Preservice Literacy Methods Course. Elizabeth M. Duto, University of Colorado; Ashley Cartun, University of Colorado - Boulder

21.046-16. Research in Postsecondary Settings. SIG-Special Education Research; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Danielle M. Cowley, San Francisco State University Participants: A Multilevel Evaluation of an Academic Support Program for College Students With Learning Differences. Guili Zhang, East Carolina University; Sarah Carver Williams, East Carolina University; Diane Majewski Factors Associated With the Receipt of Disability-Specific Accommodations and Supports in College: National Perspective. Lynn A. Newman, SRI International; Joseph W. Madaus, University of Connecticut Postsecondary Students With Learning Disabilities: Do Universities Provide Effective Accommodations? Kimberly Kris Floyd, West Virginia University; Tara Jeffs, Loudoun County Public Schools; Ann Stafford Maydooz, Old Dominion University

21.046-17. Exploring the Scholar in Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Anjia Svennen, VU University Amsterdam
Thursday Afternoon, April 3, 2014

21.047. Roundtable Session 4; Roundtable Session

21.047-1. Praxising Complexity. SIG-Chaos & Complexity Theories; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Laura M. Jewett, The University of Texas - Brownsville
Participants:
The Complex Conversation of Professional Development School. Sarah Smitherman Pratt, Universidad of North Texas
The Complex Pleasures of Curriculum Design. Laura M. Jewett, The University of Texas - Brownsville
A Pedagogical Approach to Complex Curricula. Justin Joel Esparza

21.047-2. Research in Mathematics Education SIG Roundtable 1. SIG-Research in Mathematics Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Jinf a Cai, University of Delaware
Participants:
A Longitudinal Analysis of the Role of Different Aspects of Teacher Knowledge in Instruction. Yasemin Copur-Gencturk, University of Houston
Positioning the Teacher: An Analysis of the Forms of Address of Six Mathematics Curriculum Programs. Hendrik Van Steenbrugge, Målardalen University; Tomas Bergqvist, Umeå University
Preparation for Teaching Algebra: Results From a National Survey. Yukiko Maeda, Purdue University; Sharon L. Senk, Michigan State University; Vivian Gregory Alexander, Purdue University; Jeffrey Craig, Michigan State University; Jia He, Michigan State University

21.047-3. College Readiness Along the K-Ph.D. Educational Pipeline in the Era of Anti-Affirmative Action. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
(Im)migrant Farmworker Families and Apoyo: Promoting College Readiness Through Continuing Education. Pedro E. Nava, University of California - Los Angeles
College Choices and Enrollments of Underrepresented High School Students Admitted to Four-Year Colleges. Nancy Acevedo-Gil, University of California - Los Angeles
Achieving the Dream: Critical Decisions Along the Graduate School Latina/o Educational Pipeline. Argelia Lara, University of California - Los Angeles

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Claire Kathleen Robbins, Virginia Polytechnic Institute and State University
Participants:
(Re)negotiating White Spaces: Understanding How Black College Men Negotiate Their Racial and Gendered Identities in Academic and Social Spaces. Jonathan Berhana, University of Wisconsin - Madison
The 2015 Project Promoting Student Discourses on U.N. Millennium Development Goals. Jonathan Gratch, University of North Texas; Scott Joseph Warren, University of North Texas; Jenny S. Wakefield, University of North Texas
Developing Community College Students’ Civic Engagement Through Service-Learning; Learning Communities. Steven Hart, California State University - Fresno; Jason C. Immekus, California State University - Fresno
Participants:
Enhancing Faculty’s Beliefs Around Problem-Based Learning by
Addressing Concerns About Classroom Implementation. Judi Fusco,
SRI International; Louise G. Yarnall, SRI International

Factors That Predict the Integration of Technology by
Community College Adjunct Faculty. Jonathan Paver, Northern Illinois
University; David A. Walker, Northern Illinois University

Faculty Funds of Knowledge: Sources of Knowledge for Teaching in
Community College Faculty. Patricia L. Flower, San Diego Miramar
College

21.047-9. International Higher Education Policy, Division J -
Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Brendan Cantwell, Michigan State University

Participants:
Academic Drift: Reconceptualizing Public Higher Education Policy as
a Moderator of Institutional Forces. Darren Deering, University of
Toronto - OISE; Cynthia Field, University of Toronto - OISE

Education Policy, State Formation, and Globalization: Preliminary
Reflections From a Policy Study of the Internationalization of Higher
Education in China. Jie Zheng, McGill University

Does Government Input Matter? Effects of Market Conditions and
Financial Aids on China’s Science and Engineering Students’
Aspiration for Doctoral Education. Xi Yang, Shanghai Jiao Tong
University

Risk Management of the English Universities After the Credit Crunch:
Some Implications for the U.S. Universities. Keiko Yokoyama,
Stockholm University

21.047-10. Postsecondary Financial Aid and Tuition, Division J -
Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Chriss Walther-Thomas, Virginia Commonwealth University

Participants:
Students of Color Within Tuition-Differential Majors. José Muñoz,
University of Missouri; Erin L. Castro, University of Utah; Blanca E.
Rincon, University of Illinois at Urbana-Champaign

Guaranteed Tuition Policies and State General Appropriations for Higher
Education: A Difference-in-Difference Analysis. Jennifer A. Delaney,
University of Illinois at Urbana-Champaign; Tyler Kearney, University
of Illinois at Urbana-Champaign

The Role of Social Media and Other Technologies in Navigating the
Financial Aid Process: A Case Study of Community Colleges. Regina J.
DeIl-Amen, The University of Arizona; Cecilia Rios Aguilar, Claremont
Graduate University

Time Spent on Academic and Social Activities, Achievement, and Student
Term-Time Employment: A Panel Data Approach. Frederick Wanjera,
Cardinal Stritch University

Multiple Lenses, Division J - Postsecondary Education; Roundtable
Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Robert Kevin Toutkoushian, University of Georgia

Participants:
A Degree in STEM: What’s the Price? What’s the Cost? Rita J. Kirshstein,
American Institutes for Research; Courtney Tennenbaum, American
Institutes for Research; Kristina Lillian Zeiser, American Institutes for
Research; Donna Desrochers, American Institutes for Research

Does the Timing of Undergraduate Degree Attainment Make a Difference
in Midlife Earnings? Ruirui Sun, University at Albany - SUNY

Governmental Subsidies for Higher Education Abroad: How Effective
Are They? Kata Orosz, University of Pennsylvania; Laura W. Perna,
University of Pennsylvania; Zaki Junakulov

LGBTQ Alumni Financial Giving to and Participation With Undergraduate
Alma Maters: A Mixed-Methods Study. Jason C. Garvey, The
University of Alabama; Noah Daniel Drezner, University of Maryland
- College Park

21.047-12. Postsecondary Student Mobility Policies and Practices,
Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ray Franke, University of Massachusetts - Boston

Participants:
An Investigation Into the Effects of the Colorado Concurrent Enrollment
Statute. Grant A. Clayton, University of Colorado - Colorado Springs;
Christina D. Clayton, Colorado Springs School District II

Does Increasing Nonresident Enrollment Increase the Academic Profile at
Public Institutions? Bradley Curs, University of Missouri - Columbia;
Ozan Jaquette, The University of Arizona

State Retention of the “Best and Brightest”? An Examination of the
Variation in Mobility Tendencies for College Students by Academic
Profiles. Manuel S. Gonzalez Canche, University of Georgia; Denisa
Gandara, University of Georgia - Athens; Lucia Brjakovic, University
of Georgia - Athens; Jeffrey Harding, University of Georgia - Athens;
Jonathan Turk, University of Georgia

The Path to Timely Completion: Supply- and Demand-Side Policy
Analyses of Time to Degree. Jenna Cullinane, The University of Texas-
Austin; Jane Arnold Lincove, The University of Texas - Austin

21.047-13. Uses of Technology to Facilitate Student Learning, Division J -
Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Elsa Camargo, Virginia Polytechnic Institute and State University

Participants:
Perceived Control and Failure Preoccupation in Academic Computing:
Effects on Cognitions, Emotions, and Achievement Outcomes. Rebecca
Lynn Maymon, McGill University; Nathan C. Hall, McGill University;
Raymond P. Perry, University of Manitoba; Steve Hladkyj, University
of Manitoba

The Digital Academy: Toward a Model for Academic Digital Literacy
Development in Higher Education. Stacey Fenton, Michigan State
University; Blue Brazelton, Michigan State University

Cell Phone Use, Academic Performance, Anxiety, and Satisfaction With
Life in University Students. Aryn C. Karpinski, Louisiana State
University - Health Sciences Center New Orleans; Andrew Lepp, Kent
State University; Jacob Barkley, Kent State University

The Impact of Social Media on International Students’ Satisfaction With
Life and Academic Performance. Neete Saha, Kent State University -
Kern; Aryn C. Karpinski, Louisiana State University - Health Sciences
Center New Orleans

iPads and Social Media: New Pathways to Promote Student Engagement
Within a Summer Bridge Program. Michele Brown-Kerrigan, Boston
College; Adam Gismondi, Boston College; Derek Hotell, Boston
College; Scott Radimer, Boston College; Ana M. Martinez-Aleman,
Boston College; Heather T. Rowan-Kenyon, Boston College; Mandy
Savitz-Romer, HGSE

21.047-14. Academic Language in Content Literacy Classrooms, SIG-
Research in Reading and Literacy; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Hye K. Pae, University of Cincinnati

Participants:
A Missing Link at the Intersection of Academic Language and Text
Complexity Research: Syntactic Complexity. Roger S. Frantz, Pearson
Assessment Center; Laura Starr, Pearson; Alison L. Bailey, University
of California - Los Angeles

Discourse Differences: Teacher Impact on Students’ Science Vocabulary
Development. Allison Ward-Parson, George Mason University;
Rebecca Caufman, George Mason University

Slow Down, Children Learning: Reading Rates in Expository Text. Laura
Tortorelli, University of Virginia

21.047-15. Cross-Cultural and Intercultural Issues in Literacy, SIG-
Language and Social Processes; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Kim Skinner, Louisiana State University

Participants:
The Discourse of Interculturality: Framing Intercultural Dialogue. Nancy J.
Nelson, University of North Texas

Binational Digital Narratives: Discourse and Identity Tools for University
Admissions. Rosalind Horowitz, The University of Texas - San Antonio;
Thomas A. Porter, The University of Texas - San Antonio

Negotiating Participation, Discourse, and Meaning-Making Within
an Intercultural Context. Estanislado S. Barrera, Louisiana State
University
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Jason Ronald Harshman, The Ohio State University
Participants:
Designing for Mobile Media, Collaborative Production, and New Literacies in College Classrooms. T.J. Kalatzidis, University of Wisconsin - Madison; Breanne K. Litts, University of Wisconsin - Madison; Erica Rosenfeld Halverson, University of Wisconsin - Madison
Exploring Critical Media Literacy in Practice: Perspectives and Practices From English-as-a-Foreign-Language Learners. Shin-ying Huang, National Taiwan Normal University
Romanian Students’ (Mis)Perceptions of U.S. Culture: A Case for Global Media Literacy. Elizabeth Bellows, Appalachian State University; Sorana Necula, Colegiul Ghe. Cîshuc
School Leaders and Media Literacy: A Narrative Study on the Impact of Attitudes and Perceptions. Kerrigan Mahoney, College of William and Mary; Tehmina Khwaja, College of William and Mary

21.047-17. Promising Practices for Reducing Bullying, Addressing the Racial Discipline Gap, and Improving School Climate. SIG-Safe Schools and Communities; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Annie Woo, Oregon Department of Human Services
Participants:
Examining the Impact of an Antibullying Program on Young Adolescent Student Attitudes. Julia B. Smith, Oakland University; Monica Nickolls
The Difference Lies Within: A Case Study of Effects of Discipline Practice on School Climate. Heather Cole, The University of Texas - Austin; Rebecca Cohen, The University of Texas - Austin
The Promise of Restorative Practices for Reducing the Racial Discipline Gap and Helping Vulnerable Students. Anne Gregory, Rutgers University; Kathleen J. Clawson, Rutgers University

21.047-18. Multimodal, Digital Composing With Children and Adolescents. SIG-Writing and Literacies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Jessica Zacher Pandya, California State University - Long Beach
Participants:
Young Refugee Women’s Negotiation of Power Through Multimodal Literacy Practices in Digital Spaces. Delila Omerbasic
Learning to Teach Contemporary Literacies: Preserve Teachers and School Students Coconstruct Multimodal Texts. Noella Marie Mackenzie, Charles Sturt University; Christine Edwards-Groves, Charles Sturt University
Digital Storytelling in an Elementary Classroom: Creating Multimodal Learning Spaces for Diverse Learners. Ting Tian, Teachers College, Columbia University
Multimodal Composing Processes: A Comparative Analysis Across Adolescents and Tools. Blaine Elizabeth Smith, Vanderbilt University

21.047-19. Current Issues in Middle-Level Education. SIG-Middle-Level Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nicole L. Thompson, The University of Memphis
Participants:
Attitudes and Beliefs Held by Teachers on Interdisciplinary Teams With Common Planning Time at a Highly Effective Middle School. Amy E. Reynolds, North Salem Central School District
Common Planning Time: What Are the Benefits and Barriers? DeAnna Noelle Owens, The University of Memphis; Shirley G. Key, The University of Memphis; Allen Hugh Seed, The University of Memphis
Multimodal Learning Clubs in the Middle School. Heather Kenyon Casey, Rider University
Turning Around Low-Performing Middle Grades Schools: Emerging Research From a Nationally Funded Investing in Innovation (i3) Project. Nancy Flowers, University of Illinois; Shahana Begum, University of Illinois at Urbana-Champaign; Matthew J. Poes, University of Illinois at Urbana-Champaign; Dawn M. H. Carpenter, University of Illinois at Urbana-Champaign; Peter F. Mulhall, University of Illinois at Urbana-Champaign

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Sarah Capitelli, University of San Francisco
Participants:
Teachers of Bilingual Learners and Learners With Special Needs: Current Challenges and Professional Development Needs. Anne E. Campbell, Fairfield University; David A. Zera, Fairfield University
The Power of Dual-Language Education Research in Daily Classroom Practices: Policy Implications for Professional Development. Liliana Minaya-Rove, University of Connecticut; Abie L. Quinones-Benitez, University of Connecticut; Pedro Mendia-Landa, New Haven Public Schools; Evelyn Robles-Rivas, Waterbury Public Schools
Raising Expectations for All English Language Learners (REALL): Lessons Learned From Educators’ Contentious Pedagogical Discourses. Eliana DeLas Rojas, University of Connecticut; Alyson D. Damasio-Oritz, University of Connecticut
Social Justice and Equity: Transformative Pedagogy for Emergent Bilinguals. Mary Esther Huerta, Texas State University - San Marcos
“No Not to Be Pro-Latino”: The Impact of Majoritarian Tales on Latina Teachers’ Perceptions and Practices. Soria Elizabeth Colomer, University of South Florida

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ceola Ross Baeer, North Carolina A&T State University
Participants:
Spatial Analysis as Social Justice Research: Addressing Racial Realism in U.S. Schools. Benjamin Blaisdell, East Carolina University
The Color of Culture: An Analysis of Brazilian Secondary Textbooks Designed for Racial Justice. Jennifer Crawford, University of Southern California
“But I Wasn’t Even Acting Black”: Internalized Racial Microagressions Among Black High School Students. Eric Bernstein, University of Southern California
Addressing Gender Privilege Within Teaching Using Collective Memory Work With Men Elementary Teachers. Christopher Michael Hansen, Illinois State University

21.047-22. Instructional Technology SIG Roundtable Session: Learning Analytics, Technology Integration, and Teacher Professional Development. SIG-Instructional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Elizabeth J. Oyer, EvalSolutions Inc.
Participants:
Teacher Planning Problem Space of Expert Technology-Integrating Teachers. Erin Leslie Davis, Georgia State University
Implementing Learning Analytics Based on Data of Blogging Portfolios to Improve Teacher Preparation. Daohong Chen, Seattle Pacific University; Andrew Lumper; Dan Bishop, Seattle Pacific University
Convergent and Discriminant Validity Among Two Technological, Pedagogical, and Content Knowledge (TPACK) Measures. Theodore J. Kopcha, University of Georgia; Anne Todd Ottenbreit-Leftwich, Indiana University; Jiyoung Jung, Indiana University - Bloomington; Derya Baser, Middle East Technical University
Investigating the Relationship Between Learning Engagement, Satisfaction, Reflective Learning, and Learning Transfer in a Flipped Teacher Preparation Program. Ji Hyun Yu, Purdue University; Tim Newby; Purdue University; Peggy A. Fertner, Purdue University

21.047-23. Inclusion Roundtable 1: Developing Inclusive Relationships in Division J. Division J - Postsecondary Education; Invited Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Participants: Ronald Edward Hallett, University of the Pacific; Tara L. Parker, University of Massachusetts - Boston

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Participant: Ryan Evely Gildersleeve, University of Denver
Division J - Postsecondary Education; Invited Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Participant: Kristan Venegas, University of Southern California

21.047-26. Collaboration and Communication Development in Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: T. Kenyatta Jones, University of North Carolina - Chapel Hill
Participants:
- Education Access Collaboration: Challenges in the Language of Community Engagement. Elizabeth Hudson, University of Michigan
- The Role of Organizational Ties to Improve College Access in a Low-Income Neighborhood: Evidence From a Summer Bridge Program. Randall F. Clemens, Saint John’s University
- Public-Private Partnerships: A Case Study of Rowan Boulevard. Michael W. Klein, NJ Assoc of State Colleges & Universities

21.047-27. Support the Teacher: Science Teacher Development. SIG Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Participants:
- Elementary Science Professional Development for Teachers of English Learners: Support for Discipline-Based Approaches. Zenaida Aguirre-Munoz, Texas Tech University; Delia Carrizales, Texas Tech University; Cecilia Pincock, Texas Tech University; Denise Nicole Luna, Texas Tech University; Magdalena Pando, Texas Tech University; Faith Koca, Texas Tech University
- Exploring Impacts of a Three-Year Summer Institute on Elementary Teachers’ Science Content Knowledge and Science Teaching Efficacy Beliefs. Hasan Deniz, University of Nevada - Las Vegas; Mary Kay Orgill; Kristoffer Carroll; Elif Adibelli
- Using Multiple Sources to Evaluate the Impact of Professional Development on Self-Efficacy for Science Teachers. Geniee Lorraine Blue, University of South Carolina - Columbia; Mary Rea, University of South Carolina - Columbia; Yin Burgess, University of South Carolina; Tammiee S. Dickens, University of South Carolina - Columbus; Heather B. Grohn, University of South Carolina; Christine R. Lotter, University of South Carolina
- Examining Coteaching Relationships Between Science and English-for-Speakers-Of-Other-Languages Teachers: Improving Science and Language Instruction via Observation and Dialogue. Sonya N. Martin, Seoul National University; Jennifer Park, Seoul National University
- Taxonomy About Physics Teachers’ Notions About Science and Methods of Instruction. Lydia M Schulze Heuling, KeBU Freiburg

Division and SIG Posters

21.048-2. Achievement, Attitudes, and Advocacy: Science Literacy for All. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
- 5. Cluster Analysis as a Tool for Qualitative Research: The Case of Scale Construction. Cesar Delgado, The University of Texas - Austin; Noah Ledbetter
- 6. Strengthening Science Attitudes: Planetarium-Based Scientific Visualizations for Middle and High School English Language Learners. Thomas R. Tretter, University of Louisville; Yulia Ardasheva, Washington State University - Tri-Cities
- 7. Teaching Content Standards to English Language Learners: Elementary Science Teachers’ Use of Language Development Strategies. Loren Llosa, New York University; Christopher D. Van Booven, New York University; Okhee Lee, New York University
- 9. The Impact of No Child Left Behind on Classroom Science Teaching. Naien Tang, University of Missouri - Columbia; Chia-Lin Tsai, University of Missouri
- 10. The Relation Between Use of Specific Grammatical Features, Science Writing, and Science Achievement in Elementary School. Brianna Avenia-Tapper, New York University; Lorena Llosa, New York University

21.048-3. Advances in the Study of Epistemic Beliefs and Their Impact on Student and Teacher Outcomes. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
- 11. Testing a Combined Perspective of Personal Epistemology Positions and Traits Using a Person-Centered Approach. Michael M. Barger, Duke University; Stephanie V. Worthington, Michigan State University; Lisa Huettel, Duke University; Lisa Linnenbrink-Garcia, Michigan State University
- 12. Using Cognitive Interviewing to Explore College Students’ Epistemic Aims and Source Beliefs in Online Research on Three Chemistry Topics. Ting Dai, Temple University; Jennifer G. Cromley, Temple University
- 13. New and Experienced Teachers’ Trust of Sources of Pedagogical Knowledge and Implications for Teacher Motivation. Christian Brandom, University of Oslo; Eyvind Elstad, University of Oslo, Djiana Tiplic, University of Oslo
- 14. When It Is Also About You: The Potential for Fostering Epistemic Development in a Cognitive Development Class. Emily W. Fox, University of Maryland; Liliana Maggioli, The Catholic University of America

21.048-4. Language and Literacy in Designed Learning Environments. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
- 15. Engaging Students in Literacy Reasoning and Argumentation. Candice Burkett, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
- 16. Knowledge Development Trajectory: Mapping the Way of Using Language as a Learning Tool in Argument-Based Inquiry. Ying-Chih Chen, University of Minnesota; Soohnye Park, University of Iowa; Brian Hand, University of Iowa
- 17. Literacy Learning: The Efficacy of a Collaborative Learning Environment Designed to Foster Self-Regulation Processes. Miriam Alifasi, Bar-Ilan University
- 20. Quick and Unsystematic Reading as Successful Lecture Preparation. Pablo Nicolai Pirnay-Dummer, University of Passau, Germany
- 22. Instructional Routines to Increase Science Achievement in Biology.

Thursday Afternoon, April 3, 2014

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21.048-9. Division E Section 1 Poster Session. Division E - Counseling and Human Development; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
56. Adolescents’ Congruence Between Interests and Career Wishes, Peers’/Parents’ Vocations, and Gender-Untypical Career Decisions. Silke Luttenberger, Karl-Franzens-University Graz; Manuela Paechter, University of Graz
57. Exploration Processes Among Young Adults With and Without Physical Disabilities: Contribution to Subjective Well-Being. Galia Ran, Tel Aviv University; Rinat Michael, Tel Aviv University; Rachel Gali Cinamon, Tel Aviv University; Tova Most, Tel Aviv University
58. High School Students’ Perceived Barriers to Counseling Services: Implications for Mental Health Utilization in Schools. Janee Brooke Booth Gragg, University of Redlands; Lawrence Matthew Scheier, LARS Research Institute, Inc.; Debra Warner, The Chicago School of Professional Psychology
59. Influences on High School Adolescents’ College and Career Aspirations and Expectations. Katherine Meyer Moran, Boston University
60. Middle School Students’ Occupational Values: Background Factors and Interests. Kimberly A.S. Howard, Boston University; Jacob W. Diestelmann, University of Wisconsin - Madison; Tsu-Lun Huang, University of Wisconsin - Madison; Amy E. Wendl, University of Wisconsin - Madison; Susan C. Hagness, University of Wisconsin - Madison; Steven M. Cramer, University of Wisconsin - Madison
61. Socioeconomic Status, Social Support, and Depression in College Students. Elizabeth Crowe, The University of Texas - Austin; Christopher J. McCarthey, The University of Texas - Austin; Jenson Reiser, The University of Texas - Austin; Sally Lineback, The University of Texas - Austin; Molly Allender, The University of Texas - Austin

21.048-10. Technology as an Agent of Change in Teaching and Learning SIG Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
62. A Path Analysis Examining the Relationship Between Social Networking Sites and Academic Performance. Ipek Ozer, Kent State University
63. Interactive Whiteboard Use During Student Collaborative Reading Practices: A Yearlong Comparison of Instructional Approaches. Diana J. Arya, University of Colorado - Boulder; Rebecca Beucher, University of Colorado - Boulder; Chao Wang, University of Colorado; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder
64. The Power of Blogs: Addressing a Problem Through a Blended Interdisciplinary Collaborative Learning Environment. Nikleia Etokeles, Frederick University; Ejf Nisiforou, Cyprus University of Technology
65. Validity of Subjective Self-Assessment of Digital Competence Among Undergraduate Preservice Teachers. Joseph Andrew Maderick, University of Nevada - Las Vegas; Kendall Hartley, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas; Gwn C. Marchand, University of Nevada - Las Vegas

Thursday, 4:05 pm
Presidential Sessions

22.010. AERA Opening Plenary Session: Teresa A. Sullivan (#AERAInnovate). AERA Presidential Session
Convention Center, Terrace Level, Terrace I; 4:05-5:35pm
Chair: Barbara Schneider, Michigan State University
Participant: A Pipeline of Innovation: Education Research from K-12 to College.
Teresa A. Sullivan, President, University of Virginia
Thursday Evening, April 3, 2014

Convention Center, 100 Level, 109B; 6:15-8:15pm
Chairs: Alyssa Hadley Dunn, Georgia State University; Rita Kohli, San José State University

24.019. Democratic Citizenship in Education SIG Business Meeting. SIG-Democratic Citizenship in Education; Business Meeting
Convention Center, 100 Level, 111A; 6:15-7:45pm
Chairs: Caroline R. Pryor, Southern Illinois University - Edwardsville; James M. Mitchell, California State University - East Bay

24.020. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
Marriott, Fourth Level, Franklin 12; 6:15-7:45pm
Chair: Patricia L. Hardre, University of Oklahoma
Participants: Ying Xie, Idaho State University; Ana-Paula Correia, Iowa State University; Martha Marie Snyder, Nova Southeastern University; John Savery Madden, The University of Oklahoma

24.021. Districts in Research and Reform SIG Business Meeting. SIG-Districts in Research and Reform; Business Meeting
Convention Center, 100 Level, 111B; 6:15-7:45pm
Chair: Jacob Mishook, Brown University

24.022. Education, Health, and Human Services Linkages SIG Business Meeting. SIG-Education, Health, and Human Services Linkages; Business Meeting
Convention Center, 100 Level, 124; 6:15-7:45pm
Chair: Robert Ian Hulme, University of Chester

24.023. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
Convention Center, 100 Level, 112B; 6:15-7:45pm
Chair: Tammy A. Turner-Vorbeck, Family Diversity Education Council

24.024. Inclusion and Accommodation in Educational Assessment SIG Business Meeting. SIG-Inclusion & Accommodation in Educational Assessment; Business Meeting
Convention Center, 100 Level, 125; 6:15-7:45pm
Chair: Leanne R. Ketterlin-Geller, Southern Methodist University
Participants: Leanne R. Ketterlin-Geller, Southern Methodist University; Renee Cameto, SRI International; Sheryl S. Lazarus, University of Minnesota

24.025. Indigenous Peoples of the Americas SIG Business Meeting. SIG-Indigenous Peoples of the Americas; Business Meeting
Convention Center, 200 Level, 204C; 6:15-8:15pm
Chair: Troy Richardson, Cornell University
Participants: Crystal Claudette Jensen, Touro University - California; Nicole Blalock, Arizona State University; Eunice Romero-Little, Arizona State University; Megan Bang, University of Washington; Ruth Cyndi Pyatskowit, College of Menominee Nation; Stephanie J. Waterman, University of Rochester; Sharon Nelson-Barber, WestEd; Lee Francis, Texas State University
Participant: The Circle Never Ends: Investigating the Impact of New Curriculum Instructional Practice in a Tribal Head Start. Lauren Candy Wankau-Villagomez, College of Menominee Nation; Ruth Cyndi Pyatskowit, College of Menominee Nation

24.026. Invitational Learning SIG Business Meeting. The Potential of Invitational Learning for Supporting the Professional Growth of Teacher Candidates: The Mentoring Unique Special Educators Program. SIG-Invitational Learning; Business Meeting
Marriott, Fifth Level, Grand Ballroom L; 6:15-7:45pm
Chair: Rhonda S. Black, University of Hawaii - Manoa
Participants: Cecily Ornelles, University of Hawaii - Manoa; Garnett Smith, University of Hawaii - Manoa; Patricia Edelen-Smith, University of Hawaii - Manoa

24.027. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm
Chair: W. Douglas Baker, Eastern Michigan University

24.028. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting
Convention Center, 100 Level, 115A; 6:15-7:45pm
Chair: Shelby A. Conner, University of Illinois at Chicago

24.029. Marxian Analysis of Society, Schools, and Education SIG Business Meeting. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
Convention Center, 100 Level, 109A; 6:15-7:45pm
Chair: João Menelau Paraskeva, University of Massachusetts

24.030. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
Convention Center, 100 Level, 116; 6:15-7:45pm
Chair: Steven B. Mertens, Illinois State University

24.031. Philosophical Studies in Education SIG Business Meeting. SIG-Philosophical Studies in Education; Business Meeting
Marriott, Fourth Level, Franklin 3; 6:15-7:45pm
Chair: Amy B. Shuffelton, Loyola University Chicago

24.032. Rasch Measurement SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
Convention Center, 100 Level, 117; 6:15-7:45pm
Chair: Timothy P. O'Neil, Pearson

24.033. Research Focus on Education and Sport SIG Business Meeting and Panel Discussion. SIG-Research Focus on Education and Sport; Business Meeting
Convention Center, 100 Level, 121A; 6:15-7:45pm
Chairs: Derek M. Van Rheeuen, University of California - Berkeley; C. Keith Harrison, University of Central Florida

24.034. Research on Women and Education SIG Business Meeting and the Willystine Goodsell Address. SIG-Research on Women and Education; Business Meeting
Convention Center, 100 Level, 115C; 6:15-7:45pm
Chair: Barbara Eleanor Polnick, Sam Houston State University

24.035. School Turnaround and Reform SIG Business Meeting. SIG-School Turnaround and Reform; Business Meeting
Convention Center, 100 Level, 120B; 6:15-7:45pm
Chair: Marlene J. Darwin, American Institutes for Research
Participant: School Turnaround and the Paradoxes of Reform: Findings from a Longitudinal Case Study. Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro

24.036. Supervision and Instructional Leadership SIG Business Meeting. Issues and Perspectives of Supervision, 2nd Edition: Join the Conversation. SIG-Supervision and Instructional Leadership; Business Meeting
Convention Center, 100 Level, 115B; 6:15-7:45pm
Chair: Vivian Shulman, College of Staten Island - CUNY
Participants: Jeffrey Glanz, Michlala Jerusalem Graduate Division; Sally J. Zepeda, University of Georgia

24.037. Teaching History SIG Business Meeting. SIG-Teaching History; Business Meeting
Convention Center, 100 Level, 120C; 6:15-7:45pm
Chair: Scott Alan Metzger, The Pennsylvania State University - University Park
Participant: Jonathan L. Zimmerman, New York University

24.038. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Convention Center, 100 Level, 121B; 6:15-8:15pm
Chair: Margaret L. Niess, Oregon State University
Participant:
Technological Pedagogical Content Knowledge (TPACK) and Beyond.
Punya Mishra, Michigan State University; Matthew J. Koehler, Michigan State University

24.039. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
Convention Center, 100 Level, 108B; 6:15-7:45pm
Chair: Margaret E. Malloch, Victoria University

Thursday, 7:00 pm
AERA Sessions

Convention Center, 100 Level, 119A; 7:00-8:00pm
Welcome: Estela M. Bensimon, University of Southern California
Award Recipient and Speaker:
Drafting Justice: Statutory Language, Public Policy, and Legislative Reform. Michael A. Olivas, University of Houston

Thursday, 8:00 pm
AERA Related Activities

26.010. Joint Social Justice Combined Reception. AERA Related Activities; Reception; Cosponsored with Affirmative Action Council, Scholars and Advocates for Gender Equity in Education Committee, Scholars of Color in Education Committee, Social Justice Action Committee, and University of Pennsylvania Graduate School of Education.
Convention Center, 100 Level, 119B; 8:00-9:30pm

Thursday, 8:30 pm
Governance Meetings and Events

27.001. AERA Journal Publications Committee Reception: Invitation Only. Sponsored by SAGE Publications, Inc. AERA Governance; Reception
Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
Chair: Gale M. Sinatra, University of Southern California

Friday, 6:45 am
AERA Related Activities

28.010. Undergraduate Student Education Research Training Workshop: Closed Session (Day 2 of 3). AERA Related Activities; Invited Session
Marriott, Fourth Level, Franklin 4; 6-45am to 2:00pm
Chair: George L. Wimberly, American Educational Research Association

Friday, 7:00 am
AERA Sessions

29.010. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Session
Convention Center, 100 Level, 122B; 7:00-8:00am
Chairs: Barbara Schneider, Michigan State University; Joyce E. King, Georgia State University; Fellece J. Levine, American Educational Research Association

Friday, 8:00 am
Professional Development Courses

30.010. Applied Autoethnography: Process, Product, and Innovation for Educational Practice and Policy. Professional Development and Training Committee; Professional Development Course
Instructors: Sherick A. Hughes, University of North Carolina - Chapel Hill; Julie L. Pennington, University of Nevada - Reno; Nitasha M. Clark, Educational Specialties

30.011. PISA and Beyond: Analysis of International Data From PISA Using Multiple Tools and Incorporating Additional Country-Level Data. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
Instructors: David C. Miller, American Institutes for Research; Anindita Sen, American Institutes for Research; Bitnara Jasmine Park, University of Oregon; Ngaire Honey, Vanderbilt University

30.012. Sensitivity Analysis: Quantifying the Discourse About Causal Inference. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm
Instructor: Kenneth A. Frank, Michigan State University

Governance Meetings and Events

30.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast. AERA Governance; Cosponsored with Committee on Scholars and Advocates for Gender Equity in Education; Governance Session
Marriott, Third Level, Independence II; 8:00-9:30am
Chair: Susan B. Twombly, The University of Kansas

Friday, 8:15 am
AERA Related Activities

31.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Marriott, Third Level, Liberty AB; 8:15-10:15am
Chair: William F. Tate, Washington University in St. Louis

31.011. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 8:15-9:45am
Chair: Tracy Young, American Educational Research Association

Presidential Sessions

Convention Center, 200 Level, 201B; 8:15-10:15am
Chair: Robin D. Tierney, Research-for-Learning
Participants:
Assessment of Collaborative Problem Solving. Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne
Designing a Large-Scale Assessment of Computer and Information Literacy. Wolfram H. Schulz, Australian Council for Educational Research
Assessment of Complex Problem Solving: What We Know and Don’t Know. Samuel Greiff, University of Luxembourg; Sascha Wiestenberg
Creativity: What It Is, Why It Matters, and How to Assess It. Bill Lucas, University of Winchester
Web Tools for the Assessment of 21st-Century Skills in Higher Education. Ava Clare Robles, Mindanao State University
Discussant: Kadiyi Ercikan, The University of British Columbia