

Tuesday, 7:00 am

20.010. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions
Hilton New York, Grand Ballroom, Grand Ballroom West,
3rd Floor
7:00 am to 8:00 am

Chair:

William F. Tate, Washington University
Lorraine M. McDonnell, University of California - Santa Barbara
Barbara
Felice J. Levine, American Educational Research Association

Tuesday, 8:00 am

21.010. PDC16: An Introduction to Latent Class Models, Mixture Rasch Models, and Diagnostic Mixture Models.
Professional Development Training
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act IV, 4th Floor
8:00 am to 12:00 pm

Director:

Matthias Von Davier, ETS

21.011. PDC18: Effect Sizes, Confidence Intervals, and Especially Confidence Intervals for Effect Sizes.
Professional Development Training
Sheraton New York Hotel & Towers, Empire Ballroom, Empire East, 2nd Floor
8:00 am to 12:00 pm

Director:

Bruce Thompson, Texas A&M University

21.012. PDC19: Foregrounding Issues of Equity and Diversity in Mathematics Education Research: Implications for Research Methods and Teacher Development.
Professional Development Training
Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd Floor
8:00 am to 12:00 pm

Director:

Megan L. Franke, University of California - Los Angeles
Alan H. Schoenfeld, University of California - Berkeley

Instructor:

Daniel Battey, Arizona State University
Angela Grace Chan, University of California - Los Angeles
Noel D. Enyedy, University of California - Los Angeles
Frederick D. Erickson, University of California - Los Angeles
Indigo Esmonde, OISE/University of Toronto
Mary Q. Foote, Queens College - CUNY
Mara G. Landers, University of California - Berkeley
Courtney A. Koestler, University of Wisconsin - Madison
Victoria M. Hand, University of Colorado - Boulder
Kristine Michelle Ho,
Shiuli Mukhopadhyay, California State University - Northridge
Vanessa R. Pitts Bannister, Virginia Tech University
Joi A. Spencer, University of San Diego
Edd V. Taylor, Northwestern University
Anita A. Wager, University of Wisconsin

21.013. PDC28: Scoring Performance Assessments.
Professional Development Training

Hilton New York, Nassau Suite B, 2nd Floor
8:00 am to 12:00 pm

Director:

Robert L. Johnson, University of South Carolina
James Archie Penny, CASTLE Worldwide
Ching Ching Yap, University of South Carolina

21.014. PDC32: Using Excel as a Qualitative Data Analysis

Tool. Professional Development Training
Hilton New York, Gibson Suite, 2nd Floor
8:00 am to 12:00 pm

Director:

Daniel Z. Meyer, Illinois Institute of Technology
Leanne M. Avery, SUNY - Oneonta

Instructor:

Allison Antink, Illinois Institute of Technology
Keith Nabb, Illinois Institute of Technology
Margaretann G. Connell, Chicago State University

Tuesday, 8:15 am

AERA Governance Meetings and Events
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22.001. AERA Content Management System Training for Division and Special Interest Group Webmasters (1).

AERA
Hilton New York, Concourse H, Concourse Level
8:15 am to 9:45 am

Chair:

Jason K Uffelman, American Educational Research Association

22.002. AERA Ethics Committee: Closed Meeting. AERA

Sheraton New York Hotel & Towers, Park Suite 5, 5th Floor
8:15 am to 10:15 am

22.010. Assessing Hurricane Katrina's Impact on Urban Education. Presidential Session
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Hilton New York, Sutton Complex, Sutton Center, 2nd Floor
8:15 am to 10:15 am

Chair:

Tondra L. Loder-Jackson, University of Alabama - Birmingham

Participants:

On Indignation, Hope, and a Call to Action: Assessing Hurricane Katrina's Impact on Urban Education. *Tondra L. Loder-Jackson, University of Alabama - Birmingham*
Out of New Orleans: The Katrina Diaspora and the Implications for Educational Research in the U.S. South. *Jerome E. Morris, University of Georgia*
Surviving Katrina: The Strengths of Legacy and Tradition in Historically Black Colleges and Universities. *Renee Akbar, Xavier University - Louisiana; Michele Jean Sims, University of Alabama - Birmingham*
Hope for an Uncertain Future: Recovery and Rebuilding Efforts in New Orleans's Schools. *Karen Ann Johnson, University of Utah; Ken Johnson, University of Utah*
Documenting Tragedy and Resilience: The Importance of Spike Lee's 'When the Levee's Broke'. *Kevin M. Foster, University of Texas - Austin*

22.011. The Educational Pipeline and Its Consequences for Students: Realizing Bakke's Legacy. Presidential Session

Hilton New York, Murray Hill Suite B, 2nd Floor
8:15 am to 10:15 am

Chair:

Patricia Marin, University of California - Santa Barbara

Participants:

O'Connor's Claim: The Educational Pipeline and Bakke. *John T. Yun, University of California - Santa Barbara; Chungmei Lee, The Civil Rights Project*

Educational Attainment in the States: Are We Progressing Toward Equity in 2028? *Donald E. Heller, Penn State University*

Bakke Beyond College Access: Investigating Racial/Ethnic Differences in College Completion. *Michal Kurlaender, University of California - Davis; Erika Felts, University of California - Davis*

Is 1500 the New 1280? The SAT and Admissions Since Bakke. *Catherine L. Horn, University of Houston; John T. Yun, University of California - Santa Barbara*

Shaping the Equity Agenda: Bakke's Contribution to the Next 30 Years of Research. *Gary A. Orfield, University of California - Los Angeles*

Discussant:

Gary A. Orfield, University of California - Los Angeles

22.012. Building on the Past and Transforming the Future: STEM Education Research at the National Science Foundation. AERA Sessions

Hilton New York, Sutton Complex, Sutton South, 2nd Floor
8:15 am to 9:45 am

Chair:

Cora Marrett, National Science Foundation

Participants:

NSF's Involvement in Educational Research: A Retrospective Look. *Joan Ferrini-Mundy, National Science Foundation*

STEM Education Research to Inform Practice. *Janice H. Earle, National Science Foundation*

STEM Education to Inform Methods. *Anthony E Kelly, National Science Foundation; James Dietz, National Science Foundation*

STEM Education Research to Inform Policy. *Larry E. Suter, National Science Foundation*

Discussion: Reflections on the Three Cases and Thoughts About the Future. *Marcia Linn, University of California - Berkeley; Robert Boruch, University of Pennsylvania*

22.013. AERA Committee on Scholars of Color in Education: Awards and Business Meeting and Early Bird Reception.

Committee on Scholars of Color in Education
Sheraton New York Hotel & Towers, Empire Ballroom, Empire West, 2nd Floor
8:15 am to 10:15 am

Chair:

Stephen D. Hancock, University of North Carolina - Charlotte

22.014. Developing Cross-Cultural Parental Influence Instruments for International Applications. International Relations Committee

Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
8:15 am to 9:45 am

Chair:

James R. Campbell, St. John's University

Discussant:

Seokhee Cho, Korean Educational Development

22.015. GSC Chair Fireside Chat: Taking Youth and Adult Leadership Development from the Academy to the Community - Actively Engaging Communities in Collective Leadership Social Justice. Graduate Student Council

Sheraton New York Hotel & Towers, New York Ballroom, New York Ballroom West, 3rd Floor
8:15 am to 9:45 am

Participant:

Maenette K. P. Benham, Michigan State University

Matthew C. Militello, University of Massachusetts - Amherst

Anna M. Ortiz, California State University - Long Beach

Patrick Kim Halladay, Michigan State University

22.016. What a Wonderful World: Gender Equity, Research, and Building Civic Capacity. Committee on Scholars and Advocates for Gender Equity (SAGE)

Hilton New York, Murray Hill Suite A, 2nd Floor
8:15 am to 10:15 am

Chair:

Adrienne D. Dixson, Ohio State University

Participant:

James Earl Davis, Temple University

Sofia A. Villenas, Cornell University

Venus E. Evans-Winters, Illinois Wesleyan University

Stacey J. Lee, University of Wisconsin - Madison

Kevin K. Kumashiro, University of Illinois - Chicago

Edward Fergus, New York University

Lisa W. Loutzenheiser, University of British Columbia

22.017. Developing Principals, Developing Practice. Division A-Administration, Organization, and Leadership

Hilton New York, New York Suite, 4th Floor
8:15 am to 9:45 am

Chair:

Jonathan A. Supovitz, University of Pennsylvania

Participants:

School Leaders As Learners: Acquiring Expertise for Improving Instruction and Achievement in High-Poverty Schools. *Carol A. Barnes, University of Michigan; Eric M. Camburn, University of Wisconsin; Beth Rachel Sanders, University of Michigan; Jimmy Sebastian, University of Wisconsin - Madison*

Exploring the Relationship Between Professional Development Program Implementation and School Leadership Change. *Joy Lesnick, Vanderbilt University; Ellen B. Goldring, Vanderbilt University*

School Principals' Work Practice: Days of Their Lives. *James P. Spillane, Northwestern University; Spyros Konstantopoulos, Northwestern University*

How Principals Enact Instructional Leadership. *Jonathan A. Supovitz, University of Pennsylvania; Phillip Buckley, University of Pennsylvania*

Participant:

Carol A. Barnes, University of Michigan

Eric M. Camburn, University of Wisconsin

Beth Rachel Sanders, University of Michigan

Jimmy Sebastian, University of Wisconsin - Madison

Joy Lesnick, Vanderbilt University

Ellen B. Goldring, Vanderbilt University

James P. Spillane, Northwestern University
Spyros Konstantopoulos, Northwestern University
Jonathan A. Supovitz, University of Pennsylvania
Phillip Buckley, University of Pennsylvania

Discussant:

Hilda Borko, Stanford University
Michael S. Knapp, University of Washington

22.018. Extending the Debate on the Ed.D. in Educational Leadership: Transmission Versus Transformation. Division A-Administration, Organization, and Leadership
 Hilton New York, Holland Suite, 4th Floor
 8:15 am to 9:45 am

Chair:

Ted R. Purinton, National-Louis University

Participants:

Introduction: Parsing the Educational Leadership Ed.D. Debate.
Ted R. Purinton, National-Louis University
 Transmission versus Transformation: The Student Perspective.
Mary Ann Kahl, National-Louis University
 Marketing Touches Versus Substantive Changes in Colleges of Education via the Ed.D. *Linda S. Tafel, National-Louis University*
 Re-Thinking the Profession through Its Training: The New Ed.D. as a Vehicle for Leadership Change. *Olivia Watkins, National-Louis University; Linda S. Tafel, National-Louis University*
 Addressing the Doctoral Dilemma: Why a Doctorate for Transformation and Disposition? *Ted R. Purinton, National-Louis University*

22.019. International Perspectives on Education. Division A-Administration, Organization, and Leadership
 Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
 8:15 am to 9:45 am

Chair:

Candace Head-Dylla, The Pennsylvania State University

Participants:

Gypsy, Roma, and Traveller (GRT) Children in the UK: Ideas of Community, Belonging, and Safety. *Kalwant Bhopal, University of Southampton*
 Is Education Fever Treatable? The Impact of Culture on Korean Students' College Choices. *Soojeong Lee, Korean Educational Development Institute; Roger C. Shouse, Penn State*
 Lessons From India: Community-Based Rehabilitation as a Model for Educational Inclusion and Community Empowerment. *Laura Desportes, James Madison University*
 Post-Soviet Societal Changes and Impact on Schools and Teacher Collaboration in Ukraine. *Benjamin Kutsyuruba, University of Saskatchewan*

Discussant:

Benjamin Levin, OISE/University of Toronto

22.020. Offsite Visit to the Middle College-Early College High Schools at LaGuardia Community College. Division A-Administration, Organization, and Leadership
 Off Site Visits, LaGuardia Community College
 8:15 am to 12:30 pm

Participant:

Offsite Visit to the Middle College-Early College High Schools at LaGuardia Community College. *Elisabeth Barnett, Teachers College, Columbia University; Haiwen Chu,*

CUNY; Cecilia Cunningham, Middle College National Consortium

22.021. Critical Multiculturalism From Theory to Practice: A Division B Equity Session. Division B-Curriculum Studies
 Sheraton New York Hotel & Towers, Central Park East, 2nd Floor
 8:15 am to 10:15 am

Chair:

Stephen A. May, University of Waikato

Participants:

Introduction and Overview: From Principles to Practices.
Stephen A. May, University of Waikato
 Critical Multicultural Approaches to Mathematics Education in Urban, K-12 Classrooms. *Eric H. Gutstein, University of Illinois - Chicago*
 Critical Multiculturalism and Physical Education: Complexities, Contradictions, and Potential for Resistance.
Katie Fitzpatrick, University of Waikato
 The Arts and Social Justice in a Critical Multicultural Education Classroom. *Mary S. Stone Hanley, George Mason University*
 Sustaining a Critical, Culturally Responsive Pedagogy of Relations. *Russell Bishop, University of Waikato - New Zealand*
 Radicalizing Language Teacher Education: Infusing Critical Multicultural Principles and Practices into the Curriculum.
Lilia I Bartolome, University of Massachusetts, Boston

Discussant:

Christine E. Sleeter, California State University - Monterey Bay

22.022. EcoJustice Education: A Commons-Oriented Curriculum. Division B-Curriculum Studies
 Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
 8:15 am to 9:45 am

Chair:

Kelly A. Young, Trent University

Participant:

James Joss French, University of Connecticut
Kurt Love, University of Connecticut
John Joseph Lupinacci, Eastern Michigan University
Andrejs Kulnieks, York University
Sean Blenkinsop, Simon Fraser University
Kelly A. Young, Trent University

Discussant:

Rebecca Martusewicz, Eastern Michigan University

22.023. Effectiveness of Mathematics Curriculum and Programs. Division C-Learning and Instruction
 Hilton New York, East Suite, 4th Floor
 8:15 am to 9:45 am

Chair:

Jae Meen Baek, Arizona State University

Participants:

A Study of the Effectiveness of the Louisiana Algebra I Online Course. *Laura M. O Dwyer, Boston College; Rebecca A. Carey, Education Development Center, Inc.; Glenn M. Kleiman, North Carolina State University*
 Effects of a Reformed Curriculum on Student Learning Outcomes in Primary Mathematics. *Yujing Ni, Chinese University of Hong Kong; Qiong Li, Beijing Normal University; Jinfa Cai, University of Delaware; Kit-Tai Hau, Chinese University of Hong Kong; Zhonghua Zhang,*

Chinese University of Hong Kong

Classroom Connectivity in Promoting Mathematics and Science Achievement: Year One Results. *Stephen J. Pape, University of Florida; Douglas Owens, Ohio State University; Karen E. Irving, Ohio State University; Christy Kim Boscardin, University of California - Los Angeles; Vehbi Sanalan, Ohio State University; Louis Abrahamson, Better Education Foundation; Sukru Kaya, Ohio State University; Hye Sook Shin, University of California - Los Angeles*

Using Computerized Adaptive Testing and an Accelerated Longitudinal Design to Index Learning Progressions in Early Mathematics Development. *Joseph Betts, University of New Mexico; James R. McBride, Renaissance Learning*

The Vermont Mathematics Initiative: Student Achievement from Grade 4 to Grade 10. *Herman W. Meyers, University of Vermont; Douglas Harris, Vermont Institutes; Kenneth Gross, University of Vermont*

Discussant:

David C. Webb, University of Colorado - Boulder

22.024. Effects of New Learning Environments. Division C-Learning and Instruction

Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
8:15 am to 9:45 am

Chair:

Erik De Corte, University of Leuven

Participants:

Integrating Core Principles for Learning: The Impact of New Learning Environments in the Engineering Laboratory. *Daniel Dinsmore, University of Maryland; Patricia A. Alexander, University of Maryland*

Can a "New" Learning Environment Change Students' Approaches to Learning Toward More Deep Approach to Learning? *David Gijbels, University of Antwerp; Liesje Coertjens, University of Antwerp; Gert Vanthournout, University of Antwerp; Elke Struyf, Universiteit Antwerpen*

Students' Assessment Preferences and Approaches to Learning in New Learning Environments: A Replica Study. *Marlies Baeten, Catholic University of Leuven; Filip J.R.C. Dochy, University of Leuven; Katrien Struyven, Catholic University - Leuven*

Relationships between Students' Conceptions of Constructivist Learning and Their Regulation and Processing Strategies. *Sofie Loyens, Erasmus University Rotterdam; Remy M. Rikers, Erasmus University Rotterdam; Henk G. Schmidt, Erasmus University Rotterdam*

Discussant:

Erik De Corte, University of Leuven

22.025. Learning With Technology: Layers of Context.

Division C-Learning and Instruction
Hilton New York, Concourse D, Concourse Level
8:15 am to 9:45 am

Chair:

David W. Kritt, CUNY

Participant:

Neil Selwyn, Institute of Education - London

David W. Kritt, CUNY

Lucien T. Winegar, Susquehanna University

Igor M. Arievitch, CUNY

Mary Theresa Gauvain, University of California - Riverside

Sharon A. Duffy, University of California - Riverside

Discussant:

Martin J. Packer, Duquesne University

22.026. Social Interactions in Online Learning. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room B, Lower Lobby
8:15 am to 9:45 am

Participants:

Cross-Cultural E-Mentoring to Develop Problem-Solving Online Learning Communities. *Charlotte N. Gunawardena, University of New Mexico; Jason Skinner, University of New Mexico; Deborah Kay Lapointe, University of New Mexico; Jennifer Linder-VanBerschoot, University of New Mexico; Kerrin Ann Barrett, University of New Mexico; Julia Mummert, University of New Mexico; Marlie Cardiff, University of New Mexico; Carol Richmond, University of New Mexico*

Differences in Student-Instructor and Student-Peer Social Interactions in Explaining Satisfaction in Online Learning. *I-Chun Tsai, University of Missouri; Chia-Chi Yang, University of Missouri - Columbia; James M. Laffey, University of Missouri*

How Peer and Self Assessment Work in a Computer-Supported Collaborative Learning Environment. *Haekyung Lee, University of Texas - Austin; Paul E. Resta, University of Texas - Austin*

Toward Automatic Scaffolding of Online Discussions in Engineering Courses. *Jihie Kim, University of Southern California; Erin M. Tavano, University of Southern California; Aniwat Arromratana, University of Southern California; Pankaj Sarda, University of Southern California; Erin Shaw, University of Southern California; Carole R. Beal, University of Southern California*

22.027. State of the Art Research into Cognitive Load Theory.

Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
8:15 am to 9:45 am

Chair:

Richard E. Mayer, University of California - Santa Barbara

Participants:

Effects of Individual and Group-Based Learning From Complex Cognitive Tasks on Efficiency of Retention and Transfer Performance. *Femke KirKirschner, Open University of the Netherlands; Fred Paas, Open University - The Netherlands; Paul A. Kirschner, Utrecht University*

Contextual Effects in Learning Mathematics: A Cognitive Load Perspective. *Majeda Khateeb, University of New South Wales - Australia; John Sweller, University of New South Wales*

Reading as a Way of Improving Listening Skills in English as a Foreign Language. *Jase Moussa, University of New South Wales - Australia; Paul L. Ayres, University of New South Wales*

Which Type of Cognitive Load Mediates the Split-Attention Effect? *Gabriele Cierniak, Eberhard Karls University - Germany; Katharina Scheiter, University of Tuebingen; Peter Gerjets, Knowledge Media Research Center*

Discussant:

Harold F. O'Neil, University of Southern California

22.028. Technology for Out-of-School and Online Learning.

Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Carnegie Suite West,

3rd Floor
8:15 am to 9:45 am

Chair:

Kenneth E. Hay, Indiana University

Participants:

"Should I Get This Skin Color for My Head?": Conversations About Race in a Tween Gaming Club. *Melissa Sunshine Cook, University of California - Los Angeles; Deborah A. Fields, University of California - Los Angeles*

Models and Modeling in Videos Games and Education.

Kenneth E. Hay, Indiana University

Exploration of Learning in Second Life in an Interdisciplinary Communication Course. *Leslie Jarmon, University of Texas - Austin; Tomoko Watanabe Traphagan, University of Texas - Austin; Michael Charles Mayrath, University of Texas - Austin; Avani Trivedi, University of Texas - Austin*

Gaming My Community: Kids Designing Local Video Games In and About Their Urban Neighborhood. *John Martin, University of Wisconsin - Madison; James Mathews, University of Wisconsin - Madison; Mingfong Jan,*

22.029. Generalizing From Educational Research: Beyond the Quantitative-Qualitative Opposition. Division D-

Measurement and Research Methodology
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor

8:15 am to 10:15 am

Chair:

*Kadriye A. Ercikan, University of British Columbia
Wolff-Michael Roth, University of Victoria*

Participant:

Panel Members. *Pamela A. Moss, University of Michigan; Robert J. Mislevy, University of Maryland - College Park; Margaret A. Eisenhart, University of Colorado - Boulder; Lyle F. Bachman, University of California - Los Angeles; Noreen M. Webb, University of California - Los Angeles; Kenneth G. Tobin, CUNY; Guillermo Solano-Flores, University of Colorado - Boulder; Deborah L. Butler, University of British Columbia*

Participant:

*Pamela A. Moss, University of Michigan
Robert J. Mislevy, University of Maryland - College Park
Margaret A. Eisenhart, University of Colorado - Boulder
Lyle F. Bachman, University of California - Los Angeles
Noreen M. Webb, University of California - Los Angeles
Kenneth G. Tobin, CUNY
Guillermo Solano-Flores, University of Colorado - Boulder
Deborah L. Butler, University of British Columbia*

22.030. Investigations of Reliability and Validity. Division D-

Measurement and Research Methodology
New York Marriott Marquis Times Square, Soho Complex, Gramercy Room, 7th Floor

8:15 am to 9:45 am

Chair:

Liru Zhang, Delaware Department of Education

Participants:

Composite Score Reliability Given Correlated Measurement Errors Between Subtests and Unknown Reliability for Some Subtests. *Leslie Keng, University of Texas - Austin; Edward Miller, Texas Education Agency; Kimberly J. O'Malley, Pearson Educational Measurement; Ahmet Turhan, Pearson Educational Measurement*

Individual Validity: Adding a Missing Link. *Carl H. Hauser,*

Northwest Evaluation Association; G. Gage Kingsbury, Northwest Education Association; Steven L. Wise, James Madison University

Investigating the Effects of Increased SAT Reasoning Test Lengths and Time on Performance of Regular SAT

Examinees. *Xiang-Bo Wang, The College Board*

The Impact of Outliers on Cronbach's Coefficient Alpha Estimate of Reliability: Ordinal/Rating Scale Item

Responses. *Yan Liu, University of British Columbia; Amery*

Dai Ling Wu, University of British Columbia; Bruno D.

Zumbo, University of British Columbia

Discussant:

Kurt F. Geisinger, University of Nebraska

Gerald J. Melican, The College Board

22.031. The Role of User-Centered Design in Building Better Assessments. Division D-Measurement and Research

Methodology
New York Marriott Marquis Times Square, Barrymore Room, 9th Floor

8:15 am to 9:45 am

Chair:

David J. Mittelholtz, Pearson Educational Measurement

Participants:

A Introduction to User-Centered Design in Large-Scale Assessment. *Michael Harms, Pearson Educational Measurement*

User-Centered Assessment Development in Educational and Psychological Measurement. *Paul D. Nichols, Pearson Educational Measurement*

A User-Centered Design Approach for the Refinement of a Computer-Based Testing Interface. *Ellen Strain-Seymour, Pearson*

A User-Centered Design Approach to Developing an Assessment Management System. *Jeff Wilson, Pearson Education*

Discussant:

Ronald K. Hambleton, University of Massachusetts

22.032. Influencing Academic Success Among

Underrepresented Youth. Division E-Counseling and Human Development

Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level

8:15 am to 9:45 am

Chair:

Amber Michelle Gonzalez, University of California - Santa Barbara

Participants:

Developmental Mediators and Social and Academic Consequences of Stereotype-Consciousness in Middle Childhood. *Clark Mckown, Rush NeuroBehavioral Center*

Adolescents' Experiences With Racial Discrimination at School: Examining Ethnic Identity and Academic

Engagement. *W. David Wakefield, California State*

University - Northridge; Cynthia A. Hudley, University of

California - Santa Barbara; Laura A. Aguilar, California

State University - Northridge; Dima Jeris Ghishan,

California State University - Northridge; Shana Renee

Hammers, California State University - Northridge;

Michelle Louise Borquez, California State University -

Northridge

Mexican American Academic Achievement: Examining

Generational Status, Acculturation, and Parent Educational

Background. *Francisco David Carranza, University of California - Santa Barbara; Vichet Chhuon, University of California - Santa Barbara; Cynthia A. Hudley, University of California - Santa Barbara*

Participation in Service Activities and Its Impact on Academic and Behavioral Outcomes among Adolescents: At-Large and At-Risk Populations. *Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University; Hayal Zeynep Kackar, Northern Illinois University*

Beyond Academics: An Examination of the Achievement Values of Low SES Ethnic Minority Students. *April Z. Taylor, California State University - Northridge; Robyn Nicole Lee, California State University - Northridge; Elizabeth Doan, California State University - Northridge*

Discussant:

Sandra Graham, University of California - Los Angeles

22.033. Capital, Curriculum, and Community Relations in Higher Education. Division F-History and Historiography
New York Marriott Marquis Times Square, Westside Ballroom, Salon 1, 5th Floor
8:15 am to 9:45 am

Chair:

Amy E. Wells, University of Mississippi

Participants:

Securing Capital: The Mexican American Experience in California Higher Education, 1848-1945. *Christopher Louis Tudico, University of Pennsylvania*

Humanities at "Boston Tech" in the Mid-19th Century. *A. J. Angulo, Winthrop University*

Not Always Angels but Sometimes Bruins: The People of Los Angeles and UCLA, 1919-1934. *William Charles Purdy, University of California - Los Angeles*

Fundraising During the Midst of the Civil Rights Movement: The Case of Hampton Institute. *Marybeth Gasman, University of Pennsylvania; Noah Daniel Drezner, University of Pennsylvania*

Discussant:

Richard James Altenbaugh, Slippery Rock University

22.034. Community as Resource for Language and Literacy Development. Division G-Social Context of Education
New York Marriott Marquis Times Square, Empire Complex, Empire/Hudson Room, 7th Floor
8:15 am to 9:45 am

Chair:

Angela E. Arzubiega, Arizona State University

Participants:

Home and Community Resources for Literacy and Language Development of Spanish-Speaking Students: A Multi-Level Model Analysis. *Alicia Grunow, Stanford University; Anthony S. Bryk, Stanford University; Claude N. Goldenberg, Stanford University*

Losing Home Language: Differences Among Ethnic Groups in a Population of Canadian K-7 Students. *Cheryl L. Aman, University of British Columbia; Bruce William Garnett, University of British Columbia; Charles S. Ungerleider, Canadian Council on Learning*

Citizens in the Middle: A Study of Bilingual Immigrant Students Translating Change. *Michelle Honeyford, Indiana University*

Literacies Within and Across Contexts: Teachers (De)constructing the in-School/out-of-School Divide. *Jie Yie Park, University of Pennsylvania; Mary Frances (Molly)*

Buckley, University of Pennsylvania

Discussant:

Irma M. Olmedo, University of Illinois - Chicago

22.035. Examining the Social Context of Race, Equity, and Achievement. Division G-Social Context of Education
New York Marriott Marquis Times Square, Marquis Ballroom, Salon A, 9th Floor
8:15 am to 9:45 am

Chair:

Alberto M. Ochoa, San Diego State University

Participants:

Frames of Play With ELLs in Reform-Oriented Middle School Math Classes. *Holly H. Hansen-Thomas, Binghamton University*

Latino High Achievers: What Role Do Noncognitive Variables Play in Academic Achievement? *Frances E. Contreras, University of Washington*

Solidarity in Community: Encouraging Positive Social and Academic Identities in Urban African American Children. *Jeffrey L. Lewis, University of Wisconsin; Eunhee Kim, University of Wisconsin - Madison*

Why does Separate mean Unequal? Race Composition of Elementary Schools and the Reading Achievement Gap. *Mary E. Montavon Mckillip, University of Illinois - Urbana-Champaign*

Discussant:

Kimetta Reynolds Hairston, Penn State Harrisburg

22.036. Intimate Practices: Civic Engagement and the Public Purposes of Education in a Democracy. Division G-Social Context of Education
New York Marriott Marquis Times Square, Majestic Complex, Palace Room, 6th Floor
8:15 am to 9:45 am

Participants:

Engaged Citizen or Economic Contributor? NCLB and the Redefinition of Civic Engagement. *Rebecca A. Goldstein, Montclair State University; Vanessa Elaine Domine, Montclair State University; Andrew Beutel, Ridge Ranch Middle School - New Jersey*

Philosophical Intimations: Defining a Process of Civic Engagement for Global Citizenship. *Maria Pacillo, Montclair State University*

Global Civics and Compassionate Stewardship. *Aditya Adarkar, Montclair State University; David L. Keiser, Montclair State University*

New Media and Teaching for Civic Engagement in the 21st Century. *John Pascarella, McGill University*

The Principles, Purposes, and Practices of Teaching for Civic Engagement. *Joe Oyler, Montclair State University*

Jumping in Feet First: A First-Year Teacher Teaching for Democracy and Civic Engagement. *Andrew Beutel, Ridge Ranch Middle School - New Jersey*

22.037. Language Policy, Immigration, and Race. Division G-Social Context of Education
New York Marriott Marquis Times Square, Juilliard Complex, Belasco/Broadhurst Rooms, 5th Floor
8:15 am to 9:45 am

Chair:

Luis Sergio Hernandez, Teachers College, Columbia University

Participants:

When Arabic is the "Target" Language: An Historical Analysis

of the Intersection of Federal Language Education Policies, National Security, and Higher Education Programs of Arabic. *Donald Jeffrey Bale, Arizona State University*

Education, Community, and Official Language Minorities in Canada. *Diane Gerin-Lajoie, OISE/University of Toronto; Christine Lenouvel, OISE/University of Toronto*

Exploring the Historical and Conceptual Development of Bilingual and Multicultural Education. *Tatyana Kleyn, City College of New York - CUNY; Maria E. Torres-Guzman, Teachers College, Columbia University*

Language Policy, Immigration, and Race in California and Georgia: Implications for Policy and Practice. *Kimberly S. Anderson, University of North Carolina - Greensboro*

Discussant:

Karen Cadiero-Kaplan, San Diego State University

22.038. Whiteness, Masculinities, and the Social (Prod)(Constr)uction of Identity in Local Contexts.

Division G-Social Context of Education
New York Marriott Marquis Times Square, Cantor Room,
9th Floor
8:15 am to 9:45 am

Chair:

Gail Emily Wolfe, Washington University

Participants:

Laughing White Men: The Complex Social Production of White Racial Identity. *Timothy J. Lensmire, University of Minnesota*

White Male Teachers on Difference: Narratives of Contact and Tensions. *James C. Jupp, Martin Middle School; Patrick Slattery, Texas A&M University*

We Are Family: White Males Teaching in a Black Community. *Latasha Diane Jones, Walden University*

Theodor W. Adorno and Education's Moral Imperative in a Post-Holocaust World. *K. Daniel Cho, Otterbein College*

Discussant:

Ricky Lee Allen, University of New Mexico

22.039. Transitioning From High School to College: Research on AP Testing and College Readiness.

Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Majestic
Complex, Music Box Room, 6th Floor
8:15 am to 9:45 am

Chair:

Tonya R. Moon, University of Virginia

Participants:

A Statewide Comparison of College Performance of AP and Non-AP Student Groups in Science and Mathematics. *Donn Godin, Texas State Education Agency; Barbara G. Dodd, University of Texas - Austin*

College Outcomes by Gender and Ethnicity: Does Subject-Specific AP® Experience Matter? *Linda L. Hargrove, University of Texas - Austin; Donn Godin, Texas State Education Agency; Barbara G. Dodd, University of Texas - Austin*

Student Performance on Advanced Placement Exams. *Dong Wook Jeong, Teachers College, Columbia University*

Evaluating Teacher Professional Development to Close the Gap Between College Eligibility and Readiness for College. *Anne Hafner, California State University - Los Angeles; Rebecca J. Joseph, California State University - Los Angeles; Zulmara Cline, California State University; Joan Bissell, California State University; Beverly Young, California State*

University- Los Angeles

Discussant:

Thanos Patelis, The College Board

22.040. Written and Performance-Based Testing. Division I-Education in the Professions
Crowne Plaza Hotel Times Square, Times Square Ballroom,
Section A, Lobby Level
8:15 am to 10:15 am

Chair:

Rebecca A. Baranowski, American Board of Internal Medicine

Participants:

A Systematic Review of Performance Assessment Literature Using High-Fidelity Patient Simulation in Anesthesiology Education and Emphasis on Study Quality. *Alice Edler, Stanford University; Ruth G Fanning, Stanford University; Jeremy Collins, Stanford University*

Do Comprehensive Clinical Skills Assessments Add to Our Understanding of Student Competence? *H. Carrie Chen, University of California - San Francisco; Arienne Teherani, University of California - San Francisco; Patricia S. O'Sullivan, University of California - San Francisco*

Psychometric Properties of Mini-Clinical Evaluation Exercise (Mini-CEX) Scores: Accuracy, Reliability, and Effect of Scale Length. *David A. Cook, Mayo Clinic; Thomas J Beckman, Mayo Clinic College of Medicine*

Development and Evaluation of Innovative Test Items for a Computerized Nursing Licensure Exam. *Anne L. Wendt, National Council of State Boards of Nursing; J. Christine Harnes, James Madison University; Steven L. Wise, James Madison University; Andrew Jones, James Madison University*

Evaluation of Essay Questions Used to Assess Students' Application of Basic Science and Clinical Knowledge. *S. Beth Beth Bierer, Cleveland Clinic Lerner College of Medicine; Christine Ann Taylor, Cleveland Clinic Lerner College of Medicine; Alan Hull, Cleveland Clinic Lerner College of Medicine; Elaine Dannefer, Cleveland Clinic Lerner College of Medicine*

Setting Standards for Passing Scores on Medical Licensure and Credentialing Exams. *William L. Roberts, National Board of Osteopathic Medical Examiners; John R. Boulet, Educational Commission for Foreign Medical Graduates; John R. Gimpel, National Board of Osteopathic Medical Examiners, Inc.*

Discussant:

Geoffrey R. Norman, McMaster University

22.041. New Challenges for Faculty Work in Higher Education. Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Room 1507, 15th Floor
8:15 am to 9:45 am

Chair:

Karen Haley, North Carolina State University

Participants:

Accounts of University Teaching: Auditing the Auditors. *James B. Schreiber, Duquesne University; Rick R. Mccown, Duquesne University; Sharon Perry, Duquesne University*

Continuous Improvement Attitudes and Behaviors: Assessing Faculty Practices in Academic Programs. *Betty J. Harper, Penn State*

Social and Psychological Dimensions of Role Transition: Faculty to Administrator. *Marguerite McLellan, Salem State College; Jay R. Dee, University of Massachusetts - Boston*

Evaluating Faculty Work: Expectations and Standards of Faculty Performance in Research Universities. *Patricia L. Hardre, University of Oklahoma; Michelle L. Cox, University of Oklahoma*

Discussant:

Lisa E. Wolf-Wendel, University of Kansas

22.042. Redefining College Access and Persistence. Division J- Postsecondary Education
New York Marriott Marquis Times Square, Gilbert Room, 4th Floor
8:15 am to 9:45 am

Participants:

Rites of Passage: The Journey to College in the 21st Century. *Janice Bloom, Eugene Lang College*
"But Is What We Give Them Enough?" Exploring Urban Small School Graduates' Journeys Though College. *Lori Chajet, Institute for Urban Education, New School*
Possibility and Constraint in a College Worker Education Program. *Emily Schnee, Rutgers University*

Discussant:

Annette Lareau, University of Maryland

22.043. Transitioning to Early Career Experiences. Division J- Postsecondary Education
Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor
8:15 am to 9:45 am

Participant:

Karri A. Holley, University of Alabama
Michelle Asha Cooper, Advisory Committee on Student Financial Assistance
Lisette Montoto, University of Georgia

Discussant:

Cassandra Lewis, University of Maryland - University College

22.044. A Powerful Way of Thinking and Learning Unfolds: A Journey Back from Reggio Into a Diverse, Urban Public School Setting. Division K-Teaching and Teacher Education
Hilton New York, Bryant Suite, 2nd Floor
8:15 am to 9:45 am

Chair:

Brenda S. Fyfe, Webster University

Participant:

Jennifer Strange, Webster University
Katie Nauman, Maplewood Richmond Heights Early Childhood Center
Cyndi Hebenstreit, Maplewood Richmond Heights School District

Discussant:

Evelyn M. Reid, Washington University - St. Louis

22.045. Co-Teaching and Collaboration. Division K-Teaching and Teacher Education
Hilton New York, Concourse F, Concourse Level
8:15 am to 9:45 am

Chair:

Andrea J. Stairs, University of Tennessee

Participants:

Affording Learning in a Co-teaching Community of Practice. *Jennifer Gallo-Fox, Boston College*
Modeling Collaboration in Teacher Education: The Effects on

Preservice Candidates. *Roberta M. Wiener, Pace University; Joanne M. Falinski, Pace University*

Paired Field Placements for Preservice Teachers: A Means for Collaboration. *Wendy L. Gardiner, National-Louis University; Karen Shipley Robinson, Otterbein College*
Transforming Student Teaching: A Co-Teaching Approach. *Nancy L. Bacharach, Saint Cloud State University; Teresa W. Heck, St. Cloud State University; Kathryn R. Dahlberg, St. Cloud State University*

Discussant:

Chimwe H. Ikpeze, St. John Fisher College

22.046. Context-Specific Teacher Education: Identity, Coherence, and Career Commitments. Division K-Teaching and Teacher Education
Hilton New York, Concourse E, Concourse Level
8:15 am to 9:45 am

Participants:

Looking for Alignment Across Program Goals, Teachers' Goals for Students, and Opportunities to Learn. *Karen M Hammerness, Stanford University*
Intersecting Identities in Learning to Teach: The Case of Public and Day School Teachers. *Bethamie Horowitz, New York University; Sharon Feiman-Nemser, Brandeis University*
Career Aspirations and Context-Specific Teacher Education: A Comparative Analysis. *Eran Tamir, Brandeis University*

22.047. Culturally Relevant and Responsive Practices for Diverse Learners: Implications for Educator Preparation. Division K-Teaching and Teacher Education
Hilton New York, Rendezvous Trianon, 3rd floor
8:15 am to 9:45 am

Chair:

Beverly Falk, CCNY

Participants:

African American Barbershops: Implications for Culturally Relevant Teaching. *Gloria S. Boutte, University of North Carolina - Greensboro*
Classroom Teachers' Understanding of the Needs of English-Language Learners and the Influence on the Students' Identities. *Bogum Yoon, Texas Woman's University*
Teach to Reach: Addressing Lesbian, Gay, Bisexual, and Transgender Youth Issues in the Classroom. *Horace R. Hall, DePaul University*
The Influence of School Climate on Urban Middle School Students' Behavior and Social Development: Implications for Educators. *Luba Falk Feigenberg, Harvard University*
Children and Mass Trauma: Why Doctors and Teachers Should Work Together. *Denny Taylor, Hofstra University*

Discussant:

Carol D. Lee, Northwestern University

22.048. Diversifying the Workforce: Examining Induction, Retention, and Development of New Teachers of Color. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room L, Lower Lobby
8:15 am to 9:45 am

Chair:

Betty Achinstein, University of California - Santa Cruz

Participants:

Profile of New Teachers of Color in U.S. Public Schools: A Look at Issues of Quantity and Quality. *Ana Maria Villegas, Montclair State University*

National Data on Minority and Black Teacher Turnover and Induction. *Richard Ingersoll, University of Pennsylvania; Robert L Connor, University of Pennsylvania*

When Retention's Not Enough for New Teachers of Color: School Contexts and Culturally Relevant Teaching. *Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz*

Exploring an "Easy Transition" Hypothesis for Teachers of Color: Supports and Challenges. *Lisa S. Johnson, University of California - Santa Cruz*

Discussant:
Gloria J. Ladson-Billings, University of Wisconsin - Madison

22.049. Helping Teachers Look at Literacy Through a Third Eye: Ethnolinguistic Minority Perspectives on Space, Identity, and Community. Division K-Teaching and Teacher Education
Hilton New York, Harlem Suite, 4th Floor
8:15 am to 9:45 am

Participants:
"Transformative, You Mean Like Transformers the Movie?" Inner-City, Working-Class Student Voices on Teaching Multiliteracies and Pedagogies of Transformation. *Benji Chang, University of California - Los Angeles*

"The Library Is Like Her House": Deconstructing Whiteness in Libraries Through the Eyes of African American Youth. *Kafi Damali Kumasi-Johnson, Indiana University*

Untapped Literacies and the Elusive Quest for Culturally Responsive Pedagogy: Urban Youth Write to Reclaim Their Voices. *Jason G. Irizarry, University of Connecticut*

Representing the Hybrid Discursive Practices of Ethnolinguistic Minority Preservice Teachers across Time and Space. *Marcelle M. Haddix, Boston College*

Discussant:
Kris Gutierrez, University of California - Los Angeles

22.050. Paulo Freire, Civic Responsibility, and Public Schools: Teachers and Teacher Educators Reflect on Paulo Freire's Legacy. Division K-Teaching and Teacher Education
Hilton New York, Gramercy Suite A, 2nd Floor
8:15 am to 10:15 am

Chair:
Bekisizwe S. Ndimande, University of Illinois - Urbana-Champaign

Participant:
Sonia Nieto, University of Massachusetts - Amherst
Mary Cowhey, Jackson Street School
Michelle Fine, CUNY
Patty Bode, Tufts University
John Raible, University of Nebraska - Lincoln
Bekisizwe S. Ndimande, University of Illinois - Urbana-Champaign
Maxine Greene, Teachers College, Columbia University
Carlos REC McBride, University of Massachusetts - Amherst
Wendy Seger, German Gerena School
Shor Ira, CUNY

Discussant:
Sonia Nieto, University of Massachusetts - Amherst

22.051. Schools, Universities, and Community Partnerships: Reframing Reform. Division K-Teaching and Teacher Education
Hilton New York, Midtown Suite, 4th Floor

8:15 am to 9:45 am

Chair:
Jerusalem D. Rivera-Wilson, University at Albany - SUNY

Participants:
Alternative Route Urban Poverty Teachers Staying the Course: Reframing Community, Networks, and Knowledge. *Charisse Cowan Pitre, Seattle University*

Desperately Seeking Certification: The Case of One University-Urban Charter School Partnership. *Laura Reynolds-Keefer, University of Michigan*

Impact of Comprehensive School Reform on Student Achievement in High-Poverty Elementary Schools. *Walter L. Leite, University of Florida; Alyson J. Adams, University of Florida; Dorene D. Ross, University of Florida; Tyran Butler, University of Florida; Jann McInnes, University of Florida*

University/Two-Year College Partnerships: An Alternative to Alternative Certification. *Margaret Johnson, Texas Tech University; Annette Elizabeth Davis-Smith, South Plains College*

Discussant:
Candace Kelly, Urban Education Partnership

22.052. Technology-Based Pedagogies and Tools in Teacher Education. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 6, 5th Floor
8:15 am to 9:45 am

Chair:
Sandy Jean Hicks, University of Rhode Island

Participants:
I Think, iPod, I Learn: Using Digital Media and Podcasting in Teacher Education. *Stacy L. Schwartz, Georgia College and State University; Lee W. Digiovanni, Georgia College and State University*

Promise into Practice: Technology and English Student Teachers' Instructional Practices. *Sara Kajder, Virginia Polytechnic Institute and State University*

The Discoursal Construction of Student Teachers' Professional Identity by Using Video Cases and Essay Writing. *Auli Toom, University of Helsinki; Merja Annika Saalasti, University of Oulu; Kristiina P. Kumpulainen, University of Helsinki*

Using Electronic Portfolio Artifacts to Assess Student Teachers' Reflective Thinking. *Katrina Liu, University of Wisconsin - Madison; Kenneth Zeichner, University of Wisconsin - Madison*

Discussant:
Cheryl A. Franklin, University of New Mexico

22.053. The Vision and Reality of Fostering Teachers' Pedagogical Content Knowledge. Division K-Teaching and Teacher Education
Hilton New York, Nassau Suite A, 2nd Floor
8:15 am to 10:15 am

Chair:
Ellice A. Forman, University of Pittsburgh
Marcy Singer-Gabella, Vanderbilt University

Participants:
Practices and Pedagogies in Undergraduate Science. *Marcy Singer-Gabella, Vanderbilt University; Ann Kindfield, Educational Designs Unlimited; Molly Bolger, Vanderbilt University; Amy B. Palmeri, Vanderbilt University*

Examining Elementary Science Curriculum Materials: Using

Instructional Frameworks to Support Preservice Teacher Learning and Practice. *Jennifer L. Cartier, University of Pittsburgh; Kristin L. Gunckel, Michigan State University; Christina V. Schwarz, Michigan State University; Edward Smith, Michigan State University; Wendy Sink, University of Pittsburgh; Ellice A. Forman, University of Pittsburgh*

Designing to Promote the Understanding of Mathematics Teaching and Learning for Preservice Teachers. *Nina M. Knapp, Vanderbilt University; Richard Lehrer, Vanderbilt University; Leona Schauble, Vanderbilt University*

Beginning Elementary Teachers' Ideas About Inquiry and Effective Science Teaching: A Longitudinal Study. *Elizabeth A. Davis, University of Michigan*

Designing Learning Organization to Support Ambitious Instructional Practices in Mathematics. *Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University*

Discussant:

*Deborah Loewenberg Ball, University of Michigan
Ann Rosebery, TERC*

22.054. Division L: Educational Policy and Politics Mentoring

Session. Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Shubert Complex, Plymouth Room, 6th Floor
8:15 am to 10:15 am

Chair:

Motoko Akiba, University of Missouri - Columbia

Participant:

*Dominic J. Brewer, University of Southern California
Mark Berends, Vanderbilt University
Jennifer K. Rice, University of Maryland - College Park*

22.055. Education in the People's Republic of China.

Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Majestic Complex, Majestic Room, 6th Floor
8:15 am to 9:45 am

Chair:

Stephen P. Heyneman, Vanderbilt University

Participants:

Can All Parents Make Well-Informed School Choice? Evidence From Middle School Choice in Beijing's Eastern City District. *Fang Lai, New York University*

Many Children Left Behind: The Reflection on Inequality of Education Reform Policy in China Since 1978. *zhongjing Huang, East China Normal University*

Performance-Based Resource Allocation in China: A Case Study of Zhejiang Province. *Po Yang, Teachers College, Columbia University*

Opportunities and Challenges of Curriculum Reform in China. *Ke Zheng, Chinese University - Hong Kong*

Discussant:

Xiu Cravens, Vanderbilt University

22.056. Teacher Union Contracts, Labor Relations, and Educational Reform.

Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Marquis Ballroom, Salon B, 9th Floor
8:15 am to 10:15 am

Chair:

Kathleen J. Skinner, Massachusetts Teacher's Association

Participants:

Are Teachers' Union Contracts Really to Blame? How California Teachers' Union Collective Bargaining Agreements Relate to District Resource Distribution and Student Outcomes. *Katharine Omenn Strunk, University of California - Davis*

Obstacles to Strategic Teacher Assignment: District-Union Contracts or Professional Norms? *Lora A. Cohen-Vogel, Florida State University*

Why Do Some Teachers Resist Merit Pay: Evidence from Minnesota's Q Comp Program. *Matthew Wiswall, New York University*

Grievance Arbitration and Its Influence Over Teacher Assignment and Dismissal. *La'Tara D. Osborne-Lampkin, Florida State University; Lora A. Cohen-Vogel, Florida State University*

Discussant:

Jason A. Grissom, University of Missouri - Columbia

22.057. Technology, Accountability, and Policy.

Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Jolson Room, 9th Floor
8:15 am to 9:45 am

Chair:

Robert J. Manley, Dowling College

Participants:

Cyberbullying: Student Voices Informing Educational Policy Development. *Wanda E. M. Cassidy, Simon Fraser University; Karen Nancy Brown, Simon Fraser University; Margaret A. Jackson, Simon Fraser University*

Digital Literacy Policies in the European Union: Inclusive Partnership as the Final Stage of Governmentality? *Juha Suoranta, University of Tampere; Leena Rantala, University of Tampere*

Digitizing Education: The Relationship Among Education, Economic Development, Technology, and Research and Development Policies. *Virginia Yonkers, University at Albany - SUNY*

Virtual Charter Schools as Alternative Models of Education: A Policy and Research Framework. *June Ahn, University of Southern California*

Discussant:

Walter F. Heinecke, University of Virginia

22.058. The Case of SEI in Three States: Appropriate Action for English Learners?

Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Duffy/Columbia Room, 7th Floor
8:15 am to 9:45 am

Chair:

Grace P. Mcfield, California State University - San Marcos

Participants:

The Untold Story of Lau v. Nichols. *Rachel Moran, University of California - Berkeley*

Legal and Educational Issues in Court Rulings Pursuant to Proposition 227. *Grace P. Mcfield, California State University - San Marcos*

SEI in AZ: Interpretive Communities and Politically-Contrived Conceptions. *Sarah C Moore,*

Implementation of Question 2 in MA: History, Lessons, Next Steps. *Mary Cabazon, Cambridge Public Schools*

Participant:

Roger Rice, Multicultural Education, Training, and Advocacy

Discussant:

Rachel Moran, University of California - Berkeley
James Crawford, Institute for Language and Education Policy

22.059. The Equity of Charter Schools: Access, Admissions, and Choice.

Division L-Educational Policy and Politics
 New York Marriott Marquis Times Square, Westside
 Ballroom, Salon 2, 5th Floor
 8:15 am to 9:45 am

Chair:

David F. Labaree, Stanford University

Participant:

Christopher A. Lubienski, University of Illinois
Peter Weitzel, University of Illinois - Urbana-Champaign
Justin G. York, University of Illinois - Urbana-Champaign
Terri S. Wilson, Columbia University
Chad Joseph D'Entremont, Teachers College, Columbia University
Charisse Atibagos Gulosino, Brown University
Jonathan R. Dolle, Stanford University
Anne Rebecca Newman, Washington University - St. Louis

Discussant:

Henry Levin, Teachers College, Columbia University

22.060. Action Research: A Framework for Supporting Innovative Teaching Approaches for Diverse Student Audiences.

SIG-Action Research
 Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
 8:15 am to 9:45 am

Participants:

"He Said It All in Navajo!" Indigenous Language Immersion in Early Childhood Classrooms. *Louise Lockard, Northern Arizona University*

From Transmitter of Knowledge to Mediator of Learning: How Do I Improve My Practice as a Mathematics Teacher?
Gerhardus Phillander Adams, Bulumko Secondary School; Jean Mcniff, St. Mary's University College

Nudging STSE Perspectives into the Mainstream: Overcoming Resistance through Action Research. *Maurice Digiuseppe, OISE/University of Toronto; Isha Decoito, Wayne State University; Erminia G. Pedretti, OISE/University of Toronto; John L. Bencze, OISE/University of Toronto; Derek Hodson, University of Toronto; Lisa Serebrin, Peel District School Board*

Online Facilitation of Participatory Action Research: A Useful Tool for Educators Working with Marginalized Students? *E. Alana James, Jonea International University*

22.061. Adolescent Health and Wellness: Empirical and Conceptual Analyses.

SIG-Adolescence and Youth Development (formerly: Adolescence)
 New York Marriott Marquis Times Square, Lyceum Complex, Alvin Room, 5th Floor
 8:15 am to 10:15 am

Chair:

Margaret Z. Booth, Bowling Green State University

Participants:

Investigating the Impact and Outcomes of a High School Sexual Health Unit of Study. *Angelique C. Seifert, Charlotte-Mecklenburg Schools - North Carolina; David K. Pugalee, University of North Carolina - Charlotte*

School Achievement and Sexual Abstinence: Positive Correlates for Adolescents? *Jennifer L Bell, Auburn University; Glennelle Halpin, Auburn University; Gerald*

Halpin, Auburn University

Design and Results From a School-Based Randomized Trial of a Positive Youth Development Program. *Michael Beets, Oregon State University; Alan Acock, Oregon State University; Sam Vuchinich, Oregon State University*

Maximizing Potential Through Physical Wellness: An Empirical Study with High School Freshman Students. *Alesha Kientzler, Re.Create Strategies, LLC*

School Engagement and Healthy Behaviors: Results from the Evaluation of Community-Based After-School Programs. *Jeremy Lingle, Georgia State University; Sheryl G. Gowen, Georgia State University; Janice B. Fournillier, Georgia State University; Syreeta Nicole Skelton, Georgia State University; Corrie L. Davis, Georgia State University; Eva Van De Water, Georgia State University; Stephen Olowoye, Georgia State University*

Discussant:

Teresa J. Rishel, Kent State University

22.062. Artists' Life Stories as Visual and Theatrical Tapestry: Threads of Interconnection and Creative Divergence.

SIG-Arts and Inquiry in the Visual and Performing Arts in Education
 Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor
 8:15 am to 9:45 am

Participant:

Artists' Life Stories as Visual and Theatrical Tapestry: Threads of Interconnection and Creative Divergence. *Karen Elizabeth Dresser, University of North Carolina - Greensboro*

Participant:

Karen Elizabeth Dresser, University of North Carolina - Greensboro

Discussant:

Glenn m. Hudak, University of North Carolina - Greensboro

22.063. Art Education: Community, Creativity, and Children's Art Work.

SIG-Arts and Learning
 New York Marriott Marquis Times Square, Lyceum Complex, Lyceum Room, 5th Floor
 8:15 am to 10:15 am

Chair:

Regina M. Murphy, St. Patrick's College

Participants:

Between and Between: Creativity and Performativity in Pedagogy and the Arts in British and Australian Education. *Pamela A. Burnard, University of Cambridge; Julie Anne White, La Trobe University*

Songs of Collaboration: Arts-Based School Reform for Community and Democracy. *Cassandra A. Trousas, University of Denver*

The Found Object in Children's Artwork: A Discussion of Reggio Emilia's REMIDA Center. *Angela L. Eckhoff, Clemson University; Mindy Spearman, Clemson University*
 Visual Dialogues: Art Gallery Research with Young People in England. *Barbara Mary Walker, University of East Anglia; Christian Blickem, University of East Anglia*

Discussant:

Peter J. Gouzouasis, University of British Columbia

22.064. Drama, Dance, and Stories from an Italian-Canadian Kitchen.

SIG-Arts-Based Educational Research
 Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room H, Lower Lobby
8:15 am to 10:15 am

Chair:

Pauline Sameshima, Washington State University

Participants:

An Arts-Informed Inquiry Into Women's Embodied and Intergenerational Knowledge: Stories From an Italian-Canadian Kitchen. *Teresa C. Luciani, OISE/University of Toronto*

Dance as Method: The Process and Product of Movement in Education Research. *Carl A. Bagley, University of Durham; Mary Beth Cancienne-Acgtblu, James Madison University*

Drama/Performance as a Vehicle for Multiple Forms of Understanding. *Dorothy Lichtblau, OISE/University of Toronto; Ardra L. Cole, OISE/University of Toronto*

22.065. Historical Legacy and Current Challenges: Examining Bilingual Preservice Preparation Programs in Texas. SIG-Bilingual Education Research

New York Marriott Marquis Times Square, Lyceum Complex, Booth/Edison Rooms, 5th Floor
8:15 am to 10:15 am

Chair:

Zenaida Aguirre-Munoz, Texas Tech University

Participants:

Funding, Monitoring, and Sustaining Texas Bilingual Education Programs. *Alma S. Perez, University of Texas - Austin; Viviana Hall, Southern Methodist University*

The Texas Bilingual Education Story: Celebrating Our Legacy. *Rudy Rodriguez, Texas Woman's University; Jose Ruiz-Escalante, University of Texas - Pan Am; Leo Gomez, University of Texas - Pan American*

Who Prepares Texas' Bilingual Teachers? *Dora L. Salazar, Texas Tech University; Rosa Hernandez Sheets, Texas Tech University; Luis Rosado, University of Texas - Arlington*

The Role of Identity Development in Teacher Preparation. *Belinda Bustos Flores, University of Texas - San Antonio; Ellen R. Clark, University of Texas - San Antonio*

Discussant:

*Lourdes Diaz Soto, University of Texas - Austin
Sheryl L. Santos, Texas Tech University
Bertha Perez, University of Texas - San Antonio*

22.066. Neuroscience and Implications for the Future of Educational Practice. SIG-Brain, Neurosciences, and Education

New York Marriott Marquis Times Square, Wilder Room, 4th Floor
8:15 am to 10:15 am

Participants:

Program Chair. *Jeffrey W. Gilger, Purdue University*
Genetics, Neuroscience, and Education. *Elena L. Grigorenko, Yale University*

The Reading Brain. *Maryanne Wolf, Tufts University*
: A Neuroscientific Approach to Gifts and Deficits in the Classroom. *Gordon Sherman, The New Grange School*

22.067. Cognitively Based Assessments of, for, and as Learning. SIG-Cognition and Assessment

New York Marriott Marquis Times Square, Harlem Room, 7th Floor
8:15 am to 9:45 am

Chair:

Malcolm Ignatius Bauer, ETS

Participants:

Cognitively Based Assessments of, for, and as Learning: Bridging the Gap Between Research and Practice. *Tenaha P. O'Reilly, ETS; Kathleen M. Sheehan, ETS; Malcolm Ignatius Bauer, ETS*

A Cognitively Based Assessment System for Reading Comprehension Competency. *Kathleen M. Sheehan, ETS; Tenaha P. O'Reilly, ETS*

A Cognitively Based Assessment System for Writing Competency. *Paul Deane, ETS; Thomas Quinlan, ETS; Nora Odendahl, ETS; Mary E. Fowles, ETS*

A Cognitively Based Assessment System for Mathematics Competency. *Edith Aurora Graf, ETS; Karen Harris, ETS; Elizabeth Marquez, ETS*

Analyzing Periodically Administered Cognitively Based Assessments for Learning. *Frank Rijmen, KU Leuven*
Approach and Challenges of Reporting Multiple Periodic Accountability Assessments. *Jody S. Underwood, ETS; Diego Zapata-Rivera, ETS; Waverly VanWinkle, ETS*

Discussant:

Joanna Sandra Gorin, Arizona State University

22.068. Technology-Supported Knowledge Application: Examples from Cases, Simulations, and Handhelds. SIG-

Computer and Internet Applications in Education
Hilton New York, Sutton, Complex, Sutton North, 2nd Floor
8:15 am to 10:15 am

Chair:

Sara L. Dexter, University of Virginia

Participants:

ETIPS: Educational Theory Into Practice Software. *Sara L. Dexter, University of Virginia*

Geothentic. *Aaron Doering, University of Minnesota*

simSchool. *David Gibson, University of Vermont*

HARP: Handheld Augmented Reality Project. *Matt Dunleavy,*

Radford University

Discussant:

Chris J. Dede, Harvard University

22.069. Cooperative Learning: Elementary School Studies.

SIG-Cooperative Learning: Theory, Research and Practice
New York Marriott Marquis Times Square, Soho Complex, Olmstead Room, 7th Floor
8:15 am to 9:45 am

Chair:

Roger T. Johnson, University of Minnesota

Participants:

Effects of Teaching Social Skills on Interaction and Achievement of Gifted Elementary School Students Working in Cooperative Learning Groups. *P. Ananthi, Nanyang Technological University; Christine K.E. Lee, Nanyang Technological University*

A Study of the Relationship Among Moral Development, Cooperation, and Bullying in Middle School. *Jiyoung Choi, Seoul National University*

What Determines High- and Low-Performing Groups?: The Superstar Effect. *Greg D. Thomas, Prince Mohammad University - Saudi Arabia; Daniel H. Robinson, University of Texas - Austin*

Collaborative Knowledge Building: Impacts on Young Learners' Deep Understanding. *Hyo-Jeong So, Nanyang Technological University; Lay Hoon Seah, University of Melbourne; Hwee Leng Toh-Heng, Anderson Junior College*
Preferences for Cooperative Learning among Immigrant

Students. *Lingling Ma, University of Kentucky*
 Discussant:
Cary James Roseth, Michigan State University

22.070. Complexities of Learning to Teach for Social Justice.

SIG-Critical Educators for Social Justice
 New York Marriott Marquis Times Square, Soho Complex,
 Soho Room, 7th Floor
 8:15 am to 9:35 am

Chair:

Penny S. Bryan, Chapman University

Participants:

Reframing Privilege, Power, and Difference for First-
 Generation College Students through Justice-Learning:
 Exploring the Efficacy of One Community-Based Approach.
*Paige Allison Conley, Mount Mary College; Maria L.
 Hamlin, Mount Mary College*

Walking Delicately But Staying the Course: Learning to "Speak
 Back" to Racism in Teacher Education. *Fatima Pirbhai-
 Illich, University of Regina; Theresa Y. Austin, University of
 Massachusetts - Amherst*

"Social Justice" and City Schools: Pre-Service and In-Service
 Teachers' Considerations of Progressive Ideals. *Diane
 Gayda Corrigan, Cleveland State University; Kristien
 Marquez-Zenkov, Cleveland State University; Tim Smith,
 Euclid High School*

Complexities of Working Through/With Resistance to Sexual
 Identity Issues in Teacher Education: A Case Study. *Patricia
 L. Bullock, Penn State; Debra M. Freedman, Penn State*
 Educating for Human Rights in a Post-9/11 World. *Susan R.
 Katz, University of San Francisco*

Discussant:

Patricia L. Bullock, Penn State

**22.071. Feminism in an International Context: Complicating
 Gender and Curriculum.** SIG-Critical Issues in Curriculum
 and Cultural Studies

New York Marriott Marquis Times Square, Odets Room, 4th
 Floor
 8:15 am to 9:35 am

Chair:

Janet L. Miller, Teachers College, Columbia University

Participants:

Post-Critical Feminisms: An Australian Journey from
 Opposition to Interruption. *Lisa J. Cary, University of Texas
 - Austin*

Bitchy Bitches, Raging Grannies, and Dalai Mamas: Anger,
 Learning, and Social Change. *Claudia Eppert, University of
 Alberta*

Are We Feminists? Feminist Identity Through Life Stories of
 Ordinary Chinese Women. *Xin Li, California State
 University - Long Beach*

Tiger Woman Unbound: Rewriting Gender and Curriculum.
Hongyu Wang, Oklahoma State University

Discussant:

Janet L. Miller, Teachers College, Columbia University

**22.072. Participatory Approaches and Ecological and
 Environmental Education: Theory, Policy, Practice,
 Progress?** SIG-Ecological and Environmental Education
 New York Marriott Marquis Times Square, O'Neill Room,
 4th Floor
 8:15 am to 10:15 am

Chair:

Bjarne Bruun Jensen, University of Aarhus

Participants:

Citizen Science: Positioning the Citizen in Environmental
 Research at Local and National Scales. *Carol B. Brandt,
 Virginia Tech University; Jane L Lehr, King's College -
 London*

Mediator Competences and Approaches to Participatory
 Education for Sustainable Development. *Jeppe Laessoe,
 Danish University of Education; Magnus Johansson, Lund
 University*

Participation and Participatory Action Research (PAR) in
 Environmental Education Processes: A Critical Appraisal.
Lesley Lionel Leonard Le Grange, Stellenbosch University

Participation in Networks and Alliances: Working through the
 Rhetoric. *Julie Margaret Davis, Queensland University of
 Technology; Jo-Anne Louise Ferreira, Griffith University*
 Systems Theory in Environmental Education: Participation,
 Self-Organization, and Community Interactions. *Marianne
 Elizabeth Krasny, Cornell University; Keith G. Tidball,
 Cornell University*

Discussant:

Annette E. Gough, RMIT University
Alan Douglas Reid, University of Bath

22.073. Curriculum and Teacher Change. SIG-Educational
 Change

Sheraton New York Hotel & Towers, Executive Conference
 Center, Conference Room K, Lower Lobby
 8:15 am to 9:45 am

Chair:

Albert C. Bramante,

Participants:

Effects of Teachers' Cognitive Framework on Small-School
 Implementation. *Karen S. Febey, United States Government
 Accountability Office; Karen R. Seashore, University of
 Minnesota*

Expeditionary Learning Schools Outward Bound: Exploring
 How Professional Development Impacts Changes in
 Teachers' Curriculum and Instruction. *Emily J. Klein,
 Montclair State University; Margaret A. Riordan, New York
 University*

Generating a Sustainable Innovation in Teacher Education.
*Michal Zeller Mayer, Levinsky College of Education; Ilana
 Margolin, Levinsky College of Education*

Raising Student Achievement: Critical Factors and Lessons
 Learned. *Alison Jean Davis, Vision Education*

Discussant:

Catherine M. Brighton, University of Virginia

**22.074. Power, Parents, Pedagogy, and Professional Identities:
 Teaching, Teacher Education, and Schooling Practices.**

SIG-Foucault and Education
 Sheraton New York Hotel & Towers, Madison Suite 5, 5th
 Floor
 8:15 am to 10:15 am

Chair:

Alecia Youngblood Jackson, Appalachian State University

Participants:

Accounting for the Professional Self of a Nursery Teacher.
Maja Plum, University of Copenhagen

Pastoral Techniques in the Danish Folkeskole. *Klaus Nielsen,
 Play in the Context of Knowledge, Power, and Learning. Mary
 Jo Dondlinger, University of North Texas; Scott Joseph
 Warren, University of North Texas*

Understanding the "Game": An Analysis of Parental Engagement in Contemporary Queensland Schooling. *Kym Majella Macfarlane, School of Human Services*

The Sweet Tyranny of Creating One's Own Life: Rethinking Power and Freedom in English Teaching. *Jory J. Brass, University of Cincinnati*

Negotiating Ethical Teacher Identities in Performative School Self-Evaluation Systems. *Christine J. Hall, University of Nottingham; Andy Noyes, University of Nottingham*

22.075. Indigenous Language Revitalization and the Intergenerational Transfer of Knowledge. SIG-Indigenous Peoples of the Pacific
Hilton New York, Gramercy Suite B, 2nd Floor
8:15 am to 10:15 am

Chair:

Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi

Participants:

Intergenerational Relationships for Passing on Traditional Inuit Knowledge to Youth: The Role of School, Community, and Inuit Elders. *Adam Eugene Pulpan, York University*

Lessons Learned From Te Kotahitanga: Listening to, Implementing, and Legitimizing the Voices of Maori Students. *Alan Russell Bishop, University of Waikato; Mere Berryman, New Zealand Ministry of Education; Tom Cavanagh, University of Waikato*

Na Koa o Anuenue: Popular Culture (Football), Highschoolers, and the Revitalization of the Hawaiian Language. *Kealohamakua Wengler, Ke Kula Kaiapuni o Anuenue; L Laiana Wong, University of Hawaii - Manoa*

Olelo Hooulu: Talking Smack In Hawaiian. *Kerry Laiana Wong, University of Hawaii - Manoa*

Story-Telling in an Indigenous Teacher Preparation Program. *Kimo Alexander Cashman, University of Hawaii - Manoa; Gary Sherwood Krug, University of Hawaii - Manoa*

Discussant:

*Katrina Kapaanaokalaokoela Oliveira, University of Hawaii
Linda Tuhiwai Smith, University of Waikato*

22.076. Teacher Advocacy and Activism of Technology in K-12 Schools. SIG-Instructional Technology
New York Marriott Marquis Times Square, Juilliard Complex, Juilliard/Imperial Rooms, 5th Floor
8:15 am to 9:45 am

Chair:

James D. Swartz, Miami University - Ohio

Participants:

An Analysis of the Instructional Technology Resource Teacher (ITRT) Program in Virginia. *Jimmie C. Fortune, Virginia Tech University; Cecile Cachaper, Radford University; Tammy Marie McGraw, Virginia Department of Education; Eric Lichtenberger, Virginia Tech; Michael Moore, Virginia Tech; Katrina Hundley, New River Community College; John K. Burton, Virginia Tech University; Patrick O'Reilly, Virginia Tech; Gwendolyn J. Ogle, ID & E Solutions, Inc.*

Creating Inquiry Spaces for Teachers: The Development of an Activity-Based, Multimedia Instructional System. *Olga V. Kritskaya, Towson University*

IMPACTing Schools Through Instructional Technology: Results for Teachers From a Three-Year Study. *Jason W. Osborne, North Carolina State University; Amy Overbay, North Carolina State University; Lisa L. Grable, North Carolina State University; Ellen Storey Vasu, North*

Carolina State University; Ashley Seaton, North Carolina State University

Innovative Instructional Practice With Laptops? A Video- and Interview-Based Study of Instructional Changes in Laptop Classrooms. *Heike Schaumburg, Humboldt University - Berlin; Doreen Prasse, Humboldt University - Berlin; Karin Tschackert, Humboldt-University Berlin; Sigrid Bloemeke, Humboldt University - Berlin*

The Teacher's Role When Working with GIS Technology: A Case Study. *Eui-Kyung Shin, Northern Illinois University*

Discussant:
Theresa A. Cullen, University of Oklahoma

22.077. Interculturality as an Emerging Theme in International Education: EU's "2008: The Year of Intercultural Dialogue." SIG-International Studies
Hilton New York, Green Room, 4th Floor
8:15 am to 9:45 am

Chair:

Denise Egea-Kuehne, Louisiana State University

Participants:

Intercultural Awareness in the Linguistic Contact Zone. *Witold F. Tulasiewicz, University of Cambridge*

The Arguments for Intercultural Dialogue. *Nancy J. Nelson, Texas A&M University - Corpus Christi*

Intercultural Issues and Canada's Official Multiculturalism: A Focus on Calgary. *Ian S. Winchester, University of Calgary*

Toward a Critical Interculturalism. *Bryant Griffith, Texas A&M University - Corpus Christi*

Discussant:

*Handel K. Wright, University of British Columbia
Pietro Boscolo, University of Padua*

22.078. Responsible Civic Identity and Globalization: How Can Discourse Studies Inform Schooling? SIG-Language and Social Processes
Crowne Plaza Hotel Times Square, Room 1503, 15th Floor
8:15 am to 9:45 am

Chair:

Lesley A. Rex, University of Michigan

Participant:

*James Beitler, University of Michigan
Staci L. Shultz, University of Michigan
Tayyab Zaidi, University of Michigan
James Patrick Barber, University of Michigan
Amy Carpenter Ford, University of Michigan
Julie E DeGraw, University of Michigan*

22.079. School Leadership under Neoliberalism: Implications for Racial Equality. SIG-Leadership for Social Justice
New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor
8:15 am to 9:45 am

Chair:

Gary L. Anderson, New York University

Participants:

Neoliberalism, Educational Leadership, and Race. *Gary L. Anderson, New York University*

Managers of Choice: Race, Gender, and the Political Ideology of the "New" Urban School Leadership. *Janelle T. Scott, New York University*

Neoliberalism in Education in Latin America: New Managerialism, Leadership, and the "Disappearance" of Race. *Gustavo E. Fischman, Arizona State University;*

Sandra Sales, Universidade do Grande Rio
School Leadership as Advocacy: Linking with Communities of Color. *Jean Anyon, CUNY*

Discussant:

Laurence J. Parker, University of Illinois - Urbana-Champaign

22.080. Evaluating Leadership Preparation: Policies, Institutions, Programs, and Graduates. SIG-Learning and Teaching in Educational Leadership (formerly: Teaching in Educational Administration)

New York Marriott Marquis Times Square, Times Square Room, 7th Floor

8:15 am to 9:45 am

Chair:

Robert B. Kottkamp, Hofstra University

Participants:

Trends in State Administrator Policies: The Potential for Educational Leadership Programs. *Virginia Roach, George Washington University*

Program Design and Delivery: Trends in Exemplary and Conventional Programs among States. *William R. Black, University of South Florida; Justin M. Bathon, Indiana University; Jennifer Ingrid Friend, University of Missouri - Kansas City; Madeline M. Hafner, Wisconsin Center for Education Research; Robert Lewis Watson, Missouri State University*

Learning Transfer From Preparation to Practice: A University/District Collaboration in Developing Adaptive Leadership. *Susan Korach, University of Denver*

Testing the Relationship between Program Quality and Graduate Outcomes: A Multi-University Comparison of Five Years of Graduates. *Margaret Terry Orr, Bank Street College of Education*

Examining the Impact of School Leaders and Their Preparation on Teacher Quality and Student Achievement. *Edward J. Fuller, University of Texas - Austin; Bruce D. Baker, University of Kansas; Michelle D. Young, University of Texas*

Discussant:

Diana G. Pounder, University of Utah

22.081. Harry Potter's World: Multidisciplinary Analysis of a 'Literary' Phenomenon. SIG-Literature
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room E, Lower Lobby
8:15 am to 9:45 am

Chair:

Elizabeth E. Heilman, Michigan State University

Participants:

Symposium Overview: Harry Potters' World - A Multidisciplinary Analyses. *Elizabeth E. Heilman, Michigan State University*

Harry Potter and the Secrets of Children's Literature. *Maria Nikolajeva, Stockholm University*

Crisis, Quest, and Community: Home and Family in Harry Potter. *John Kornfeld, Sonoma State University; Laurie Prothro, Sonoma County Library*

Magic as Scientific Challenge, Fearful Force, and Fickle Friend in Harry Potter. *Nick Sheltroun, Michigan State University*

Philosopher's Stone to Resurrection Stone: Narrative Transformations in the Harry Potter Series. *Kate Behr, Concordia University*

The Great Snape Debate: The Liminal Terrain of Popular Culture and Educational Discourse. *Peter M. Appelbaum,*

Arcadia University

Participant:

John Kornfeld, Sonoma State University
Peter M. Appelbaum, Arcadia University
Nick Sheltroun, Michigan State University
Maria Nikolajeva, Stockholm University
Kate Behr, Concordia University

Discussant:

Tammy A. Turner-Vorbeck, Wabash College

22.082. Film, Video, and Music: Intersections With Literacy, Language, Math, and Science. SIG-Media, Culture and Curriculum

New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor

8:15 am to 10:15 am

Chair:

Marc Lamont Hill, Temple University

Participants:

Native American Youth Becoming Native American Filmmakers: Exploring the Intersections of Literacy, Media, and Identity in a Youth Filmmaking Program. *Dana R. Arviso, University of Washington*

After Michael Richards: Using Film to Discuss Race and Language With Teachers. *Joseph E. Flynn, Northern Illinois University*

Music as Fiction: The 'Self' in Narratives of Musical Identification. *Chris Richards, London Metropolitan University*

Wildcat School Video Documentary Project: Educational Videotext. *J. David Betts, University of Arizona*

"Cool Media" for Reaching Communities of Readers: Critical Lessons from the History of Comics. *Stavroula Kontovourki, Teachers College, Columbia University; Abigail Freundlich, Teachers College, Columbia University; Esther Suh, Teachers College, Columbia University*

Discussant:

Laura Knight Lynn, Walden University

22.083. Motivation Invited Panel: Editors and Motivation Researchers: The Gate Keepers' Perspective. SIG-

Motivation in Education

New York Marriott Marquis Times Square, Astor Ballroom Pre-Function, 7th Floor

8:15 am to 9:45 am

Chair:

Michael J. Middleton, University of New Hampshire

Participant:

Eric M. Anderman, Ohio State University
Tamera B. Murdock, University of Missouri - Kansas City
Frank Pajares, Emory University
Richard M. Ryan, University of Rochester
Allan L. Wigfield, University of Maryland

22.084. Reconceptualizing Early Childhood Music Education.

SIG-Music Education

Sheraton New York Hotel & Towers, Park Suite 1, 5th Floor
8:15 am to 9:45 am

Chair:

Peter Whiteman, University of Newcastle

Participant:

Martina L. Miranda, University of Colorado - Boulder
Peter Whiteman, University of Newcastle
Donna Brink Fox, University of Rochester

22.085. The Use of NAEP Data in a State Context. SIG-NAEP Studies

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby
8:15 am to 9:45 am

Chair:

Duc-Le To, Institute of Education Sciences

Participant:

The Use of NAEP Data in a State Context. *Jung-Mi Ha, Kangnung National University; Lawrence B. Flick, Oregon State University*

Discussant:

*Cindy Ziker, Education Consultant
Andreas H. Oranje, ETS*

22.086. The Role of Leadership in Single-Sex Schools Serving Black and Latino Males. SIG-Research Focus on Black Education

Sheraton New York Hotel & Towers, Central Park West, 2nd Floor
8:15 am to 9:45 am

Chair:

Darrell C. Hucks, New York University

Participant:

*Curt Green, Benjamin S. Carson
David Banks, The Eagle Academy for Young Men
David Arnold, George Jackson Academy
Willie Holmes, Jefferson HS Boys Leadership Academy
Clyde A. Cole, New York University
Jonathan Foy, Urban Assembly for History and Citizenship
Tim King, Urban Prep Charter Academy for Young Men*

Discussant:

Pedro A. Noguera, New York University

22.087. Interactions in Mathematics Classrooms. SIG-Research in Mathematics Education

Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
8:15 am to 9:45 am

Chair:

Jeffrey M. Choppin, University of Rochester

Participants:

Check This Out: Students' Engagement in Investigating Mathematical Ideas. *Alice S Alston, Rutgers University; Frances S Chin, Rutgers University; Gerald A. Goldin, Rutgers University; Jennifer V Jones, Rutgers University; Yewwhai K Lin, Rutgers University; Cathleen F. Rossman, Rutgers University; Evelyn Schachner, Rutgers University*
Gesture, Conceptual Integration, and Mathematical Talk. *Laurie D. Edwards, Saint Marys College - California*
The Social Organization of Peer Mathematics Discussions among Middle School Students. *William Carl Zahner, University of California - Santa Cruz; Judit N. Moschkovich, University of California - Santa Cruz*
Students' geometry toolbox: How do teachers manage students' prior knowledge when teaching with problems? *Gloriana Gonzalez, University of Michigan; Patricio G. Herbst, University of Michigan*

22.088. SIG: Research in Reading and Literacy: Invited Symposium - Talking Texts - How Speech and Writing Interact in School Learning. SIG-Research in Reading and Literacy

Hilton New York, Sutton Complex, Beekman Parlor, 2nd Floor

8:15 am to 10:15 am

Chair:

Rosalind Horowitz, University of Texas - San Antonio

Participants:

Creating Discourse and Mind: How Talk, Text, and Meaning Evolve in Classroom Learning. *Rosalind Horowitz, University of Texas - San Antonio*
The Role of Dialogue in Reciprocal Teaching in Naturalistic Tutoring: Part I. *Douglas J. Hacker, University of Utah*
The Role of Dialogue in Naturalistic Science Tutoring: Part II. *Arthur C. Graesser, University of Memphis*
Poetry Reading and Group Discussions from a Cognitive Perspective. *David Hanauer, Indiana University of Pennsylvania*
Interactive Discourse as a Vehicle for High-Level Cognitive Representations and Competencies: What We Can Learn From Medical Discourse. *Carl H. Frederiksen, McGill University; David Hanauer, Indiana University of Pennsylvania*

22.089. Self-Concept and Gifted Learners across Domains and over Time. SIG-Research on Giftedness and Talent

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
8:15 am to 9:45 am

Chair:

Kirsi A. Tirri, University of Helsinki

Participants:

A Longitudinal Examination of the Big-Fish-Little-Pond Effect: An Extension of the Framework. *Anne N. Rinn, University of Houston - Downtown; David Yun Dai, University at Albany - SUNY*
Examining the Academic Self-Concept of Intellectually Gifted and Average-Ability Students: A Meta-Analytic Review. *Michael C. Pyryt, University of Calgary; Sal Mendaglio, University of Calgary*
Perceived Challenge and Academic Self-Concept Scale. *Hope Elisabeth Wilson, University of Connecticut*
Self-Concept and Giftedness Among Finnish Elite Athletes. *Sari Johanna Mullaola, University of Helsinki*
Self-Concept, Revisited: Results from a Collaborative Study of Gifted Adolescents by Two Talent Search Centers. *Corinne Alfeld, Duke University; Martha Putallaz, Duke University; Seon-Young Lee, Northwestern University; Paula M. Olszewski-Kubilius, Northwestern University; Katie Elizabeth Flanagan, Duke University; Adar Ben-Eliyahu,*
Discussant:
Marcia L. Gentry, Purdue University

22.090. Influences of Policy, Program, and School Contexts on New Teacher Induction and Learning to Teach. SIG-Research on Teacher Induction

New York Marriott Marquis Times Square, Shubert Complex, Royale Room, 6th Floor
8:15 am to 9:45 am

Chair:

Jian Wang, University of Nevada - Las Vegas

Participants:

A Change in Place: School Context and the Development of Beginning Teachers' Classroom Instruction. *Karen Thies Ames, Michigan State University; Randi N. Stanulis, Michigan State University; Barbara Hunt Meloche,*

Michigan State University

The Effect of a Teacher Induction Process on the New Teacher Retention Rate for Oklahoma CareerTech Teachers. *Starla Halcomb, Oklahoma State University*

The Evolution of the New Teacher Center Model of Induction in a Large Urban District. *Stephen H. Fletcher, University of California - Santa Cruz; Adele C. Barrett, University of California - Santa Cruz; Janet Gless, University of California - Santa Cruz*

When Intentions and Reality Clash: Inherent Implementation Difficulties of an Induction Program for New Teachers. *Barbara G. Fresko, Beit Berl College; Fadia Muhamed Nasser, Tel Aviv University*

Discussant:

Cynthia L. Carver, Michigan State University

22.091. Feminist Perspectives on Leadership, Gender, and 'New Managerialism' in Faculties of Education: An International Overview. SIG-Research on Women and Education

Sheraton New York Hotel & Towers, Madison Suite 1, 5th Floor

8:15 am to 9:45 am

Chair:

Christine Skelton, University of Birmingham

Participants:

Chairing and Caring: Dilemmas for Women in Academic Administration. *Sandra S. Acker, OISE/University of Toronto*

How Gender Works: Managing Quality and the Production of Performative Academic Identities in Precarious Times. *Jillian Anne Blackmore, Deakin University*

Value Shifts in the Leadership of Preservice Teacher Education in New Hard Times. *Barbara Thompson, University of Chichester - United Kingdom*

Discussant:

Christine Skelton, University of Birmingham

22.092. Issues in Second Language & Literacies: Learning to Construct Identities, Knowledge, and Values. SIG-Second Language Research

New York Marriott Marquis Times Square, Westside Ballroom, Salon 3, 5th Floor

8:15 am to 10:15 am

Chair:

Francis Bailey, University of Massachusetts - Amherst

Participants:

An in-Depth Look at the Beginning Literacy Development of Immigrant Hmong-Speaking Students Learning to Read in English. *Lori A. Helman, University of Minnesota; Carrie Rogers, University of Minnesota*

What Second Language Socialization Means in Studies on Young Children's Second Language Learning. *Kayoun Chung, University of Illinois - Urbana-Champaign*

Dual-Language Books in the Classroom: Supporting Literacy, Diversity, Self-Esteem, and Community-Building. *Rahat Naqvi, University of Calgary*

Listening to the Voices of Linguistically and Culturally Diverse Students as They Navigate Through Schooling. *Michele J. Koomen, Gustavus Adolphus College*

Moving in Different Directions: Disadvantaged and Successful Korean Students in an American High School. *Youngjoo Yi, University of Alabama*

Multiple Literacies: Conceptualizing Civic Responsibility in

Second-Language Education. *Diana Masny, University of Ottawa*

22.093. Becoming Innovative Through Self-Study Research.

SIG-Self-Study of Teacher Education Practices
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
8:15 am to 10:15 am

Chair:

Clare Kosnik, University of Toronto

Participants:

Applying Metaphor in Self-Study Research. *Mary P. Manke, University of Wisconsin - River Falls*

Creating a Professional Learning Community Through Self-Study. *Deborah L. Tidwell, University of Northern Iowa*
Introspections and Intersections of Arts-Based Self-Study and Culture. *Arvinder Kaur Johri, George Mason University; Kavita Mittapalli, George Mason University*

How Can S-STEP Research Contribute to the Enhancement of Civic Responsibility in Schools, Neighborhoods, and Communities? *Jack Whitehead, University of Bath*

"Dialogic Dance" Conducted Through Assignment Feedback: Analysis of Function, Form and Style. *Denise M. McDonald, University of Houston - Clear Lake*

Discussant:

Stefinee E. Pinnegar, Brigham Young University

Nancy M. Brown, Oakland University

22.094. Teaching and Teacher Development in Special

Education Research. SIG-Special Education Research
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room I, Lower Lobby
8:15 am to 9:45 am

Chair:

Marie Tejero Hughes, University of Illinois - Chicago

Participants:

Current Requirements for Entering Special Education Teachers: A Job Analytic Perspective. *Stacy L. Robustelli, ETS; Richard J. Tannenbaum, ETS*

Rituals or Rigor: What Do Special Educator Certification Tests Really Tell Us? *Chriss Walther-Thomas, University of Kansas; Trisha Denise Steinbrecher, University of Kansas*

Alternative Routes to Special Education Teacher Preparation: The Promise and the Reality. *Nancy Corbett, University of Florida; Paul T. Sindelar, University of Florida; Michael S. Rosenberg, Johns Hopkins University; David Denslow, University of Florida; James Dewey, University of Florida*

How Do Special Education Teachers Promote the Reading Comprehension of Students With LD? *Janette K. Klingner, University of Colorado - Boulder; Jennifer E. Urbach, University of Northern Colorado; Debbie Golos, University of Colorado - Boulder*

Elementary Teachers' Beliefs About Ability: The Development of the Beliefs About Learning and Teaching Questionnaire. *Christine Victoria Glenn, OISE/University of Toronto; Anne Jordan, University of Toronto; Eileen Schwartz, OISE/University of Toronto*

Discussant:

Elaine Carlson, Westat

22.095. State and Regional Educational Research Associations Distinguished Papers - Session 1. SIG-State and Regional Educational Research Associations

Hilton New York, Lincoln Suite, 4th Floor

22.101. How Best to Assess Metacognition, Or Why Asking is Just not Enough.

European Association for Research on Learning and Instruction

Hilton New York, Hudson Suite, 4th Floor

8:15 am to 10:15 am

Chair:

Zemira Mevarech, Bar-Ilan University

Participant:

Gregory Schraw, University of Nevada - Las Vegas

David Whitebread, University of Cambridge

Adina Shamir, Bar-Ilan University

Zemira Mevarech, Bar-Ilan University

Ditza Maskit, Gordon College of Education

Discussant:

Roger Azevedo, University of Memphis

22.102. Collaboration and Partnerships in Teacher Education.

Division K-Teaching and Teacher Education

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

8:15 am to 8:55 am

Tables:

1. A Quality Teacher Induction Program to Improve Teaching and Learning. *Patty J. Horn, Northern Arizona University; Heidi Blair, East Carolina University; Kristin Metler-Armijo, Northern Arizona University; Barbara Ann Guyton, GOALS, Inc.*
2. Mentoring Through Inquiry: Navigating the Uncertain Terrain of the First-Year Urban Teacher. *Shannon Andrus, University of Pennsylvania; Robert Aymes, University of Pennsylvania; Lynnette H. Harris-Scott, University of Pennsylvania; Shannon Maura Kane, University of Pennsylvania; Jessica Kim, University of Pennsylvania*
3. Multimedia, Oral History, and Teacher Education: From Community Space to Cyberspace. *Jenifer J. Schneider, University of South Florida; James R. King, University of South Florida; Deborah Kozdras, University of South Florida; James Welsh, University of South Florida; Vanessa Minick, University of South Florida*
4. Practitioner Research in the Professional Development School. *Jeroen GM Imants, Radboud University - Nijmegen; Mirjam Nijveldt, Radboud University Nijmegen; Janneke van der Steen, Radboud University - Nijmegen*
5. Redesigning and Aligning Performance Evaluations of Preservice Teachers with Urban School Districts. *Steven Andrew Culpepper, Metropolitan State College - Denver*
6. Scaffolding Interaction in the Learning to Teach Questionnaire: A Confirmatory Factor Analysis. *Doug D. Hamman, Texas Tech University; Tara A. Stevens, Texas Tech University; Arturo Olivarez, Texas Tech University*
7. Survey of Administrators on New Teacher Mentor Practices. *Anna Renee Weidhofer, Springfield College*

22.103. From the Inside: Teacher Research Perspectives and Positioning.

SIG-Teacher as Researcher

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

8:15 am to 8:55 am

Tables:

8. Toward Civic Responsibility: Teaching American Literature via Postcolonial Theory to Engender Accountability in Communities. *Julie Warner, Marietta High School*
9. The Teacher-Researcher's Contribution to Formal Knowledge of Teacher Learning. *Judith Barbara McBride, McGill University*

10. Weathering the Storm: The Personal Narrative of an African American Male Teacher in a "Failing" Urban Charter School. *Harvey Hinton, Purdue University*
11. Students' Family Background as a Classroom Resource in Second Language Acquisition: An Ecological Perspective. *Lyn Scott, University of California - Berkeley*
12. Teacher Researchers and Teacher Research Groups: From Practice to Publication. *Michaelann Kelley, Eisenhower High School; Karen North, Westside High School; Cheryl J. Craig, University of Houston; P. Tim Martindell, Houston A+ Challenge; Donna Reid, Houston A+ Challenge*

22.104. Innovation, Organizational Learning, and Collaborative Practice in Institutions.

SIG-Organizational Theory

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

8:15 am to 8:55 am

Tables:

13. Collaborative Practice in Schools: Developing Understandings of Educational Organizing Using Systems Psychodynamics Theory. *Christopher R. James, University of Bath*
14. Possible Relationships between Organizational Learning and School Structure: An Empirically-Based Discussion. *Eduardo Flores-Kastanis, Tecnologico de Monterrey; Manuel Flores Fahara, Monterrey Institute of Technology and Higher Education*
15. School as Ecosystem: Exploring a New Framework for Examining Schools. *Jamie A. Carson, University of New Mexico*
16. The First Year of an Innovative School: An Institutional Perspective. *Dorit Tubin, Ben-Gurion University of the Negev; Noa Ofek-Regev, Ben-Gurion University of the Negev*

22.105. Research with Families, Schools, and Communities.

SIG-Disability Studies in Education

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

8:15 am to 8:55 am

Tables:

17. Action Strategies Parents Use to Mitigate Dissatisfaction in Special Education Services. *Anna-Maria Fall, Virginia Tech University; Jan K. Nesper, Virginia Tech University; David Hicks, Virginia Tech University*
18. The Trouble with Normal: The Struggle for Meaningful Access for Middle School Students with Developmental Disabilities. *Christine Elaine Ashby, Syracuse University*
19. Wanted: A Big Red Button to Say "Stop Wasting my Time" - Re-imagining the Autonomy and Competence of Students with Significant Cognitive Disabilities. *Valerie E. Owen, National-Louis University*
20. Opting Out of Special Education: Home Schooling and Special Needs Students. *Beth A. Ferri, Syracuse University*
21. The Moral Imagination: Lessons from Mothers Caring for Children with Complex Medical Needs in Creating Communities of Hope. *Holly M. Manaseri, SUNY - Brockport*
22. Wherefore Art Thou, Inclusion?: Recent Trends in the Educational Placement of Students with Disabilities in New South Wales. *Linda Jayne Graham, University of Sydney*
23. Connecting Spaces: Building Social Capital and Community. *Julie E. Allan, University of Stirling; Julianne Moss, University of Melbourne; Suzanne Barbara Carrington, Queensland University of Technology*

22.106. School-University Collaborative Research Showcase.

SIG-School-University Collaborative Research
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
8:15 am to 8:55 am

Chair:

Raymond L. Calabrese, Wichita State University

Tables:

24. A Deliberate Change in Everyday Life. *Robert Martin Reardon, Virginia Commonwealth University*
25. Improving Educational Achievement for Minority Children: A Model of University Engagement. *Sherry C. Eaton, North Carolina Central University; Jonathan N. Livingston, North Carolina Central University; Latora Haney, North Carolina Central University*
26. School-University Partnerships: A Model of School Improvement, Teacher Quality, and Substantive Student Learning. *Steve P. Myran, Old Dominion University; Jack E. Robinson, Old Dominion University; Mary Kathleen English, George Washington University; David Blackburn, Old Dominion University*
27. Schools of Promise: Examining a University-School District Partnership Focused on Inclusive School Reform. *George Theoharis, Syracuse University; Julie N. Causton-Theoharis, Syracuse University; Meghan Cosier, Syracuse University; Tom Bull, Syracuse University*
28. Telling the Story: Seeing K-12 Partnerships through the Lens of Structural and Environmental Elements. *Kathleen Shinnors, Independent; Ruth D. Ravid, National-Louis University; Judith J. Slater, Florida International University; Linda A. Catelli, Dowling College*
29. A Collaborative School-University Research Study of a Labor Artwork Curriculum for Social Justice. *Adrienne Andi Sosin, Adelphi University; Elsa Bekkala, Lehman High School - New York City; Miriam Pepper-Sanello, Adelphi University*

22.107. Computer and Internet Applications in Education SIG Paper Discussions #1. SIG-Computer and Internet Applications in Education

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
8:15 am to 8:55 am

Tables:

1. A Study on Online Assessment. *Jingshun Zhang, OISE/University of Toronto; Peter Pericles Trifonas, Dr.*
2. Human-Computer Interface Design and Its Role in the Diffusion and Adoption of EPSS-Like Educational Systems. *Guolin Lai, ; Brendan D. Calandra, Georgia State University; Yuelu Sun, Georgia State University*
3. Inquiry-Based Learning and Virtual Visitation via Broadband, Interactive Technology: A Study of Mathematics and Science Learning in Rural Schools. *Qing Li, University of Calgary; Lynn Moorman, University of Calgary; Patricia Dyjur, University of Calgary*
4. Learn to Use and Use to Learn: Technology in Virtual Learning Environments. *Ana-Paula P. Correia, Iowa State University; Elena Karpova, Iowa State University; Evrim Baran, Iowa State University*
5. Online Learning and Its Effect on Social Interaction Patterns. *Sophia Tan, Coastal Carolina University; Shufang Shi, SUNY - Cortland*
6. Web-Based Homework in University Algebra Courses: Student Perceptions of Learning and Motivation to Learn.

Cindy S. York, Purdue University; Angela Marie Hodge, North Dakota State University; Jennifer C. Richardson, Purdue University

22.108. Critical Issues in Service Learning. SIG-Service

Learning and Experiential Education
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
8:15 am to 8:55 am

Tables:

7. Critical Service Learning: Academics, Citizenship, and Social Responsibility. *Tiffany Dolder, Indiana University*
8. Deriving Meaning From Community Service Learning: Education, Community, and Democracy. *Jim Burns, George Washington University; Travis S. Wright, George Washington University*
9. Evaluating the Benefits of UNI. *Edith J. Cisneros-Cohernour, Autonomous University - Yucatan; Reyna Euan, Universidad Autonoma de Yucatan*
10. Fostering Connections Across Communities: College Women, Middle School Girls, and Civic Identities. *Nancy L. Deutsch, University of Virginia; Lauren Germain, University of Virginia; Maren Bess Nyer, University of Virginia; Edith Lawrence, University of Virginia*
11. Gardening Joy, Year Two: How a Tutoring and Native Garden Project Impacted Preervice Teachers. *Kathy M. Bussert-Webb, University of Texas - Brownsville*
12. Justice in Doubt: Disturbing Service Learning to Reclaim Justice-Oriented Education. *Dan W. Butin, Cambridge College*

22.109. Pre-service Teacher Education. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
8:15 am to 8:55 am

Tables:

13. An Exploration of the Impact of Student Teaching on Philosophical Beliefs About Discipline in the Classroom Setting. *Cynthia A. Lundeen, Florida State University; Charles H. Wolfgang, Florida State University; Sibel Kaya, Florida State University*
14. Journey of "Becoming": Secondary Preservice Teachers' Struggles and Concerns. *Ye He, University of North Carolina - Greensboro; Jewell E. Cooper, University of North Carolina - Greensboro*
15. Making Every Classroom a Better Place to Be Begins With Better Teacher Preparation. *Donna Sobel, University of Colorado - Denver; Sherry Taylor, University of Colorado*
16. Motivating Low-Achieving Students During Preservice Teaching. *Lin Lin, SUNY - Cortland; Hee-Young Kim, SUNY - Cortland*
17. Reflecting on Learning to Teach via Problem-Solving and Supporting Preservice Teachers in Learning via Problem-Solving. *Patrick Mathuku Kimani, Syracuse University; Dana Olanoff, Syracuse University; Joanna O. Masingila, Syracuse University*
18. Using Narratives to Develop a Sense of Becoming a Teacher. *Robert W. Blake, Towson University; Brett E. Blake, St Johns University; Sarah Haines, Towson University; Karen Robertson, Towson University; Lynn Cole, Towson University; Darlene Fewster, Towson University*

22.110. Topics in Philosophy and Education I. SIG-

Philosophical Studies in Education
 Sheraton New York Hotel & Towers, Metropolitan
 Ballroom, Metropolitan East, 2nd Floor
 8:15 am to 8:55 am

Chair:

Rebecca Barber, Arizona State University

Tables:

19. Essential Elements of Social Capital and Servant Leadership. *Donald J. Hunt, Northern Illinois University*
20. Philosophical Studies in the Act of Education: The Getting and Giving of Wisdom through Learning and Teaching. *Bruce J. Novak, Foundation for Ethics and Meaning*
21. The Bonds of Learning: Dialogue and the Question of Human Solidarity. *Megan J. Laverty, Columbia University*
22. Tibetan Buddhist Meditation on Equanimity and the Problem of the Cartesian Subject in Education. *Robert James Hattam, University of South Australia; Véronique Tomaszewski Ramses, York University*
23. For a Pedagogy of Care. *Luigina Mortari, University of Verona*
24. From Hermeneutics to Emancipatory Politics: The Philosophical Journey of Dieter Misgeld. *Trevor Paul Norris, OISE/University of Toronto*
25. The Content of Language and Learning: Does Richard Rorty Tell Us Anything Important About Education? *Philip Lloyd Smith, Ohio State University*
26. Esthetic Experience as a Concept in John Dewey's Art as Experience, and Its Educational Implications. *Eva Hultin, Orebro University*

22.111. Advances in Research on Science Teaching and Learning. SIG-Science Teaching and Learning
 New York Marriott Marquis Times Square, Broadway
 Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am

Tables:

1. Conceptual Progression and Representation in Learning. *Russell W. Tytler, Deakin University; Vaughan Prain, Latrobe University; Peter Hubber, Deakin University*
2. Integrating Physics and Literacy Learning. *Emily H. Van Zee, Oregon State University; Henri Jansen, Oregon State University; Ken J. Winograd, Oregon State University*
3. Engaging Students in Meaning Making: Challenges for Teacher Candidates. *Anita Roychoudhury, Purdue University*
4. Instructional Leadership in Elementary Science Classrooms. *Ann Sherman, University of Calgary; Anthony Leo Macdonald, St. Francis Xavier University*
5. Scientific Inquiry: Creating an Effective, Equitable, and Viable Experience. *Paula A. Magee, Indiana University-Purdue University - Indianapolis; Natalie S. Barman, Indiana University-Purdue University Indianapolis*
6. Assessment Practices of Biology, Chemistry, and Physics Instructors: Trends From the National Study of Postsecondary Faculty. *Karleen R. Goubeaud, Clemson University*
7. A Model for Employing Identity Theory to Examine Learning Within Science Education Contexts. *John Settlege, University of Connecticut; Robert Ceglie, University of Connecticut*

22.112. Division J Paper Discussion (Roundtable) 2. Division J-
 Postsecondary Education
 New York Marriott Marquis Times Square, Broadway

Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am

Tables:

8. Campus Racial Climate Perceptions and Sense of Belonging Among Women of Color in STEM Majors. *Dawn R. Johnson, Syracuse University*
9. Classroom Community and High-Stakes Classes. *Sarojani S. Mohammed, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin; Julia Hyunjeong Yoo, University of Texas - Austin; Stephen Marc Walls, University of Texas*
10. Conflicting Reward Systems: Faculty Income Inside and Outside the Institution. *Zeng Lin, ; Shan Lin, Queen's University*
11. Diagnosing Students' Misconceptions About Phase Changes in Chemistry. *Yue Yin, University of Hawaii; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington*
12. Economic Growth and Higher Education: Literature the Policymakers Should be Talking About. *Kristin B. Wilson, University of Missouri - Columbia*
13. Equality of Transformational Learning in Male and Female Business School Undergraduates. *Sabra E. Brock, New York University*
14. Evaluation of the Construct Validity of the Scores From the Study Anxiety Inventory. *George Douglas Lunsford, University of South Florida; Robert F. Dedrick, University of South Florida*

22.113. Improving Student Trajectories: Developmental and Psychological Dimensions of Success. Division E-
 Counseling and Human Development
 New York Marriott Marquis Times Square, Broadway
 Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am

Tables:

15. Achievement, Behavioral, and Psychosocial Correlates of Student Engagement. *Gina M. Panno, Virginia Commonwealth University; Jeremy D. Finn, SUNY - Buffalo*
16. Teacher-Child Relationship and Behavior Problem Trajectories in Elementary School. *Erin E. O'Connor, New York University; Eric Dearing, Boston College; Brian A. Collins, New York University*
17. The Role of Psychophysiological Coherence in Reducing Test Anxiety and Improving Test Performance. *Rollin McCraty, Institute of HeartMath; Ray Bradley, Institute for Whole Social Sciences; Jeffrey E. Goelitz, Institute of HeartMath*
18. Teaching Human Growth and Development in a Community Context: Learning through Life Books. *John Norman Korsmo, Western Washington University; Jacquelyn Baker-Sennett, Western Washington University; Trula Morehead Nicholas, Western Washington University*

22.114. Perspectives on Race, Class, Gender in Second and Foreign Languages. SIG-Second Language Research co-sponsored with SIG-Bilingual Education Research
 New York Marriott Marquis Times Square, Broadway
 Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am

Tables:

19. Beyond Second-Language Acquisition: Racial Cues and Discursive Discrimination. *Akira Kondo, University of Georgia*

20. Gender Differences on English Language/Literacy Acquisition Among Hispanic Second-Language Learners. *Fuhui Tong, Texas A&M University; Kathleen Cox, Texas A&M University; Elizabeth P. Trevino, Texas A&M University; Cindy Lynn Guerrero, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Patricia G. Mathes, Southern Methodist University*
21. Exploring the Low Enrollment of African American Students in Foreign Language. *Cassandra Glynn, University of Minnesota*
22. Growing up Bilingual: Globalization and Elitism. *Yuhshi Lee, University of Washington; I-Chen Huang, University of Washington*
23. Non-Native English-Speaking Teaching Assistants and Native English-Speaking Preservice Teachers: Journal Entries of TAs. *Burcu Ates, Texas A&M University; Zohreh R. Eslami, Texas A&M University*
24. Bilingual Education is Okay for Rich White Kids: Bilingual Teachers and Civic Responsibility. *Yvette V. Lapayese, Loyola Marymount University*
- Discussant:
Kellie Rolstad, Arizona State University
Paul Chamness Miller, University of Cincinnati
Carmen Narvaez Veloria, University of Massachusetts - Amherst
Virginia M. Gonzalez, University of Cincinnati
Fuhui Tong, Texas A&M University
Clara Lee Brown, University of Tennessee - Knoxville
Maria Eugenia Lozano, University of Massachusetts - Amherst
Sharon H. Ulanoff, California State University - Los Angeles
- 22.115. Research in Early Childhood, Part I.** SIG-Early Education and Child Development
 New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am
- Tables:
25. A Family Literacy Program for Chinese Immigrant Families in Canada: The Benefits of Cultural and Linguistic Supports in Early Childhood. *Jing Zhang, OISE/University of Toronto; Janette P. Pelletier, OISE/University of Toronto; Antoinette Doyle, University of Toronto*
26. Conversations in the Writers' Workshop Class Conference: Discovering the Writing Self in a K-1 Classroom. *Linda R. Kroll, Mills College; Jennifer McGann Arnest, Mills College*
27. Taking Advantage of Their Time: What Happens in Full- and Half-Day Classrooms? *Debra J. Ackerman, National Institute for Early Education Research; Jessica Thomas, National Institute for Early Education Research*
28. The Influence of Standards-Based Reform and Accountability on Multiage Classrooms. *Barbara Meyers, Georgia State University; Andrew T. Roach, Georgia State University; Deborah E. Kramb, Cobb County Schools - Georgia; Kara Kavanagh, Georgia State University; Karen Vissicchio, Georgia State University; Corinne S. Wixson, Georgia State University*
29. Young Children's Respect for Diversity: Scale Development through Focus Groups and Cognitive Interviews. *Margaret Sarah Caspe, Mathematica Policy Research, Inc; Susan Sprachman, Mathematica Policy Research; Sally M. Atkins-Burnett, University of Toledo*
30. Play in Japan, the U.S., and Sweden: A Cross-Cultural Study of Teachers' Views of Play. *Satomi I. Taylor, University of Memphis; Cosby Steele Rogers, Virginia Tech; Ingrid Pramling Samuelsson, Goteborg University; Rene Crow, University of Central Arkansas; Zelda Mcmurtry, Arkansas State University*
31. Synthesized Comprehension Instruction In Primary Classrooms. *Katherine D. Stahl, New York University*
- 22.116. Roundtable 1.** SIG-Urban Learning, Teaching, and Research
 New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
 8:15 am to 8:55 am
- Tables:
32. A Call for Civic Action: Teacher Education on the Edge of Reform. *Jennifer H. Waddell, University of Missouri - Kansas City*
33. Creating Culturally Competent Teachers: The Use of Moral Dialogue as an Essential Component in Teacher Preparation Programs. *Judy Jackson May, Bowling Green State University*
34. Qualities and Predictors of Teachers' Commitment in Urban Schools. *Diane M. Truscott, Georgia State University; Nancy Jo Schafer, Georgia State University; Vera Stenhouse, Emory University; Olga S. Jarrett, Georgia State University; Carla Bernard, Georgia State University*

Tuesday, 8:30 am

23.010. Division G: Early Career Mentoring Breakfast.

Division G-Social Context of Education
 New York Marriott Marquis Times Square, Empire Complex, Chelsea/Gotham Room, 7th Floor
 8:30 am to 11:00 am

Chair:

Ernest D. Morrell, University of California - Los Angeles
Erica Halverson, University of Wisconsin-Madison

Participant:

Adrienne Dixon, Ohio State University
James Paul Gee, Arizona State University
Louis M. Gomez, Northwestern University
Tyrone C. Howard, University of California - Los Angeles
Elizabeth Birr Moje, University of Michigan
Na'llah Suad Nasir, Stanford University

Tuesday, 9:05 am

24.010. Critical Multiculturalism: Inquiry and Activism. SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice

New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
 9:05 am to 9:45 am

Tables:

1. Attention to Cultural Capital Produces Community and Academic Achievement. *Yvonne E. Gonzalez-Rodriguez, Rowan University*
2. Using Two-Way Video Conferencing to Increase Teaching Effectiveness in Multicultural Communities. *Roberto Joseph, Hofstra University; Marlene Sophia Munn-Joseph, Hofstra University; Blidi S. Stenn, Hofstra University*
3. What Is a Critical Multicultural Researcher?: A Self-Reflective Study of the Role of the Researcher. *Dilys Schoorman, Florida Atlantic University; Ira E. Bogotch,*

Florida Atlantic University

24.011. Democratic Principles and Practices for Teaching and Learning Educational Leadership. SIG-Learning and Teaching in Educational Leadership (formerly: Teaching in Educational Administration)

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor

9:05 am to 9:45 am

Chair:

Meredith L. Mountford, Florida Atlantic University

Tables:

4. Democratically Accountable Leader/ship: How Education Practitioners Think About Social Justice. *Carol A. Mullen, University of North Carolina - Greensboro*
5. Building Community Within a Leadership Preparation Program: Utilizing Standards and a Conceptual Framework to Develop the Knowledge, Skills, and Dispositions of an Educational Leader. *Deborah E. Erickson, California Lutheran University; Cecelia J. Travick-Jackson, California Lutheran University*
6. Difficult Conversations About Cultural Identity Issues. *Sandra L. Harris, Lamar University*
7. Research with Women School Superintendents: Implications for Teaching Future School Leaders. *Susan J. Katz, Roosevelt University*
8. Teaching Protege-Ship in Ed Leadership Programs. *Jenny S. Tripses, Bradley University; Linda J. Searby, University of Alabama - Birmingham; Frances Karanovich, Southern Illinois University - Edwardsville*

24.012. Diverse Perspectives on Teaching and Learning in Local Contexts, I. Division G-Social Context of Education

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor

9:05 am to 9:45 am

Tables:

9. Culturally Relevant Teaching: Views From the Elementary Classroom. *Kerri A. Ullucci, University of Massachusetts - Dartmouth*
10. Exploring Literacy and Identity Construction at Multiple Timescales: Possibilities for Long-Term Longitudinal Qualitative Research. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*
11. Lost in Institution: ELL Learning to Write in Urban Mainstream Classrooms. *Yanan Fan, San Francisco State University*
12. Multiliteracies, Online Youth Communities, and Identity: Understanding the Social Ecology of Informal Digital Literacy Practices. *Fawn Winterwood, Ohio State University*
13. Multimodal Literacy in a Kindergarten Classroom: A Social Semiotic Perspective. *Cynthia B. Leung, University of South Florida - St. Petersburg*
14. Teacher Pedagogy and Practice Concerning Language Development in Multilingual Preschool Classrooms. *Edmond Patrick Bowers, Boston College*
15. Where Are They From?: A Framework of Understanding about Our Students, Ourselves, and Creating Meaningful Literacy Instruction. *Lane W. Clarke, Northern Kentucky University*

24.013. Peace Education: Diverse Perspectives #1. SIG-Peace Education

New York Marriott Marquis Times Square, Broadway

Ballroom, Broadway North, 6th Floor

9:05 am to 9:45 am

Tables:

16. Building a Culture of Peace: International Perspectives on Peace Education and Global Citizenship. *Melissa Saul, University of Idaho; Michael T Hayes, Washington State University*
17. Contact as a Tool for Peace Education? Reconsidering the Contact Hypothesis From Children's Perspectives. *Ana Tomovska, Queen's University Belfast*
18. Gandhian Principles and Civic Ideals in Education: A Recent Example From India. *Reva Joshee, OISE/University of Toronto; Karen Sihra, OISE/University of Toronto*
19. Peace Out: Conceptualizing Sexual Diversity and Peace Education. *Robert Mizzi, York University*
20. Peaceful Practices in Community-Based Education. *Susan Francis Carson, Grand Valley State University; Linda Pickett, University of Michigan - Flint; Deborah Snow, University of Michigan - Flint*
21. Significant Life Events and Human Rights Education (HRE): Exploring the Role of Biography in Teacher Education. *Kevin Chin, McGill University*
22. Teaching English Grammar and World Peace in English as a Foreign Language Classrooms. *Arda Arikan, Hacettepe University*

Discussant:

Candice C. Carter, University of North Florida
Marvin Berlowitz, University of Cincinnati
H. B. Danesh, International Education for Peace Institute
Laura M. Frey, Central Michigan University
Barbara S. Landau, University of Hawaii - Manoa
Carl Mirra, Adelphi University
Claire Mcglynn, Queen's University - Belfast

24.014. School Effectiveness and School Improvement SIG Paper Discussion Sessions 1 - School Effectiveness Research and Practice. SIG-School Effectiveness and School Improvement

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor

9:05 am to 9:45 am

Tables:

23. Applying an Integrative Model of School Effectiveness to the Study of the Arab School System in Israel. *Ronit Bogler, Open University of Israel; Anit Somech, University of Haifa*
24. Equity and Effectiveness in Education: Problems and Possibilities. *Daniel R. Muijs, University of Manchester*
25. Investigating the Inferential Validity of the Dynamic Model of Educational Effectiveness: A Study of Teachers' Perceptions. *Leonidas Kyriakides, University of Cyprus; Demetris Demetriou, University of Cyprus*
26. School Effects of Korean High School Education on Students' Achievement. *Yang-Boon Kim, Korean Educational Development Institute*
27. Student Achievement and Classroom Management: A Study of 14 Inner-City Elementary Schools. *Jerome Freiberg, University of Houston; Chris A. Huzinec, Houston Independent School District; Stacey Michelle Lamb, University of Houston*
28. Student School Climate Perceptions as a Measure of School District Goal Attainment. *Kenneth Stichter, California State University - Fullerton*
29. The Role of Family, Neighborhood, and School Environment in Children's Language and Math

Achievement. *Kristen L. Bub, Harvard University; Erin E. O'Connor, New York University*

24.015. TICL Paper Discussion 1: Issues Related to Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
9:05 am to 9:45 am

Tables:

30. Computer-Teacher Mediated Reading Achievement for 4th- and 5th-Grade English-Language Learners. *Rita Maria Menendez, University of Miami*
31. The Influence of Electronic Books on Literacy and Language Outcomes of Pre-K to Grade Four Students: A Meta-Analytic Review. *Tricia A. Zucker, University of Virginia; Amelia K. Moody, University of North Carolina - Wilmington; Michael C. Mckenna, University of Virginia*
32. The Influence of Technological Literacy on Students' Writing. *Kristen Turner, Fordham University; Elvira Katic, Ramapo College of New Jersey*
33. An Examination of Technology Use in Gifted Classrooms. *Susanna Capri Brooks, Mississippi State University; Li-Ching Hung, Mississippi State University; Gene Cliburn, Mississippi State University; Tanghreed Almuqayteeb, Mississippi State University; Alma Greer, Mississippi State University; Beth Miller, Mississippi State University*
34. Effects of Student-Written Wiki-Based Textbooks on Preservice Teachers' Epistemological Beliefs. *Zhongtang Ren, Old Dominion University; Xiaochao Dang, Northwest Normal University - China; Shaoan Zhang, University of Nevada - Las Vegas; Peter Baker, Old Dominion University; Dwight W. Allen, Old Dominion University*
35. Reviewing, Rethinking, Recalling: The Impact of Digital Portfolio Reflections on Students and Teachers. *Sheri Vasinda, Allen Independent School District - Texas; Julie Mcleod, University of North Texas*
36. Technology Integration and Cognition. *Ximena Recalde, Northern Illinois University; James Lockard, Northern Illinois University*

24.016. Technology as an Agent of Change in Teaching and Learning I. SIG-Technology as an Agent of Change in Teaching and Learning
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
9:05 am to 9:45 am

Tables:

37. Blazing a Path Through the Mind With Multimedia Project-Based Learning. *Kay Kyeongju Seo, University of Cincinnati; Debra A. Pellegrino, University of Scranton*
38. Do Wireless Laptops Invite Pedagogical Change? A Multi-Case Study of Secondary Teachers' One-to-One Laptop Implementations. *Tonya Bevedare Scott Amankwatia, Lehigh University*
39. Effects of Motivational and Volitional Messages on Attitudes Toward Engineering: Comparing Text Messages With Animated Messages Delivered by a Virtual Change Agent. *Chanmin Kim, Florida State University; John M Keller, Florida State University; Amy L. Baylor, Florida State University*
40. Exploring the Impact of Online Learning on Preservice Teachers' Perspectives and Practice. *Dennis A. Conrad, SUNY - Potsdam; Joan Y. Pedro, University of Hartford*

41. Hearing Voices: Teachers Reveal ICT Use and Needs. *Joette Stefl-Mabry, University at Albany - SUNY; Michael S. Radlick, Institute for Research on Learning Technology Visions; William E.J. Doane, University at Albany - SUNY*
42. Increasing Educator Competence in Technology: A 50-State Perspective. *Carole Vinograd Bausell, Editorial Projects in Education Research Center; Elizabeth Klemick,*

24.017. Collage, Narrative, and Artifacts: Aesthetics of Arts-Based Curricula and Research. SIG-Arts-Based Educational Research
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
9:05 am to 9:45 am

Tables:

1. Memoir, Fantasy; Media, Analysis: A Collage-Informed Body of Experience. *Donna Norma Davis, Concordia University*
2. The Potential of Reflexivity: Mise-en-Scène and Curriculum as Aesthetic Text. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Stephanie Baer, University of Nebraska - Lincoln; Jean D. Detlefsen, University of Nebraska - Lincoln; Jennifer Christine Nelson, University of Nebraska - Lincoln*
3. Artifacts as Evidence in Creative and Critical Research. *Graeme L. Sullivan, Teachers College, Columbia University*
4. Female Mayan Epistemologies: A Painting and Pedagogical Collaboration With Mayan Painter Paula Nicho Cumez. *Kryssi Staikidis, Northern Illinois University*
5. History/Art/Passion/Inquiry: A Literary Collage About Finding a Focus for Research. *Cynthia Anne Mcleod, University of Georgia*

24.018. Issues in Middle and High School Mathematics. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
9:05 am to 9:45 am

Tables:

6. Similarity: Conceptualizing Proportion in a Geometric Context. *Dana C. Cox, Western Michigan University; Jane-Jane Lo, Western Michigan University*
7. Strengthening Technology's Impact on Mathematical Achievement. *Beth Bos, Texas State University*
8. Justifying and Proving in the Middle School Mathematics Classroom: A Study of the Intended and Enacted Curriculum. *Kristen Bieda, University of Wisconsin - Madison*
9. Diagnosing Algebraic Misconceptions in 8th- and 9th-Grade Students: Results From the Diagnostic Algebra Assessment Experimental Study. *Helena P. Miranda, Boston College; Rachel E. Kay, Boston College; Michael K. Russell, Boston College*
10. The Effects of Calculator Usage on the Mathematics Achievements of Students in Grade 9. *Gerry Shiel, Saint Patrick's College; Michael O'Leary, Saint Patrick's College; Sean Close, St. Patrick's College - Dublin; Elizabeth Oldham, Trinity College - Dublin; Therese Dooley, St. Patrick's College - Dublin*
11. The Effects of Changes in Beliefs on Middle-School Students' Theories of Intelligence and Achievement in Mathematics. *Megan Westwood Taylor, Stanford University; Aki Murata, Stanford University*

24.019. Various Perspectives on Adult Literacy Learners. SIG-Adult Literacy and Adult Education
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
9:05 am to 9:45 am

Tables:

12. Adult Students' Perceptions of Learning Through Online Discussion. *Alice Lai, Empire State College - SUNY*
13. Does the Grade of Dropout Matter for Dropouts Obtaining a GED? Investigating Minority Dropouts' Subsequent Educational Reengagement Through the General Educational Development (GED) Diploma. *Elizabeth Marie Zachry, Harvard University / Manpower Demonstration Research Corporation*
14. Reading Fluency and Adult Learners. *Kelly M. Bruce, ETS; Sara Hutcheson, ETS; John P. Sabatini, ETS*
15. The Importance of Older Adults' Health Literacy in Understanding Disparities in Several Health Outcomes. *Sheida White, National Center for Education Statistics; Jing Chen, American Institutes for Research; Ian Bennett, University of Pennsylvania; Jaleh Soroui, American Institutes for Research*
16. Using Mixed Methods to Understand the Needs of Adult Literacy Learners. *Gina M. Pannozzo, Virginia Commonwealth University; William Muth, Virginia Commonwealth University*

24.020. Writing and Conducting Biographical and Documentary Research. SIG-Biographical and Documentary Research
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
9:05 am to 9:45 am

Tables:

17. Don Lorenzo Milani: An Early Proponent of "There Are No Shortcuts." *Marvin A. Hoffman, University of Chicago*
18. Leadership Preparation for Fearless Self-Inquiry: An Ontology. *Karen Hammel, University of Minnesota; C. Cryss Brunner, University of Minnesota; Christen Opsal, University of Minnesota*
19. Richard W. Corwin: The Mystery of the Obvious. *Lynn M. Burlbaw, Texas A&M University*
20. The Difficult Task of Going beyond Dewey Without Avoiding Him. *Joao Menelau Paraskeva, University of Minho*
21. What are Johnny, Juan, and John, Jr. Reading?: A Document Analysis of the Cultural Capital Worth of Elementary Instructional Texts. *Dara Soljaga, Concordia University - Chicago; Pamela J. Konkol, University of Illinois - Chicago*

Tuesday, 10:35 am

AERA Governance Meetings and Events
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25.001. AERA Communications and Outreach Committee: Closed Meeting. AERA
Sheraton New York Hotel & Towers, Liberty Suite 3, 3rd Floor
10:35 am to 12:05 pm

Participant:

*Roger Kaufman, Florida State University
Joseph M. O'Reilly, Mesa Public Schools*

*William F. Tate, Washington University
Susan Matoba Adler, University of Hawai'i - West O'ahu
Helaine Patterson, American Educational Research Association
Jay Moskowitz, American Institutes for Research
Paul Alan Baker, Wisconsin Center for Education Research
Juan E. Gilbert, Auburn University*

25.002. AERA Joint Committee on Annual Meeting Policies and Procedures and Research Advisory: Town Hall Meeting. AERA
Sheraton New York Hotel & Towers, Central Park West, 2nd Floor
10:35 am to 12:05 pm

Chair:

Jamal Abedi, University of California - Davis

Participant:

*Robert S. Rueda, University of Southern California
Yas Nakib, George Washington University
Phoebe H. Stevenson, American Educational Research Association
Sandra Graham, University of California - Los Angeles
Mark Berends, Vanderbilt University
Richard E. Mayer, University of California - Santa Barbara
Felice J. Levine, American Educational Research Association
Henry T. Frierson, University of Florida
David J. Flinders, Indiana University*

25.003. AERA Social Justice Action Committee: Open Meeting. AERA
Hilton New York, Gramercy Suite B, 2nd Floor
10:35 am to 12:05 pm

Chair:

Kris Gutierrez, University of California - Los Angeles

Participant:

*Hugo Alberto Garcia, Claremont Graduate University
Ronald D. Henderson, National Education Association
Jose-Felipe Martinez-Fernandez, University of California - Los Angeles
Zenaida Aguirre-Munoz, Texas Tech University
Stephen D. Hancock, University of North Carolina - Charlotte
Pauline Lipman, University of Illinois - Chicago
Susan E. Noffke, University of Illinois - Urbana-Champaign
Carla Pugh, Northwestern University
Cynthia A. Tyson, Ohio State University
George L. Wimberly, American Educational Research Association*

25.004. All Academic Electronic Submission System: Demonstration and Training for 2009 Potential Participants - Open Session 1. AERA
Hilton New York, Concourse H, Concourse Level
10:35 am to 12:05 pm

Chair:

Rick Peacor, All Academic

25.010. Building Civic Capacity Through Deliberative Public Engagement: How Well Does It Work? Presidential Session
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Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
10:35 am to 12:05 pm

Chair:

Lorraine M. Mcdonnell, University of California - Santa Barbara

Participants:

Joint Work and Democratic Dilemmas in Two California School Districts. *Julie A. Marsh, RAND*
 Public Engagement and Public Education in Mobile, Alabama. *Brenda J. Turnbull, Policy Studies Associates, Inc.*
 Reconnecting Schools and Communities in South Carolina. *Lorraine M. Mcdonnell, University of California - Santa Barbara*
 Building Public Engagement and Citizen-Centered Politics. *Will Friedman, Public Agenda*

25.011. Building Scientific Capacity in South Africa: Key Trends, Issues and Opportunities. Presidential Session

Hilton New York, Rendezvous Trianon, 3rd floor
 10:35 am to 12:05 pm

Chair:

Camilla P. Benbow, Vanderbilt University

Participant:

Mzamo Mangaliso, National Research Foundation - South Africa
Bethuel Sehlapelo, Department of Science & Technology - South Africa

25.012. Learning in Schools, Neighborhoods, and Communities in Diverse Environments: Life-Long, Life-Wide, and Life-Deep. Presidential Session

Hilton New York, Grand Ballroom, Grand Ballroom West, 3rd Floor
 10:35 am to 12:05 pm

Chair:

James A. Banks, University of Washington - Seattle
Cherry A. Banks, University of Washington - Bothell

Participants:

Learning in Schools, Neighborhoods, and Communities in Diverse Environments: An Overview of the LIFE Diversity Consensus Project. *James A. Banks, University of Washington - Seattle*
 Learning in Formal and Informal Environments. *John D. Bransford, University of Washington*
 Lifelong, Life-Wide, and Life-Deep Learning. *Shirley Brice Heath, Stanford University*
 The Socio-Economic and Cultural Contexts for Learning in and out of School. *Carol D. Lee, Northwestern University*
 Language Learning in Home, Communities, and Schools. *Guadalupe Valdes, Stanford University*
 Multiple Sources of Support Needed by Students in Diverse Environments. *Philip L. Bell, University of Washington*

Discussant:

Linda Darling-Hammond, Stanford University

25.013. Maxine Greene (no title yet). Presidential Session

Hilton New York, Sutton Complex, Sutton South, 2nd Floor
 10:35 am to 12:05 pm

Participant:

Maxine Greene, Teachers College, Columbia University

25.014. Global Learning Environments. International Relations Committee

Sheraton New York Hotel & Towers, Madison Suite 6, 5th Floor

10:35 am to 12:05 pm

Chair:

Shirley Lucille Malone-Fenner, Wheelock College

Participants:

Reciprocal Learning among Ghanaians, Senegalese, and Americans. *Shirley Lucille Malone-Fenner, Wheelock College*
 Cheryl Render Brown. *Cheryl R. Brown, Wheelock College*
 Melissa Speight Vaughn. *Melissa Vaughn, Georgia State University*
 International Networks for Future Learning Environment Research. *Eric R. Hamilton, United States Air Force Academy*
 International Networks for Future Learning Environment Research. *Mary Goretti Nakubugo, Makerere University - Uganda*

Discussant:

Grace A. Livingston, University of Puget Sound
Petronilha B. Goncalves E Silva, Federal University of Sao Carlos

25.015. Academic Outcomes, School Change, and Organizational Strategies. Division A-Administration, Organization, and Leadership

Hilton New York, Harlem Suite, 4th Floor
 10:35 am to 12:05 pm

Chair:

William G. Keane, Oakland University

Participants:

Encouraging and Discouraging Catholic Schools From Serving Students With Special Needs in Inclusive Environments. *Martin Scanlan, Marquette University*
 Schools as Heterarchical Organizations: A Missing Conception of School Structures. *Anika S. Ball-Anthony, University of Michigan*
 Special Educational Needs at Age 10: Investigating the Potential Protective Influence of Preschool Education. *Yvonne Grabbe, Max Planck Institute for Human Development; Pam M. Sammons, University of Nottingham; Brenda Lorraine Taggart, Institute of Education - London; Kathy Sylva, University of Oxford; Edward Melhuish, University of London - Birkbeck; Iram Siraj-Blatchford, Institute of Education - London*
 Understanding Leadership Network Structure to Understand Change Strategy. *Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester*

Discussant:

Arnold B. Danzig, Arizona State University

25.016. Issues and Trends in Parent and Family Involvement in Schools. Division A-Administration, Organization, and Leadership

Hilton New York, New York Suite, 4th Floor
 10:35 am to 12:05 pm

Chair:

Sabrina Zirkel, Mills College

Participants:

Control or Trust: Parents and Teachers Cooperating. *Patrick B. Forsyth, Oklahoma State University; Curt M. Adams, University of Oklahoma*
 Social Class-Based Differences in the Relationship between Parent Involvement and Student Achievement: Implications

for School Policy and Practice. *Yoonkyung Oh, University of Wisconsin - Madison*

Understanding Middle Class Parental Involvement in Urban Schools: Complicating the Savior/Villain Dichotomy. *Maia B. Cucchiara, University of Pennsylvania; Erin McNamara Horvat, Temple University*

"It's All About Test Scores": Parent Involvement in an Urban School Within the NCLB Paradigm. *Virginia L. Gordon, University of California, San Diego; Honorine D. Nocon, University of Colorado - Denver*

Discussant:

Carolyn J. Riehl, Teachers College, Columbia University

25.017. Issues, Challenges, and Problem Solving in Educational Leadership Practice. Division A-Administration, Organization, and Leadership
Hilton New York, Concourse C, Concourse Level
10:35 am to 12:05 pm

Chair:

Jami Royal Berry, Georgia State University

Participants:

The Administrator as Action Researcher: A Case Study of Five Principals and Their Engagement in Systematic, Intentional Study of Their Own Practice. *Nancy F. Dana, University of Florida; Katie Marie Tricarico, University of Florida; David M. Quinn, University of Florida; Patrick Wnek, University of Florida*

Developing Authentic and High-Stakes Administrator Assessments: A Case Study of Connecticut's Efforts to Create Standards-Based and Relevant Administrator Licensure Tests. *Judith A. Faryniarz, Central Connecticut State University; Larry S. Jacobson, Connecticut State Department of Education*

Mood and Absenteeism: A Study of Faculty in a Public School Setting. *Darlene Maria Washington, University of Mississippi*

Motivators and Inhibitors to Becoming a School Leader. *Dawson R. Hancock, University of North Carolina - Charlotte; James J. Bird, University of North Carolina - Charlotte*

Leadership Practice Communities: Strengthening District Leadership to Promote School Improvement. *Richard W. Lemons, University of Connecticut; Deborah R. Helsing, Harvard University*

Discussant:

Terry Cicchelli, Fordham University

25.018. Citizenship Curriculum, Teacher Conceptions, and Student Narratives. Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor
10:35 am to 12:05 pm

Chair:

Nikoletta Christodoulou, Frederick University

Participants:

Social Studies Teachers' Conceptions of Citizenship Education, Human Rights Education, and Refugee Students. *Jillian Carter Ford, Emory University*

Comparing Teachers' Views on Morality, Moral Education, and Moral Development in Turkey and the United States. *Pamela C. Lepage, San Francisco State University; Hanife Akar, Middle East Technical University; Yeliz Temli, Middle East Technical University; Neil Hasser, San Francisco State University; Ilene Ivens, San Francisco State University;*

Derya Karakelle, Ataturk University; Agata Slomska, San Francisco State University

High School Students' Understandings of Citizenship: Examining Relationships Between Conceptions of Citizenship as Learned and Experienced, and Citizenship as Official Curriculum. *Laurence Abbott, University of Alberta; Michael Cappello, University of Regina*

Multicultural Education in the K-12 Classrooms: An action research study of James Banks' Social Action approach. *Chinaka Samuel DomNwachukwu, Azusa Pacific University*
Validating Intersections: Building Civic Capacity through Critical Literacy in Teacher Education. *Amrita Zahir, University of Washington - Bothell*

Discussant:

Carol Anne Mutch, University of Canterbury

25.019. Listening to Learn; Learning to Listen. Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room E, Lower Lobby
10:35 am to 12:05 pm

Chair:

Sophie Haroutunian-Gordon, Northwestern University

Participants:

Situated Listening: Openness to Heterogenous Resources. *Stanton Wortham, University of Pennsylvania; Alexandra A. Michel, University of Southern California*

Teachers as Listeners: Learning to Listen to Interruptions as a Guide to Reflective Practice. *Andrea English, Humboldt University - Berlin*

Listening to Learn: Interruption. *Sophie Haroutunian-Gordon, Northwestern University; Elizabeth Meadows, Roosevelt University*

Longing to Be Heard: Recognizing Ourselves in One Another's Concepts. *Megan J. Laverty, Columbia University*

Participant:

Stanton Wortham, University of Pennsylvania; Alexandra A. Michel, University of Southern California; Andrea English, Humboldt University - Berlin; Elizabeth Meadows, Roosevelt University; Megan J. Laverty, Columbia University

Discussant:

Nicholas C. Burbules, University of Illinois

25.020. Approaches to Enacting and Evaluating Science Curriculum. Division C-Learning and Instruction
Hilton New York, Green Room, 4th Floor
10:35 am to 12:05 pm

Chair:

Hsingchi Von Bergmann, University of Calgary

Participants:

Fidelity of Implementation to Instructional Strategies as a Moderator of Science Curriculum Unit Effectiveness. *Carol L. O'Donnell, George Washington University; Sharon J. Lynch, George Washington University*

Guidance, Conceptual Understanding, and Student Learning: Enactment of an Inquiry-Based Science Curriculum. *Erin Marie Furtak, Max Planck Institute for Human Development*
Students' Attitudes toward Science in Classes Using Hands-On or Textbook-Based Curriculum. *Brian J. Foley, California State University - Northridge; Cameron McPhee, McPhee Consulting*

The Effectiveness of Direct Instruction vs. Exploration in Learning from Chemistry Simulations. *Jan L. Plass, New*

York University; Bruce Douglas Homer, CUNY; Yoo Kyung Chang, New York University; Catherine E. Milne, New York University; Trace Jordan, New York University; Juan M. Barrientos, New York University; Slava Kalyuga, University of New South Wales; Minchi C. Kim, Purdue University

Undergraduate Students' Reasoning Skills and Conceptual Development in an Inquiry Class. *Omer Acar, Ohio State University; Anita Roychoudhury, Purdue University; Bruce Patton, Ohio State University*

Discussant:

Hee-Sun Lee, Tufts University

25.021. Can Computer Games Improve Student Learning?

Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby
10:35 am to 12:05 pm

Chair:

Yuan-Chung (Joan) Lang, University of Southern California

Participants:

Making Math Meaningful: Can a Learning Game Improve Students' Achievement and Attitudes About Math? *Janet Mannheim Zydney, University of Cincinnati; Cynthia A. Stegeman, University of Cincinnati; Laura Plante, University of Cincinnati; Ted Stephen Hasselbring, Vanderbilt University*

The Effects of Computer Games on Primary School Students' Achievement and Motivation in Geography Learning. *Hakan Tuzun, Hacettepe University; Meryem Yilmaz-Soylu, Hacettepe University; Turkan Karakus, Mersin University; Yavuz Inal, ; Gonca Kizilkaya, Hacettepe University*

The Effect of Presenting Just-in-Time Worked Examples for Problem Solving in a Computer Game. *Yuan-Chung (Joan) Lang, University of Southern California; Harold F. O'Neil, University of Southern California*

Discussant:

Kenneth E. Hay, Indiana University

25.022. Creativity, Learning Discourses, and Practice: Lessons From Cross-Cultural and Cross-Disciplinary (Re)Conceptualisations From Research in Arts Education.

Division C-Learning and Instruction
Hilton New York, Bryant Suite, 2nd Floor
10:35 am to 12:05 pm

Chair:

Pamela A. Burnard, University of Cambridge

Participants:

Contextualizing Creativity in the Arts. *Liora Bresler, University of Illinois*

Creativity as Research Practice. *Graeme L. Sullivan, Teachers College, Columbia University*

Conceptions of Creativity in Drama Education. *Kathleen M. Gallagher, OISE/University of Toronto*

Human Music: Poetry, Creativity, and Global Education. *Rishma Dunlop, York University*

Creativity Research in Dance. *Carol Press, University of California - Santa Barbara*

Conceptions of Creativity in Music Education. *Pamela A. Burnard, University of Cambridge*

Discussant:

magne Ingolv Espeland, Stord/Haugesund University College

25.023. Cross-Cultural Comparisons in the Teaching and Learning of Algebra.

Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room B, Lower Lobby
10:35 am to 12:05 pm

Chair:

Frederick Koon Shing Leung, University of Hong Kong

Participants:

Construction Zone for the Understanding of Simultaneous Equations: An Analysis of One Japanese Teacher's Strategy of Reflecting on a Task in a Lesson Sequence. *Minoru Ohtani, Kanazawa University*

Developing Procedural Fluency in an Algebra Classroom: A Case Study of a Mathematics Classroom in Singapore. *Berinderjeet Kaur, National Institute of Education - Singapore*

Simultaneous Equations in Mathematics Classrooms: China, Japan, and the U.S. *David J. Clarke, University of Melbourne; Carmel Mesiti, University of Melbourne; Li Hua Xu, The University of Melbourne*

Constructing Algebraic Knowledge in Chinese Classrooms: A Case Study of the Teaching of Systems of Linear Equations. *Rongjin Huang, University of Macau - China; Ida Ah Chee Mok, University of Hong Kong; Frederick Koon Shing Leung, University of Hong Kong*

Algebra Teaching and Classroom Evaluation in the West and the East: A Comparative Study of Classroom Interaction in Relation to Algebraic Tasks. *Jonas Emanuelsson, Gothenburg University - Sweden; Johan Häggström, Gothenburg University - Sweden*

Discussant:

Jeremy Kilpatrick, University of Georgia

25.024. Experimental Investigations of Instruction and the Language of Instruction with Spanish-Speaking English-Language Learners.

Division C-Learning and Instruction
Hilton New York, Sutton Complex, Beekman Parlor, 2nd Floor
10:35 am to 12:05 pm

Chair:

Rafael Lara-Alecio, Texas A&M University

Participant:

Beverly J. Irby, Sam Houston State University

Patricia G. Mathes, Southern Methodist University

Fuhui Tong, Texas A&M University

Coleen Carlson, University of Houston TIMES

Hector H. Rivera, University of Houston

ELsa Hagan, University

Deborah J. Short, Academic Language Research and Training

Diane L. August, Center for Applied Linguistics

Maria S. Carlo, University of Miami

Sharon R. Vaughn, University of Texas - Austin

Sylvia Linan-Thompson, University of Texas - Austin

Margarita E. Calderon, Johns Hopkins University

Alan Cheung, Hong Kong Institute of Education

Daniel Duran, John Hopkins University

Discussant:

David J. Francis, University of Houston

Robert Slavin, Johns Hopkins University

25.025. New Perspectives on Learning Through (Game) Design.

Division C-Learning and Instruction
Hilton New York, Gramercy Suite A, 2nd Floor
10:35 am to 12:05 pm

Chair:

Elisabeth R. Hayes, Arizona State University

Participants:

- A Constructionist Approach to Learning Through Designing Games: What Videogame Making Can Teach Us About Literacy and Learning. *Kylie A. Peppler, University of California - Los Angeles; Yasmin B. Kafai, University of California - Los Angeles*
- Using School-Based Game Design Projects to Engage Girls in Game Design. *Nichole D. Pinkard, University of Chicago*
- StarLogo TNG: Making Content-Centered Game and Simulation Development Accessible to Students and Teachers. *Eric D. Klopfer, Massachusetts Institute of Technology; Hal Scheintaub, Governor Dummer Academy*
- Collaborative Game Design: Analysis From a Middle School Programming Project. *Wanda Eugene, Auburn University; Shaundra Bryant Daily, Massachusetts Institute of Technology; Brigid J.S. Barron, Stanford University; Karin S. Forssell, Stanford University; Maryanna Rogers, Stanford University; Lori Takeuchi, Stanford University*
- The Importance of Design in Learning through Game Design. *Ivan A. Games, University of Wisconsin - Madison; Robert J. Torres, New York University; Elisabeth R. Hayes, Arizona State University*

Discussant:

Eric Zimmerman, Gamelab

25.026. Promoting Growth in Scientific Reasoning: A Yearlong Microgenetic Study of Middle-School Students Learning Through Model-Based Inquiry. Division C-Learning and Instruction

Hilton New York, Murray Hill Suite B, 2nd Floor
10:35 am to 12:05 pm

Chair:

Clark A. Chinn, Rutgers University

Participants:

- Promoting the Epistemic Practices of Science. *Richard A. Duschl, Rutgers University*
- A Microgenetic Study Investigating the Development of Reasoning in Middle School Life-Science Classrooms. *Clark A. Chinn, Rutgers University*
- Promoting Growth in Seventh Graders' Epistemic Criteria for Model-Based Reasoning. *Luke Andrew Buckland, Rutgers University; Chi-Chun Leah Hung, Rutgers University*
- Analyzing the Relationship Between General Modeling Practices and Content Learning in Science. *John Ruppert, Rutgers; Andrew Bausch, Rutgers, The State University of New Jersey; Hava Bresler Freidenreich, Rutgers, The State University of New Jersey; Ravit Golan Duncan, Rutgers University*
- Emergent Scaffolds for Promoting Productive Argumentation. *William J. Pluta, Rutgers University*

Discussant:

Ala Samarapungavan, Purdue University

25.027. Supporting Diverse Learners in the Science Classroom.

Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
10:35 am to 12:05 pm

Chair:

Maria Selenia Rivera Maulucci, Barnard College

Participants:

- Providing Access to the Academic Language of Science for English Learners: The Science Discourse Circle Model. *Stephanie L. Sisk-Hilton, San Francisco State University*

Relationship of School and Teacher Variables to Science Instruction Practices with English Language Learners. *Jaime Maerten-Rivera, University of Miami; Randall D. Penfield, University of Miami; Nicholas D. Myers, University of Miami; Cory Buxton, University of Miami; Okhee Lee, University of Miami*

Situating Learning Science in Authentic Settings: Moving Students to the Inner Circle. *Barbara A. Crawford, Cornell University*

Promoting Higher-Order Cognitive Skills: The Case of Critical Thinking in the Multicultural Context of Science Teaching. *David Ben-Chaim, University of Haifa - Israel; Uri Zoller, Haifa University; Ibtisam Azaiza, University of Haifa-Oranim - Israel*

What Parents of Autistic Children Know (and What They Discover) about the Nature of Science. *Noah R. Feinstein, Stanford University*

Discussant:

Neporcha Cone, University of Miami

25.028. Book Symposium: Getting Lost: Feminist Efforts Toward a Double(d) Science. Division D-Measurement and Research Methodology
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level
10:35 am to 12:05 pm

Chair:

Elizabeth A. St. Pierre, University of Georgia

Participants:

- On Losing and Refinding the Object: The Question of Affect in Getting Lost. *Deborah P. Britzman, York University*
- Dirty Words and Profane Illumination: Getting Lost in the Baroque. *Maggie Maclure, Manchester Metropolitan University*
- The Dangerous Desire for "Getting Lost" in Educational Research. *Alison Jones, University of Auckland*

Discussant:

Patricia A. Lather, Ohio State University

25.029. Comparative Perspectives on Classical Psychometrics and Item-Response Theory. Division D-Measurement and Research Methodology
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor
10:35 am to 12:05 pm

Chair:

Kurt F. Geisinger, University of Nebraska

Participant:

*Ronald K. Hambleton, University of Massachusetts
Robert L. Brennan, University of Iowa*

Discussant:

Chad W. Buckendahl, University of Nebraska - Lincoln

25.030. Different Perspectives on Language Proficiency Measurement Issues. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Barrymore Room, 9th Floor
10:35 am to 12:05 pm

Chair:

Joy L. Matthews-Lopez, Prometric

Participants:

Assessing the Dimensionality of Two Language-Proficiency Assessments. *Venessa F. Lall, ETS; Anne R. Fitzpatrick,*

ETS; Maurice Hauck, ETS; Shameem N. Gaj, ETS; Juan E. Froemel, Evaluation Institute. Supreme Education Council
Assessing the Reading Comprehension of ELLs: An Exploration of Translated Parallel Cloze Tests. *Gayle B. Bray, University of Iowa; Stephen B. Dunbar, University of Iowa*

Investigating the Effects of Oral Presentation on the Performance of an English-Language Arts Exam. *Lei Yu, ETS; Weiling Deng, Educational Testing Service; Nisha Padminiamma, ETS*

Person-Fit of English Language Learner (ELL) Students in High-Stakes Assessments. *Lei Wan, Pearson Educational Measurement; Brad Ching-Chao Wu, Pearson Educational Measurement*

Discussant:

John W. Young, ETS
Sha G. Balizet, McREL

25.031. Vertical Scaling: Design and Interpretation. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Gilbert Room, 4th Floor
10:35 am to 12:05 pm

Chair:

G. Gage Kingsbury, Northwest Education Association

Participant:

Martha S. McCall, Northwest Evaluation Association
Shudong Wang, Harcourt Assessment, Inc.
Hong Jiao, University of Maryland
Joseph A. Martineau, Michigan Department of Education
Ronald L. Houser, Northwest Education Association

Discussant:

Mark D. Reckase, Michigan State University
Robert W. Lissitz, University of Maryland

25.032. Mapping Behaviors and Cognitions: Methods and Applications in Counseling Research. Division E-Counseling and Human Development
Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
10:35 am to 12:05 pm

Participants:

Selected Methods of Mapping Behavior, Attitudes, and Cognitions: A Methodological Primer. *James W. Lichtenberg, University of Kansas; Terence J. Tracey, Arizona State University; Rodney K. Goodyear, University of Southern California; Bruce E. Wampold, University of Wisconsin - Madison; Charles D. Claiborn, Arizona State University*

Events College Students Perceived to Have Affected Their Sense of Self: A Concept Map. *Rodney K. Goodyear, University of Southern California; Jane E. Robb, California Teachers Association; Virginia Sarkissian, University of South Carolina; Tony Arguelles, University of Southern California; Christopher Eaton, University of Southern California; Roza Ekimyan, University of Southern California; Merrill Irving, University of Southern California; Paul Harrington, University of Southern California; Michelle Stiles, University of Southern California; Surendra Verma, University of Southern California; Vincent Vigil, University of Southern California; Kimberlee Woods, University of Southern California*

Cognitive Mapping of Training Competencies: Nursing Anesthesiology Training as an Example. *Teresa Norris, University of Southern California; Rodney K. Goodyear,*

University of Southern California
Visualization of Impact of Counseling Publication Sources. *Terence J. Tracey, Arizona State University; James W. Lichtenberg, University of Kansas; Bruce E. Wampold, University of Wisconsin - Madison*

25.033. Twenty Years After the Education of Blacks in the South: Reflections on New Directions in Community Studies. Division F-History and Historiography
New York Marriott Marquis Times Square, Westside Ballroom, Salon 4, 5th Floor
10:35 am to 12:05 pm

Chair:

Joy Ann Williamson, University of Washington

Participant:

James D. Anderson, University of Illinois
Vanessa Siddle Walker, Emory University
Ruben Donato, University of Colorado - Boulder
Eileen H. Tamura, University of Hawaii
John L. Rury, University of Kansas

25.034. A Teacher Preparation Framework: Improving Diverse Student Learning Outcomes. Division G-Social Context of Education
New York Marriott Marquis Times Square, Harlem Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Lisa Denise Delpit, Florida International University

Participant:

Rosa Hernandez Sheets, Texas Tech University
Etta R. Hollins, University of Southern California

Discussant:

A. Lin Goodwin, Teachers College, Columbia University
Maria E. Torres-Guzman, Teachers College, Columbia University

25.035. Community, Collaboration, and Service in Local Contexts of Education. Division G-Social Context of Education
New York Marriott Marquis Times Square, Cantor Room, 9th Floor
10:35 am to 12:05 pm

Chair:

Tambra O. Jackson, University of South Carolina

Participants:

School Community, Context, and Culture Enhances Academic Achievement. *Yvonne E. Gonzalez-Rodriguez, Rowan University*

Opening the Black Box: Transformative Potential of School/Community Relationships in a Collaborative Urban Change Initiative. *Joanne C. Larson, University of Rochester; Nancy M. Ares, University of Rochester; Kevin O'Connor, University of Rochester*

I Quit!: A Case Study of a Teacher's Bold Moves in an Effort to Produce Caring, Multicultural Practices in a Bilingual Classroom. *Charise Nahm Pimentel, Texas State University - San Marcos*

Using Service Learning to Empower Preservice Teachers' Positive Attitudes toward Diversity and Pupils with Learning Difficulties. *Arielle Horin, Levinsky College of Education; Nitza Schwabsky,*

Discussant:

Martha J. Strickland, Penn State

25.036. Disciplinary Events and Their Influence on Student Opportunity. Division G-Social Context of Education
New York Marriott Marquis Times Square, Majestic
Complex, Music Box Room, 6th Floor
10:35 am to 12:05 pm

Chair:

Gresilda A. Tilley-Lubbs, Virginia Tech University

Participants:

Bouncing Back: Reentering Students' Perspectives on the
Impact and Aftermath of Suspension and Expulsion.

Elizabeth Vazquez, University of California - Los Angeles

Embodied Stigmatisation in Adolescent School Communities.
Majella Mcsharry, Dublin City University

Examining the Relationship Between Minority Enrollment and
Out-of-School Suspension Rates. *Richard T. Howarth,*
University of Massachusetts - Lowell

Understanding How School Staff Make Sense of and Respond
to Gender-Based Bullying. *Dorothea M. Anagnostopoulos,*
Michigan State University; Christine Pereira, Michigan
State University

Discussant:

W. David Wakefield, California State University - Northridge

**25.037. The Race for Educational Equity: An Examination of
Supreme Court Decisions on School Desegregation.** Division G-Social Context of Education
New York Marriott Marquis Times Square, Astor Ballroom
Pre-Function, 7th Floor
10:35 am to 12:05 pm

Chair:

*Camille Wilson Cooper, University of North Carolina -
Greensboro*

Participants:

Democracy Now? Race, Education, and Black Self-
Determination. *Adrienne D. Dixon, Ohio State University;*
Ted Hall, Ohio State University

If They Knew Then What They Know Now: Rethinking Equal
Educational Opportunity After Parents Involved in
Community Schools Versus Seattle School District No. 1.
Jamel K. Donnor, California State University - Fullerton

"It's a Non-Issue": Desegregation in Two Metropolitan School
Districts Are They Southern or Northern Districts? *Celia*
Rousseau Anderson, University of Memphis

A Critical Look at Choice and Charter as Solutions to
Milwaukee's Racial and Socioeconomic School Segregation.
*Thandeka K. Chapman, University of Wisconsin -
Milwaukee; Rene F. Antrop-Gonzalez, University of*
Wisconsin - Milwaukee

Discussant:

Gloria J. Ladson-Billings, University of Wisconsin - Madison

**25.038. Youth, Moral Panic(s), and Global Change: Dread and
Suspicion in 21st-Century Educational Contexts.** Division
G-Social Context of Education
New York Marriott Marquis Times Square, Majestic
Complex, Palace Room, 6th Floor
10:35 am to 12:05 pm

Participants:

Moral Panic in a New Age: Suspicion, Dread, and Evolving
Conceptions of Youth and the 'Dangerous Classes' in Urban
Space. *Jo-Anne Margaret Dillabough, University of British*
Columbia; Kalervo N. Gulson, University of British
Columbia

Gender Relations and Deindustrializing Youth (Sub)cultures:
Moral Panic for Changing Times? *Mary-Jane Kehily, Open*
University; Anoop Nayak, University of Newcastle
Spatialized Leisure-Pleasures, Global Flows and Masculine
Distinctions in Rural Australian Schools. *Jane Kenway,*
Monash University; Anna Catherine Hickey-Moody, Monash
Univeristy

Ethnic Segregation, Moral Panics, and Social Class: A
Comparative Study of the Experiences and Perspectives of
Working-Class and Middle-Class Young People in Belfast.
Paul Connolly, Queen's University - Belfast

25.039. Assessing School Leadership. Division H-School
Evaluation and Program Development
New York Marriott Marquis Times Square, Duffy/Columbia
Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Andrew C. Porter, University of Pennsylvania

Discussant:

Rolf K. Blank, Council of Chief State School Officers
Diana G. Pounder, University of Utah

25.040. Assessment For Instruction. Division H-School
Evaluation and Program Development
New York Marriott Marquis Times Square, Shubert
Complex, Uris Room, 6th Floor
10:35 am to 12:05 pm

Chair:

Karen Banks, Data Detectives

Participants:

Using Instructional Sensitivity and Instructional Opportunities
to Interpret Students' Mathematics Performance. *Marsha M.*
Ing, Stanford University

Error Identification Assessments (Ela): Assisting Instructional
Decisions in the Classroom. *Alvin Larson, Meriden Public*
Schools

Classroom Practices and Boundary Practices: Information
Integration Points for Middle School Science Assessment.
Philip Piety, University of Michigan

A Comparison of Two Methods of Assessing Explicit
Vocabulary Instruction in a Secondary English Classroom.
Shannon Edward Coulter, University of Tennessee

Discussant:

Judith A. Arter, Assessment Training Institute

**25.041. Evaluating Alabama's Math, Science, and Technology
Initiative: Initial Results of a State-Wide Randomized
Experiment.** Division H-School Evaluation and Program
Development
New York Marriott Marquis Times Square, O'Neill Room,
4th Floor
10:35 am to 12:05 pm

Chair:

*Ludwig D. Vanbroekhuizen, University of North Carolina -
Greensboro*

Participants:

Background and Policy Context of AMSTI in the State of
Alabama. *Steve Ricks, Alabama Department of Education*
Experimental Design in the AMSTI Evaluation. *Denis*
Newman, Empirical Education, Inc.

Preliminary Results from the AMSTI Implementation Study.
Richard James Sawyer, Academy for Educational
Development; Amy Lynn Detgen, Academy for Educational

Development; Cheri L. Fancsali, Academy for Educational Development; Valerie Futch, Academy for Educational Development; Lindsay Gutekunst, Academy for Educational Development; Matthijs Koopmans, Academy for Educational Development; Linda Simkin, Academy for Educational Development; Lea Williams Rose, Academy for Educational Development

Quantitative Results from the First Year of the AMSTI Study. *Laurel TeVelde Sterling, Empirical Education, Inc.; Denis Newman, Empirical Education, Inc.*

Extensions of the Analysis of the AMSTI Experiment Using Mediation and Quasi-Experimental Techniques. *Andrew P. Jaciw, Empirical Education, Inc.; Boya Ma, Empirical Education Inc.*

Discussant:

Sean F. Reardon, Stanford University

25.042. Research at Work in Practice: Improving District Leadership and School Programs of Family and Community Involvement. Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Westside Ballroom, Salon 2, 5th Floor
10:35 am to 12:05 pm

Chair:

Claudia Lucia Galindo, Johns Hopkins University

Participants:

War or Peace? A Longitudinal Study of Family Involvement in Language Arts Homework in the Middle Grades. *Frances E. Van Voorhis, Johns Hopkins University*

Comparing Effects of Student and Parent Reports of Family Involvement on Student Outcomes in the Elementary and Middle Grades. *Steven B. Sheldon, Johns Hopkins University*

Longitudinal Effects: District Leaders' Influence on School Partnership Programs. *Joyce L. Epstein, Johns Hopkins University; Claudia Lucia Galindo, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Kenyatta James Williams, Johns Hopkins University*

District Leadership and Scaling Up Programs of School, Family, and Community Partnerships. *Mavis G. Sanders, Johns Hopkins University*

Discussant:

*Judy H. Carson, Connecticut State Department of Education
Joe Munnich, Saint Paul Public Schools*

25.043. Developing Professional Expertise. Division I-Education in the Professions
Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
10:35 am to 12:05 pm

Chair:

Mark J. Graham, Columbia University Medical Center

Participants:

Developing Diagnostic Expertise in Mental Health: Revisiting a Project. *Henny Boshuizen, Open University - Netherlands; Agnes Wagenaar, Maastricht University*

Investigating Diagnostic Errors in Medical Students. *Maurice Clifton, Mercer University School of Medicine; Cha-Chi Fung, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles; Luann Wilkerson, University of California - Los Angeles*

Teaching for Innovation and Efficiency in Engineering. *Stephanie Rivale, University of Texas - Austin; Taylor Martin, University of Texas - Austin; Kenneth R Diller, University of Texas - Austin*

"But I'm Just a Clerk": How Implicit Models of Expertise Limit Innovative Practice. *Maria Mylopoulos, University of Toronto*

Discussant:

Wim H. Gijsselaers, Maastricht University

25.044. A World Cup in Higher Education? On Academic Ranking Lists: Constructions, Consequences, and Controversies. Division J-Postsecondary Education
New York Marriott Marquis Times Square, Empire Complex, Empire/Hudson Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Sverker Lindblad, Goteborg University

Participants:

Academic Ranking Lists as Representations of Higher Education Institutions. *Sverker Lindblad, Goteborg University*

Global Cultural Rationalization and the Ranking of Universities. *Francisco O. Ramirez, Stanford University*

International Ranking of Universities and Its Ideological Consequences. *Fazal A. Rizvi, University of Illinois*

The Politics of League Tables. *Gita Steiner-Khamsi, Teachers College, Columbia University*

The Paper Tiger, the Waking Giant, and the Ants: On the International Ranking of Higher Education and Its Implications for the Antipodes. *James G. Ladwig, University of Newcastle*

International University Ranking Lists: What Are the Games and What Are the Arts of Its Practices? *Rita Foss Lindblad, Department of Education; Sverker Lindblad, Goteborg University; Thomas S. Popkewitz, University of Wisconsin - Madison*

25.045. Adult Education, Careers, and Communities in International Comparison. Division J-Postsecondary Education
New York Marriott Marquis Times Square, Juilliard Complex, Belasco/Broadhurst Rooms, 5th Floor
10:35 am to 12:05 pm

Chair:

Lisette Montoto, University of Georgia

Participants:

Are Canadian and United States Adult Education Preparing Graduates for a Global, Civil Society? *Mary V. Alfred, Texas A&M University; Shibao Guo, University of Calgary*

Navigating Education and Career Pathways: The Influence of Human Reflexivity on Participation in Higher Education. *Martin Dyke, University of Southampton; Alison Fuller, University of Southampton; Sue Heath, University of Southampton*

Role Configurations and Pathways: A Latent Structure Approach to Studying the Likelihood of British Women Participating in Adult Education from Early to Mid-Adulthood. *Flora J. Macleod, University of Exeter; Paul J. Lambe, University of Exeter - United Kingdom*

Internationalization in British Universities: International Communities or National Enclaves? *John Anthony Lowe, University of Bath; Mei Tian, University of Bath*

Discussant:

John M. Dirks, Michigan State University

25.046. Organizational Collaboration to Promote College Access: Investigating Effective P-20 Partnerships.

Division J-Postsecondary Education
New York Marriott Marquis Times Square, Majestic
Complex, Majestic Room, 6th Floor
10:35 am to 12:05 pm

Chair:

Anne-Marie Nunez, University of Texas - San Antonio
Maricela Oliva, University of Texas - San Antonio

Participants:

Organizational Collaboration to Promote College Access. *Anne-Marie Nunez, University of Texas - San Antonio; Maricela Oliva, University of Texas - San Antonio*

Providing University Leadership to Envision and Develop Partnerships with Schools in High-Needs Communities. *Mehmet D. Ozturk, Arizona State University; Eugene E. Garcia, Arizona State University*

Developing Effective P-20 Partnerships to Benefit Chicano/Latino Students and Families. *Carrol Moran, University of California - Santa Cruz; Catherine R. Cooper, University of California - Santa Cruz; Barbara Goza, University of California - Santa Cruz; Angelica Lopez, University of California - Santa Cruz*

Understanding the Roots of Access to Social Capital in Schools among Mexican American, Black, Vietnamese American, and White Youth. *Leticia Oseguera, University of California - Irvine; Gilberto Quintero Conchas, University of California - Irvine; Eduardo Mosqueda, Harvard University*

Discussant:

Laura W. Perna, University of Pennsylvania

25.047. The Race to Higher Education: Critical Race Theory, Access, and Retention. Division J-Postsecondary Education
New York Marriott Marquis Times Square, Majestic
Complex, Winter Garden Room, 6th Floor
10:35 am to 12:05 pm

Participant:

The Race to Higher Education: Critical Race Theory, Access, and Retention. *Elvira J. Rodriguez, University of California - Los Angeles; Ifeoma A Amah, University of California-Los Angeles; Tracy Lachica Buenavista, University of California - Los Angeles; Dimpal Jain, University of California - Los Angeles*

Discussant:

Daniel Gilbert Solorzano, University of California - Los Angeles

25.048. Analyzing Teacher Practices in Math and Science Teachers' Professional Development. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd
Floor
10:35 am to 12:05 pm

Participants:

Designing Communities of Practice: Pressing Teacher Understanding of Mathematical Content and Content Knowledge for Teaching? *Michael Gilbert, Eastern Washington University; Barbara J Gilbert, Washington State University*

Multiple Approaches to Science Teacher Professional Development: What Are They and How do Teachers Respond? *Meredith Anne Park Rogers, Indiana University - Bloomington; Sandra K. Abell, University of Missouri - Columbia; Fran Arbaugh, University of Missouri; James S. Cole, Indiana University; Rose M. Marra, University of Missouri - Columbia; Kristen Hutchins, University of*

Missouri - Columbia

Supporting Secondary Novices' Efforts to Implement a Pedagogy Consonant with the NCTM Teaching Standards. *Gary M. Lewis, Illinois State University*

Promoting STEM Teaching Practices and Student Learning: A Longitudinal Impact of Professional Development. *Ching-Huei Karen Chen, Wheeling Jesuit University; Laurie F. Ruberg, Wheeling Jesuit University; John Hull, Bethany College; Judy Martin, Wheeling Jesuit University*

Artifacts of Practice as Objects of Reflection: An Analysis of the Affordances of Artifacts for Mathematics Teacher Professional Development. *Ann R. Edwards, University of Maryland*

25.049. Commitment and Retention of Urban Teachers:

Exploring the Role and Influence of Urban-Focused Preservice Programs. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Riverside Ballroom,
3rd Floor
10:35 am to 12:05 pm

Chair:

Katherine K. Merseth, Harvard University

Participant:

Dorinda Joy Carter, Michigan State University
Amanda J. Taylor, Harvard University
Erica Frankenberger, Harvard University
Morgaen Lindsay Donaldson, Harvard University
Karen H. Quartz, University of California - Los Angeles
Kimberly Barraza Lyons, University of California - Los Angeles
Katherine E. Masyn, University of California - Davis

Discussant:

Katherine Schultz, University of Pennsylvania

25.050. Critical Perspectives on the Preparation and Support of Teachers in Diverse Communities. Division K-Teaching and Teacher Education
Hilton New York, Holland Suite, 4th Floor
10:35 am to 12:05 pm

Chair:

Peter C. Murrell, Northeastern University

Discussant:

Sarah L. Gibson, Oakland University
Ilene Ingram, Oakland University
Larry A. Vold, Indiana University of Pennsylvania
Joan M. Jackson, Old Dominion University
Norvella P. Carter, Texas Southern University

25.051. Developing Content Knowledge in Preservice and Inservice Teachers. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Madison Suite 3, 5th
Floor
10:35 am to 12:05 pm

Chair:

Colleen M. Conway, University of Michigan

Participants:

Developing Content Knowledge in Novice Teachers in a Community-Based Teacher Education Program: Answering the Call to Connect Context With Outcomes. *Reagan Curtis, West Virginia University; Jaci Webb-Dempsey, West Virginia University; Amy L. Kuhn, West Virginia University; Lucas C. Moore, West Virginia University*
The Effectiveness of a Summer Program to Attract Minority

Students into Mathematics and Science Teaching on their Subsequent Course Taking and Selected College Major. *Maryclaire Hiuko Ngari, University System of Georgia; Linda N. Hansche Despriet, Retired / Consultant; Judith A. Monsaas, University System of Georgia*

Through the Eyes of Professional Developers: Understanding the Design of Learning Experiences for Science Teachers. *Tara Higgins, University of California - Berkeley; Michele W. Spitulnik, University of California - Berkeley*

Value-Added Analysis of the Effectiveness of Content Components of Math/Science Teacher Preparation Programs. *Kent Seidel, University of Denver; Suzanne Franco, Wright State University; Beth Basista, Wright State University; Steve Pelikan, University of Cincinnati; James Tomlin, Wright State University*

Discussant:

Cheng-Yao Lin, Southern Illinois University - Carbondale

25.052. Learning From Others: Mentoring and Supervision.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor
10:35 am to 12:05 pm

Chair:

Jennifer L. Snow-Gerono, Boise State University

Participants:

Examining Emotions During Student Teaching and the Tensions in Establishing Trust, Competence, and Respect. *Debra K. Meyer, Elmhurst College*

Examining Novice Teacher Educators' Approach to Field Experience: Toward a Model of Quality Supervision. *Romana Holbert, Ohio State University; Heather A. Davis, Ohio State University; Carey E. Andrzejewski, Ohio State University*

Mentors Who Make a Difference: Student Teacher Perceptions of School-Based Educators. *Brian P. Yusko, Cleveland State University; Andrea Yvette Moss, Cleveland State University*

Roles of Supervisors, Approaches to Supervision, and Communications in Student Teaching Conferences. *Maria Lorelei Fernandez, Florida International University; Evrim Erbilgin, Florida State University*

The Jared Phenomenon: Intergenerational Learning in a Teacher Education Context. *Karen A. Brennan, Massachusetts Institute of Technology; Anthony Clarke, University of British Columbia*

Discussant:

Jeffrey Glanz, Yeshiva University

25.053. Reciprocal Responsibility: Our Schools, Our Teachers, Our Communities.

Division K-Teaching and Teacher Education
Hilton New York, Midtown Suite, 4th Floor
10:35 am to 12:05 pm

Chair:

Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

Accreditation in an Era of Professional Governance: Protecting the Public Interest or Bureaucratic Expansionism? *Peter P. Grimmer, Simon Fraser University*

Community-Based Alternate Route Programs: The Interim Report of the Transition to Teaching Program. *Meredith J. Ludwig, Pelavin Research Center; Andrew J. Wayne, American Institutes for Research; Amy E. Bacevich, University of Michigan*

Research- and Community-Based Teacher Candidate Dispositions Assessment System: Moving Forward. *Eunjoo Jung, University of Louisville; Ann E. Larson, University of Louisville; Victoria J. Molfese, University of Louisville; Charles Thompson, University of Louisville*

Teacher Education's Responsibility to Its Metropolitan Constituents: A Longitudinal, Value-Added Study. *Barbara Hummel-Rossi, New York University; Jane E. Ashdown, New York University; Robert J. Tobias, New York University; Ashley Smith, New York University*

Discussant:

Hersh C. Waxman, Texas A&M University

25.054. Seeing Possibilities in Preparation and Practice: The Role of Vision in Reading Teacher Education.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
10:35 am to 12:05 pm

Chair:

Geneva Gay, University of Washington

Participants:

Conceptions of Teachers' Vision. *Karen M Hammerness, Stanford University*

Examining Teachers' Initial and Developing Visions: Will Their Ideals Survive the Accountability Pressures? *Jean Rohr, Elon University*

Intersections of Vision, Practice, and Context in Learning to Teach Reading. *Rebecca Mercado, University of Maryland*
Bridging Developmental Divides Through Teacher Vision: Lessons Learned From a Reading Methods Course. *Jennifer Danridge Turner, University of Maryland - College Park; Chrystine Hoetzel, University of Maryland - College Park*

Discussant:

Patricia A. Edwards, Michigan State University

25.055. Teacher Agency and Action Research in Science Education.

Division K-Teaching and Teacher Education
Hilton New York, Concourse F, Concourse Level
10:35 am to 12:05 pm

Participants:

Promote Meaningful Learning and Positive Attitudes toward Science through the Use of Inquiry-Based Constructivist Strategies. *Terry Jimarez, University of Arkansas - Little Rock*

Developing Teacher-Friendly Science Inquiry Skills Assessment. *Yiping Lou, Louisiana State University; Pamela B. Blanchard, Louisiana State University*

Relationships between Science Practices and English Language Practices. *Scott P. Lewis, Florida Atlantic University; Karen H. Adamson, University of Miami; Jaime Maerten-Rivera, University of Miami; Okhee Lee, University of Miami; Walter G. Secada, University of Miami*

25.056. Using Data to Improve Teacher Practice Through Professional Development.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
10:35 am to 12:05 pm

Participants:

Using Data to Motivate Teacher Change: A Case of Distribution. *Terry P. Vendlinski, University of California - Los Angeles; Keith E. Howard, University of California -*

Los Angeles; Bryan Hemberg, University of California - Los Angeles; Laura Vinyard, Burbank Unified School District; Annabel Martel, Burbank Unified School District; Nancy Arlington, Burbank Unified School District; David M. Niemi, University of California - Los Angeles; Julia C. Phelan, University of California - Los Angeles

Using Error Patterns Formatively: Data-Driven Outcomes.

Keith E. Howard, University of California - Los Angeles; Terry P. Vendlinski, University of California - Los Angeles; Bryan Hemberg, University of California - Los Angeles; David M. Niemi, University of California - Los Angeles; Julia C. Phelan, University of California - Los Angeles

Looking at Student Work: Opportunities Afforded for Teacher Learning. *Maryl Gearhart, University of California - Berkeley; Judith Warren Little, University of California - Berkeley*

Assessment Portfolios as Opportunities for Teacher Learning.

Ellen Osmundson, University of California - Los Angeles; Maryl Gearhart, University of California - Berkeley

Using Multiple Data Sources to Develop a Learning Outcomes

Assessment System: Lessons Learned from a College of Education. *Beverly Cabello, California State University - Northridge; Noelle Griffin, University of California - Los Angeles*

- 25.057. Scaling-Up Peer-Assisted Learning Strategies and Students' Reading Achievement: A Multi-Site Longitudinal Randomized Control Trial.** Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Marquis Ballroom, Salon B, 9th Floor
10:35 am to 12:05 pm

Chair:

Douglas Fuchs, Vanderbilt University

Participants:

Scaling Up Peer-Assisted Learning Strategies: Effects on Elementary School Students' Reading Achievement. *Kristen L. McMaster, University of Minnesota; Laura Saenz, University of Texas - Pan American*

When "Controls" Perform as "Experimentals": Documenting and Exploring the Improved Reading Performance of Kindergartners in the Nashville Public Schools from 1997 to 2005. *Christopher J. Lemons, Vanderbilt University; Douglas Fuchs, Vanderbilt University; Lynn S. Fuchs, Vanderbilt University*

Factors Related to Fidelity of a Peer-Assisted Learning Strategies Intervention for Kindergarten Reading. *Marc Landon Stein, Vanderbilt University; Mark Berends, Vanderbilt University*

Factors Predicting Sustainability of K-PALS. *Devin M. Kearns, Vanderbilt University; Marc Landon Stein, Vanderbilt University; Coby Meyers, Vanderbilt University*

Discussant:

*Laura M. Desimone, University of Pennsylvania
Naomi K. Zigmond, University of Pittsburgh*

- 25.058. School Governance and Family-School-Community Interactions: Disconnects Between Policy and Practice.** Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Jolson Room, 9th Floor
10:35 am to 12:05 pm

Chair:

Roxanne M. Hughes, Florida State University

Participants:

Setting standards: A comparison of parental and policy pressures on school administrators and teachers' work. *Stacey A. Rutledge, Florida State University*

"Now That I Know This, What Do I Do?": Data Driven Decision-Making in Schools Versus Parents' Needs for Information. *Mary Erina Driscoll, New York University*

Claims and Controversy: The Challenges of Authentic School Community in Comprehensive School Reform Models and Charter School Designs. *Claire E. Smrekar, Vanderbilt University; Lora A. Cohen-Vogel, Florida State University*

Defusing Conflict by Reframing Parent Involvement in Schools. *Alex D. Pomson, York University*

Discussant:

Ellen B. Goldring, Vanderbilt University

- 25.059. The Effectiveness of Supplemental Educational Services: Perspectives on Student Achievement in Multiple Urban Settings.** Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Juilliard Complex, Juilliard/Imperial Rooms, 5th Floor
10:35 am to 12:05 pm

Chair:

Matthew Philip Steinberg, University of Chicago

Participants:

The Implementation and Effectiveness of Supplemental Education Services in Milwaukee Public Schools. *Patricia Burch, University of Wisconsin - Madison; Carolyn J. Heinrich, University of Wisconsin - Madison; Annalee Gunlicks Good, University of Wisconsin - Madison; Greg Whitten, University of Wisconsin - Madison*

After-School Tutoring in the Context of No Child Left Behind: Effectiveness of Two Programs in the Pittsburgh Public Schools. *Ron Zimmer, RAND; Laura S. Hamilton, RAND*

Supplemental Educational Services: Participation and Impact on Student Achievement over Multiple Years in Los Angeles. *Jordan H. Rickles, Los Angeles Unified School District; Melissa K. Barnhart, ; Alice Gualpa, California State University - Los Angeles*

State and Local Implementation of Supplemental Educational Services: Results and Implications of a National Evaluation.

Jennifer A. Harmon, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Karen Elizabeth Ross, University of Michigan

Discussant:

*Dianne M. Piche, Citizens' Commission On Civil Rights
Gail Sunderman, University of California - Los Angeles*

- 25.060. Using Action Research to Inform Teachers' Professional Practice.** SIG-Action Research

Crowne Plaza Hotel Times Square, Room 1503, 15th Floor
10:35 am to 12:05 pm

Chair:

Daniel A. Laitsch, Simon Fraser University

Participants:

Change at Big School and Little School: Institutionalization and Contestation in Participatory Action Research. *Eduardo Flores-Kastanis, Tecnologico de Monterrey*

Barriers to Success: Preparing Educators to do Action Research in Their Own Workplaces. *Linda P. Rose, University of California - Los Angeles*

Self-authorship through action research. *Karen L. Weller Swanson, George Mason University*

Integrating Action Research, Qualitative Research, and Technology. *Don Dailey, Springboard Schools*

Discussant:

David R. Goodwin, Missouri State University

25.061. The Transition to College: A Major Developmental Task of Adolescence. SIG-Adolescence and Youth Development (formerly: Adolescence)
New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor
10:35 am to 12:05 pm

Chair:

Cynthia A. Hudley, University of California - Santa Barbara

Participants:

Is History Destiny: High School Experiences and Adolescents' College Adjustment. *Cynthia A. Hudley, University of California - Santa Barbara*

Factors That Influence Adolescents' College Choices. *Su-Je Cho, Fordham University*

Gender Differences in Adolescents' Stress and Coping During the Transition to College. *Lesha Barry, University of West Florida*

Discussant:

Melissa Kelly, Millsaps College

25.062. The Aesthetics and Pedagogy of Documentation: Perspectives on Research and Practice. SIG-Arts and Learning
New York Marriott Marquis Times Square, Soho Complex, Herald Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Yvonne Madeline Gaudelius, Pennsylvania State University

Participants:

Documentation as a Research Methodology: Revealing Children Negotiating Meanings. *Marissa Ann McClure Vollrath, Pennsylvania State University*

Documentation Across Borders: A Collaborative Project Through Online Conversation. *Patricia Tarr, University of Calgary; Christine M. Thompson, Penn State*

"Photo-Talks": Talking with Preschool Children in Japan and the United States About Their Identity, Social Realities, and Perspective-Taking. *Stephanie Cayot Serriere, Penn State*

A New Filter: Using Photographs to Inform and Sensitize Urban Teaching Candidates to the Urban Classroom. *Daniel K. Thompson, Penn State*

Discussant:

Rebecca S. New, Tufts University

Charles Garoian, Pennsylvania State University

25.063. A Model of School/University Collaboration in Promoting Quality Classroom Assessment and Assessment for Learning Practices. SIG-Classroom Assessment
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
10:35 am to 12:05 pm

Chair:

Jack E. Robinson, Old Dominion University

Steve P. Myran, Old Dominion University

Participant:

Richard T. Strauss, Norfolk Public Schools

Maritsa Alger, Norfolk Public Schools - Virginia

William C. Reed, Norfolk Public Schools - Virginia

Katherine Fodchuk, Old Dominion University

25.064. Cognitively Based Assessment Design and Analysis: Methods and Models. SIG-Cognition and Assessment
New York Marriott Marquis Times Square, Soho Complex, Olmstead Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Jennifer L. Ivie, California State University - Fresno

Participants:

CADigen: A New Approach to Skills Diagnosis Data Simulation. *Rebecca Lynn Norman, University of Nebraska - Lincoln; Abdullah A. Ferdous, American Institutes for Research; Louis A. Roussos, Measured Progress*

Multilevel IRT for group-level diagnosis. *Chanh Park, University of Wisconsin - Madison; Daniel M. Bolt, University of Wisconsin - Madison*

Utilizing Information from Incorrect Responses for Cognitive Diagnosis: Latent Class Modeling for Multiple-Choice Items. *Kentaro Kato, University of Minnesota*

A Study of the Impact of the Conditions in Which Q-Matrices Are Elaborated on Their Quality. *Nathalie Loye, University of Montreal*

The RWLLTM Approach to Evaluating Language Impact in Mathematical Items. *Xiangdong Yang, Indiana University - Bloomington; Pui Chi Chiu, University of Kansas*

Discussant:

Andre A. Rupp, Institute for Educational Progress

25.065. Developing Sociocultural Theoretical Perspectives on Teachers' Classroom Use of Digital Technologies. SIG-Computer and Internet Applications in Education
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room L, Lower Lobby
10:35 am to 12:05 pm

Participants:

The Interpretative Flexibility and Instrumental Evolution of Mathematical Software in Educational Practice: The Examples of Computer Algebra and Dynamic Geometry. *Kenneth Ruthven, University of Cambridge*

Exploiting Interactive Digital Technology to Enhance Dialogic Classroom Interaction. *Sara Hennessy, University of Cambridge; Neil McKay Mercer, University of Cambridge*

Enriching Teachers' Pedagogical Practices in Singapore Schools Using Interactive Whiteboards as a Catalyst. *Hilary Kemeny, National Institute of Education - Singapore*

Discussant:

Sara L. Dexter, University of Virginia

25.066. Critical Issues in Curriculum Theory. SIG-Critical Issues in Curriculum and Cultural Studies
New York Marriott Marquis Times Square, Lyceum Complex, Lyceum Room, 5th Floor
10:35 am to 12:05 pm

Chair:

Reta Ugena Whitlock, Kennesaw State University

Participants:

Historicizing and Theorizing Public Pedagogy. *Jennifer April Sandlin, Arizona State University; Jennifer L. Milam, Texas A&M University; Michael Patrick O'Malley, University of Central Florida; Jake Burdick, Arizona State University*

Learning to Survive the "Shopocalypse": Reverend Billy's Anti-Consumption "Pedagogy of the Unknown" as Critical Public Pedagogy. *Jennifer April Sandlin, Arizona State University;*

Vince Lechuga, Texas A&M University

Math Education and Social Justice: Gatekeepers, Politics, and Teacher Agency. *Peter M. Appelbaum, Arcadia University; Erica R. Davila, Arcadia University*

Queering the Interrogation of White Privilege through Narrative Inquiry. *Anna V. Wilson, Chapman University*

Discussant:

Thomas C. Pedroni, Oakland University

25.067. Democratic Citizenship Education Keynote

Presentation: Education for Civic Responsibility: From Civil Rights to Human Rights. SIG-Democratic Citizenship in Education

New York Marriott Marquis Times Square, Wilder Room, 4th Floor

10:35 am to 12:05 pm

Chair:

Carole L. Hahn, Emory University

Participant:

Education for Civic Responsibility: From Civil Rights to Human Rights. *Audrey Helen Osler, University of Leeds; Hugh Starkey, Institute of Education - London*

Participant:

*Hugh Starkey, Institute of Education - London
Audrey Helen Osler, University of Leeds*

Discussant:

Walter C. Parker, University of Washington

25.068. Disability and Democracy: Challenging Conventions of Special Education. SIG-Disability Studies in Education

Hilton New York, Nassau Suite A, 2nd Floor

10:35 am to 12:05 pm

Participants:

Troubling the Foundations of Special Education: The Myth of the Normal Curve. *Curt Dudley-Marling, Boston College; Alexander M. Gurn, Boston College*

Rethinking Smart: Challenging the Construct of Mental Retardation. *Christi R. Kasa-Hendrickson, University of Colorado - Colorado Springs; Christine Elaine Ashby, Syracuse University*

The CEC Professional Standards: A Genealogy of the Re/Construction of a Profession. *Jennifer Ashton, University of Rochester*

Infusing a DSE Perspective Into a "Special Ed" Elective Course: Implications for Preparing All Teachers to Teach in a Democratic Society. *Alicia A. Broderick, Teachers College, Columbia University; Kara A Gustafson, Teachers College, Columbia University*

Discussant:

Valerie Harwood, University of Wollongong

25.069. Expanding Models of Doctoral Student Socialization.

SIG-Doctoral Education across the Disciplines
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room H, Lower Lobby

10:35 am to 12:05 pm

Participants:

More Than Socialization: Phases of Development in Doctoral Education. *Susan K. Gardner, University of Maine*

The Role of Gender in Socialization. *Margaret Sallee, University of Southern California*

How Doctoral Socialization Shapes the Academic Culture. *Pilar Mendoza, University of Florida*

Culture in Socialization. *Karri A. Holley, University of*

Alabama

Discussant:

Catherine M. Millett, ETS

25.070. Quality in Early Education Settings. SIG-Early

Education and Child Development
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level

10:35 am to 12:05 pm

Chair:

Sharon Ryan, Rutgers University

Participants:

Neighborhood Nurseries: Exploring the Relationships between Quality and Children's Behavioral Development. *Sandra Mathers, University of Oxford; Kathy Sylva, University of Oxford; Teresa Smith, University of Oxford*

The Power of Two: The Impact of Experiencing Two Years of High-Quality Classrooms. *Anne Elizabeth Henry, University of Virginia; Kevin J. Grimm, University of California - Davis; Robert W. Pianta, University of Virginia*

Classroom Quality in Preschool-Inclusive Settings: Predictors of Inclusive Practices and New Directions for Measurement. *Elena P. Soucacou, University of Oxford*

Working in Child Care: The Mediating Role of Organizational Practices on Teaching and Learning. *Sharon Ryan, Rutgers University; Debra H Lancaster, Rutgers; Eileen Appelbaum, Rutgers University*

Discussant:

Nancy E. Barbour, Kent State University

25.071. Fostering Collaboration in District Reform: The Role of a Change Agent. SIG-Education and Philanthropy

New York Marriott Marquis Times Square, Soho Complex, Soho Room, 7th Floor

10:35 am to 12:05 pm

Chair:

Kelli Wells, General Electric Foundation

Participants:

Promoting College Readiness through District Collaboration: An Overview of the GE Foundation College-Bound District Program. *Kelli Wells, General Electric Foundation*

Making Change Happen: The Role of the Change Agent in Creating Collaboration. *Ann Kilcher, Paideia Consulting Group*

Measuring the Immeasurable: Evaluating Collaboration, Shared Vision, and Trust. *Jessica Heppen, American Institutes for Research; Sarah Jones, American Institutes for Research*

Changing the Way We Work: A View of the College-Bound District Program From the Perspective of a Superintendent and Union President. *James Barker, School District of the City of Erie - Pennsylvania; Carole Laskowski, Erie Education Association*

Discussant:

Steve Fleischman, American Institutes for Research

25.072. Cutting-Edge Issues in Educational Finance and Policy. SIG-Fiscal Issues, Policy and Education Finance

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby

10:35 am to 12:05 pm

Chair:

Kieran M. Killeen, University of Vermont

Participants:

School-Level Resource Use in Arkansas. *Michelle Anne Turner*

Mangan, National-Louis University; Allan R. Odden, University of Wisconsin - Madison; Lawrence O. Picus, University of Southern California

Recruiting New Teachers to Urban School Districts: What Incentives Will Work. *Hope Robann Longwell-Grice, University of Wisconsin - Milwaukee; Felicia Saffold, University of Wisconsin - Milwaukee; Tony Milanowski, University of Wisconsin - Madison*

The Intersection of NCLB and IDEA:

Conceptions/Measurement of Vertical Equity for Children with Disabilities. *Matthew Jay Ramsey, University of Kansas*

Wage Adjustments in State School Finance Policy: Doing More Harm or Good? *Bruce D. Baker, University of Kansas*

25.073. Latinos and Higher Education: Exploring Opportunities and Challenges. SIG-Hispanic Research Issues

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room I, Lower Lobby
10:35 am to 12:05 pm

Chair:

Irma M. Olmedo, University of Illinois - Chicago

Participants:

Examining the Impact of Small Learning Communities on First-Year Latina/o Community College Students. *Monica Monique Sanchez, University of California - Los Angeles*

HBCUs—Hispanic Burgeoning Colleges and Universities: Hispanic Student Experiences at a Historically Black Institution. *Brigid M. Dwyer, University of Michigan*

Latinos and San Francisco Bay Area Community Colleges. *Oscar Armando Medina, University of California - Berkeley; Lisa Chavez, University of California - Berkeley; Gabino Arredondo, University of California - Berkeley*

Looking Toward the Future: The Aspirations of Undocumented Migrant Students. *Argelia Lara, University of California - Los Angeles; Pedro E. Nava, University of California - Los Angeles*

Voices Yet to Be Heard: Latino Undergraduates Age 35-50. *Robin G. Walker, University of Missouri*

Discussant:

Reynaldo Reyes Iii, University of Texas - El Paso

25.074. Examining the Extent and Nature of Online Learning in American Education: A Symposium on the Research Initiatives of the Alfred P. Sloan Consortium. SIG-Instructional Technology

New York Marriott Marquis Times Square, Lyceum Complex, Booth/Edison Rooms, 5th Floor
10:35 am to 12:05 pm

Chair:

Karen P. Swan, Kent State University

Discussant:

*I Elaine Allen, Babson College
Anthony G. Picciano, Hunter College - CUNY
Jeff Seaman, Babson College/Sloan-C*

25.075. The John Dewey Society Annual Symposium: Uncloistered Scholars and Community-School Engagement. SIG-John Dewey Society

New York Marriott Marquis Times Square, Westside Ballroom, Salon 1, 5th Floor
10:35 am to 12:05 pm

Chair:

Jim Garrison, Virginia Tech University

Participant:

*Ira Harkavy, University of Pennsylvania
Derrick P. Alridge, University of Georgia
Mary John O'Hair, University of Oklahoma
Carl D. Glickman, University of Georgia*

25.076. Development as Teachers: Views of Professional Practice. SIG-Lives of Teachers

Hilton New York, Murray Hill Suite A, 2nd Floor
10:35 am to 12:05 pm

Chair:

Ruth Ban, Barry University

Participants:

Caring for Whom? Challenging Traditional Notions of Care in Teachers' Lives and Work. *Jennifer H. James, Kent State University*

Finding Ways of Articulating Teachers' Practical Knowledge. (Mis- ?) Using the e-delphi Method. *Per Lindqvist, University of Kalmar; Ulla Karin Nordanger, University of Kalmar*

Teachers' Stories of Professional Endurance. *Elinor A. Scheirer, University of North Florida; Janet M. Myers, University of North Florida*

Understanding Professional Development of a Migrant Teacher: A Biographical Study. *Wai-Shing Li, Hong Kong Institute of Education*

25.077. Formulating the Design for a New Longitudinal Study: A Preview of the High School Longitudinal Study of 2009 (HSLS:09). SIG-Longitudinal Studies

New York Marriott Marquis Times Square, Soho Complex, Gramercy Room, 7th Floor
10:35 am to 12:05 pm

Chair:

Laura F. Logerfo, Department of Education

Participant:

*Robert N. Bozick, RTI International
Steven Ingels, Research Triangle Institute
Iris R. Weiss, Horizon Research, Inc.
Steven Ferrara, American Institutes for Research
Leslie A. Scott, American Institutes for Research*

Discussant:

Thomas B. Hoffer, University of Chicago

25.078. Hip-Hop & Education: Exploring the Potential for Social Change. SIG-Media, Culture and Curriculum

New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor
10:35 am to 12:05 pm

Chair:

Marella E. Runell, University of Massachusetts - Amherst

Participants:

Creating Pedagogy Through the Cultural Codes of Hip-Hop Culture. *Kersha L. Smith, College of New Rochelle*
"New School" Leadership, Successes, Challenges: An Ethnographic Study of Brooklyn Community Arts and Media High School. *James O'Brien, Brooklyn Community Arts and Media High School*

Hip-Hop as Critical Community Studies. *David O. Stovall, University of Illinois - Chicago*

"Train Spotting"-Tags, Burners, Throw-ups, and Pieces: A Critical Look at the Multimodal Manifestations of a Revolutionary Discourse in Graffiti Art and Writing. *Carlos REC McBride, University of Massachusetts - Amherst*

Utilizing Hip-Hop in Out-of-School Time Initiatives
Particularly as It Relates to Liberation Education. *Orisanmi Burton, Brotherhood/SisterSol*
Bringin' the Noise: Hip-Hop as Public Pedagogy Through the
Hip-Hop Theater Festival Education Initiative. *Daphne Farganis, Hip-Hop Theater Festival*

Discussant:

David E. Kirkland, New York University

25.079. Moral Education for Character and Citizenship: Distinct Approaches, Cultural Contexts, and Research Methods. SIG-Moral Development and Education
New York Marriott Marquis Times Square, Shubert
Complex, Royale Room, 6th Floor
10:35 am to 12:05 pm

Chair:

Glen P. Rogers, Alverno College

Participants:

Moral Education and Citizenship Development at Three
Vocational Schools in the Netherlands. *Wiel M. Veugelers, University of Amsterdam; Ewoud de Kat, SCO-Kohntamm Institute; Helene Leenders, University of Amsterdam*

Moral Education The CHARACTERplus Way. *Jon C. Marshall, Marshall Consulting; Sarah D. Caldwell, International Learning Services, Inc.*

Use and Impact of the Learning for Life Character Education
Program in One Urban Environment. *Rita Nawrocki-Chabin, Alverno College*

Character Education in an Elementary School: A Case Study.
Tianlong Yu, Southern Illinois University

Discussant:

Donald A. Biggs, Siena College

25.080. Tension and Teaching: Preservice Teachers, International Experiences, and Changing Professional Identities. SIG-Multicultural/Multiethnic Education:
Research, Theory, and Practice
New York Marriott Marquis Times Square, Marquis
Ballroom, Salon A, 9th Floor
10:35 am to 12:05 pm

Chair:

Ana G. Garcia Nevarez, California State University - Sacramento

Participants:

Intercultural Competence and International Experiences. *Lynne Masel Walters, Texas A&M University*

Preservice Teacher Outcomes Associated with Service Learning
in Domestic and International Settings. *Kari A. Knutson Miller, California State University - Fullerton; Amber Michelle Gonzalez, University of California - Santa Barbara*

Personal Growth and New Interpersonal Relations of Preservice
Teachers Who Undergo an International Experience. *Phoebe Constantinou, Ithaca College*

A Sense of "Other": Inter-Cultural Experiences, Cultural
Maturity, and Preservice Teachers. *Kendra R. Sisserson, University of San Diego*

Preservice Teachers' Understanding of Education: Travel the
World, Participate in Classrooms, Redefine Pedagogical
Correctness. *Marcia M. Burrell-Ihlow, SUNY - Oswego; Barbara Garii, SUNY - Oswego*

The Role of Short-Term Immersion Experiences in the
Transformation of Teacher Candidates' Understanding of
Diversity and Social Justice. *Nancy M. Brown, Oakland University; Linda K. Tyson, Oakland University*

25.081. Educating for Reflective Inquiry: What Does it Take? Can it Increase Civic Capacity? SIG-Portfolios and
Reflection in Teaching and Teacher Education
New York Marriott Marquis Times Square, Westside
Ballroom, Salon 3, 5th Floor
10:35 am to 12:05 pm

Chair:

Nona M. Lyons, University College - Cork

Participant:

Carol R. Rodgers, University at Albany - SUNY

Vicki K. Laboskey, Mills College

Mary Lynn Hamilton, University of Kansas

Anna E. Richert, Mills College

Claire G. Bove, San Leandro Unified School District

Discussant:

Steve M. Seidel, Harvard University

25.082. Religious Identity in Higher Education. SIG-Religion
and Education
Sheraton New York Hotel & Towers, Park Suite 1, 5th Floor
10:35 am to 12:05 pm

Chair:

Stephen J. Denig, Niagara University

Participants:

Faculty Religious Convictions and Spirituality at Christian
Colleges. *Gary L. Railsback, George Fox University*

Spiritual Dimensions of Culturally Responsive Pedagogy:
Research on Teacher and Student Perspectives. *John L. Watzke, Saint Louis University; Christian Dallavis, University of Michigan*

New Voices in the Struggle / Nuevas Voces en la Lucha:
Toward Increasing Latina/o Faculty in Theological
Education. *Caroline Sotello Viernes Turner, Arizona State University; Juan Carlos Gonzalez, University of Missouri - Kansas City*

Discussant:

Charles J. Russo, University of Dayton

James Charles Conroy, University of Glasgow

25.083. Beyond Brown: New Approaches to Addressing Inequities in Education for African American Males. SIG-Research Focus on Black Education
Hilton New York, Hudson Suite, 4th Floor
10:35 am to 12:05 pm

Chair:

James L. Moore Iii, Ohio State University

Participant:

Jerlando F. L. Jackson, University of Wisconsin

Carl A. Grant, University of Wisconsin - Madison

Malik S. Henfield, University of Iowa

Anthony L. Brown, University of Texas - Austin

T. Elon Dancy II, Louisiana State University

Shaun R. Harper, University of Pennsylvania

Preston C. Green, Penn State

William B. Harvey, American Council on Education

Discussant:

James L. Moore Iii, Ohio State University

25.084. Developing the Civic and Political Identities and Ideologies of Young People. SIG-Research in Social
Studies Education
Sheraton New York Hotel & Towers, Central Park East, 2nd

Floor
10:35 am to 12:05 pm

Chair:

David Kerr, National Foundation for Educational Research

Participant:

Rodney Watts, Georgia State University
Joseph E. Kahne, Mills College
Ellen E. Middaugh, University of California - Berkeley
Diana E. Hess, University of Wisconsin - Madison
Joel Westheimer, University of Ottawa
Luz Alison Molina, University of Ottawa

Discussant:

James W. Fraser, New York University

25.085. Crossing Borders of Race and Ethnicity in Education: Implications for Research and Building Coalition. SIG-Research on the Education of Asian and Pacific Americans
New York Marriott Marquis Times Square, Odets Room, 4th Floor
10:35 am to 12:05 pm

Chair:

Jamie Lew, Rutgers University

Participants:

Indigenous Epistemologies, Ontologies, and Axiologies: A Place for Building Coalitions. *Bryan Brayboy, University of Utah*
How the Model Minority Stereotype Shapes Relationships Between Asian Americans and Other Groups. *Stacey J. Lee, University of Wisconsin - Madison*
Post-White: Pedagogy, Race, and Power. *Zeus M. Leonardo, University of California - Berkeley*
An African American Woman Studying African American Girls. *Kimberly A. Scott, Arizona State University*

Discussant:

Jamie Lew, Rutgers University

25.086. Identification and Assimilation of Cultural and Rural Values. SIG-Rural Education
Sheraton New York Hotel & Towers, Madison Suite 5, 5th Floor
10:35 am to 12:05 pm

Chair:

Marilyn L. Grady, University of Nebraska

Participants:

Building Rural Social Capital Through High School Agriculture Programs. *Michael J. Martin, University of Illinois - Urbana-Champaign; Anna Leigh Ball, University of Florida*
Casualties of Globalization and NCLB: A Case Study of Highly Transient Youth in Rural Schools. *Kai A. Schafft, Penn State; Kieran M. Killeen, University of Vermont*
Motivational Characteristics of Native and Nonnative Students in Rural Public High Schools. *Patricia L. Hardre, University of Oklahoma*
Strategies for Upward Social Mobility for Low-Income Rural Students. *John Maddaus, University of Maine; Elyse Margrette Pratt-Ronco, Boston College*
What Price Success?: Schools and Assimilation in Appalachia. *Arlie C. Woodrum, Ohio University*

Discussant:

Mary Jean R. Herzog, Western Carolina University

25.087. Improving Schools and Life Chances. SIG-School Effectiveness and School Improvement
New York Marriott Marquis Times Square, Lyceum

Complex, Alvin Room, 5th Floor
10:35 am to 12:05 pm

Chair:

Janet A. Chrispeels, University of California - San Diego

Participants:

The High Reliability Schools Project (HRS) in Three British LEAs: A Nine-Year Retrospective. *Samuel C. Stringfield, University of Louisville; Eugene Carl Schaffer, University of Maryland - Baltimore County; David Reynolds, University of Plymouth*
Do State Assistance Programs for Low-Performing Schools Make a Difference? The Evaluation of the High-Priority Schools Grant Program: Supporting Reform in California's Struggling Schools. *Jenifer Harr, American Institutes for Research; Tom B. Parrish, American Institutes for Research; Miguel Socias, American Institutes for Research*
Supporting the Leadership of Schools in Complex and Challenging Circumstances through Collaboration. *Mark P. Hadfield, University of Wolverhampton; Michael Jopling, University of Wolverhampton; Christopher James Chapman, University of Manchester*
Toward an Organizational Analysis of Responses to Accountability Pressures Facing Schools: Artifacts of Expansive Learning by a School Improvement Team. *Hanne B. Mawhinney, University of Maryland - College Park*
Defining the Relationship Between Student Well-Being and Achievement: Engagement, Connectedness, and Caring. *Mary Nanavati, Peel District School Board - Ontario*

25.088. School-University Collaborative Research for Social Justice. SIG-School-University Collaborative Research
Crowne Plaza Hotel Times Square, Room 504, 5th Floor
10:35 am to 12:05 pm

Chair:

Adrienne Andi Sosin, Adelphi University

Participants:

Effect of Community Engagement on Scholarship, Civic Responsibility, and Neighborhood Effects in High-Poverty Communities. *Peggy H. Burke, University of Michigan - Flint; Kathleen L. Woehrle, University of Michigan - Flint*
Displaced Students: A Collaborative Approach to Examining Katrina's Impact on Achievement and Behavior in School. *Michael E. Ward, University of Southern Mississippi; Kristopher J. Kaase, Mississippi Department of Education; John Pane, RAND; Kyna Shelley, University of Southern Mississippi*
Outcomes of a School-University Collaboration to Improve Elementary Student Successes in Mathematics. *Dolores T. Burton, New York Institute of Technology; Nicole Reina, New York Institute of Technology; Erica Sandberg, New York Institute of Technology; Harriet Sohn, New York Institute of Technology*
Organizing the Curriculum: A Research Collaboration that Unites Academe, Schools, and Labor for Social Justice. *Robert A. Linne, Adelphi University; Leigh D. Benin, Adelphi University*
A Critical Literacy Curriculum for Immigrant Students: Inquiry About Social Justice Teaching in a School-University Collaboration. *Miriam Pepper-Sanello, Adelphi University; Adrienne Andi Sosin, Adelphi University; Susan Eichenholtz, Adelphi University; Lucia Buttarò, Adelphi University*

Discussant:

Wendy M. Burke, Eastern Michigan University

25.089. "Heterogenius Classrooms": DVD of successful teaching practices in detracked math and science classrooms. SIG-Tracking and Detracking
Sheraton New York Hotel & Towers, Madison Suite 1, 5th Floor
10:35 am to 12:05 pm

Chair:

Megan E. Staples, University of Connecticut

Participant:

"Heterogenius" Classrooms: DVD of Successful Teaching Practices in Detracked Math and Science Classrooms. *Maika Watanabe, San Francisco State University*

Discussant:

Michelle Fine, CUNY

Bryan A. Brown, Stanford University

25.090. "Building a Mandate for Literacy": Educators' Aims for Social Change and Community Action. SIG-Writing and Literacies
Hilton New York, Concourse D, Concourse Level
10:35 am to 12:05 pm

Chair:

Catherine F. Compton-Lilly, University of Wisconsin - Madison

Participants:

Learning Literacy in a Rural Southern Community: Sally's Mandate. *Amy Suzanne Johnson, University of South Carolina*

Portraits of Diversity: The Literacy Mandates of Three Bilingual/Bicultural Latino/a Teacher Candidates. *Terri L. Rodriguez, Concordia University Wisconsin*

A Case of Four Prospective Teachers' Mandate for Literacy Learning in an Online Classroom. *Melissa B. Schieble, University of Wisconsin - Madison*

A Mandate for Literacy Learning at a School for Pregnant and Parenting Teens. *Heidi L. Hallman, University of Kansas*

Discussant:

Deborah L Brandt, University of Wisconsin - Madison

25.091. Applied Research in the Schools: 1. Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
10:35 am to 11:15 am

Tables:

1. Evaluating Reading Performance of Ohio Incarcerated Youth. *Raeal Moore, The Ohio State University; Joy L Edington, Ohio State University; Joe W Iddings, Ohio State University; Richard G. Lomax, Ohio State University; William Loadman, Ohio State University*
2. Evaluation of a Reading Intervention for Struggling Readers in a Public Elementary School Setting. *Jane D. Downing, RTI International; Jason A. Williams, RTI International; Beth Lasater, RTI International; Karen Bell, RTI International*
3. Proximal Assessment for Learner Diagnosis: A Study of Classroom Practices and Early Teacher and Student Outcomes. *Madhabi Chatterji, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University*
4. The Strengths and Challenges of a Randomized Controlled Trial Study with ELLs: Research on the SIOP. *Kimberly S. Anderson, University of North Carolina - Greensboro; Micheline B. Chalhoub-Deville, University of Iowa; Carolyn J. Layzer, Abt Associates Inc.; Linda Caswell, Abt Associates*

Inc.; Pamela B. Finney, University of North Carolina - Greensboro

5. Student Mobility in Chicago Public Schools. *Maria Luisa De La Torre, University of Chicago; Julia A. Gwynne, University of Chicago*
6. Student, Parent, and Teacher Perceptions Associated with the Transition from 8th Grade to High School. *Gregory M. Hauser, Roosevelt University*
7. The Content and Consequences of Mentoring Middle School Teachers: A Focus on Commitment and Attrition in a Large Urban School District. *Ray Kennard Haynes, University of Louisville; Joseph M. Petrosko, University of Louisville*

25.092. Constructing Meanings in Childhood Settings: Possibilities for Reconstruction. SIG-Critical Perspectives on Early Childhood Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
10:35 am to 11:15 am

Chair:

Christopher P. Brown, University of Texas - Austin

Tables:

8. Beyond Teaching and Learning in Preschool Free-Play Centers in Dalyat El Carmel-Osfie. *Clodie Tal, Levinsky College of Education*
9. Change as a Participatory Process: Democracy In/action? *Tricia Giovacco Johnson, University of Wyoming; Leigh M. O'Brien, SUNY - Geneseo*
10. Fair and True: Vivian Paley's Philosophy of Early Childhood Education. *Patricia M. Cooper, New York University*
11. Millenium Man: Constructing Identities of Male Teachers in Early-Year Settings. *Deborah Jones, Brunel University*
12. (Re)Theorizing Political Activism in Early Childhood Education: Deleuzian Possibilities. *Jennifer Sumsion, Charles Sturt University*

Discussant:

P. Sheehan Mchugh, University of New Orleans

25.093. Examining Interpersonal Relationships to Advance Cultural and Linguistic Understandings. Division G-Social Context of Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
10:35 am to 11:15 am

Tables:

13. Bridging the Teacher/Student Racial Divide With Critical Pedagogy. *Andrew M. Brantlinger, CUNY*
14. Immigration and Global Perspectives: Using Unconventional Teaching Approaches to Foster Cultural Understanding. *John Kambutu, University of Wyoming; Lydia Nganga, University of Wyoming*
15. Intentionality and Expertise: Language and Literacy in Young Children's Sociodramatic Play in Cross-Cultural Contexts. *Dinah Volk, Cleveland State University; Susi Long, University of South Carolina; Eve Gregory, University of London*
16. Re-Imagining Media Education in a Native Community. *Kym Stewart, Simon Fraser University*
17. Small Schools and Social Capital in Multi-Cultural Contexts. *Michele Schmidt, Simon Fraser University*
18. Teacher Advocacy and English Language Learners. *Nancy E. Dubetz, Lehman College - CUNY; Ester J. Dejong, University of Florida*

25.094. Focus on School-Family Partnerships. SIG-Family, School, Community Partnerships
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
10:35 am to 11:15 am

Tables:

19. An Evaluation of OJJDP's Gang-Free-Schools Program. *Jennifer Scherer, COSMOS Corp.; Dana N. Thompson Dorsey, COSMOS Corp.*
20. Do Practices in Schools to Promote Parent Involvement Influence Student Success? *Joanne D. Martin, Sterlington Consulting*
21. Ecomaps as Visual Tools for Deconstructing Reciprocal Influences: Triage With Disruptive Students at an Alternative School. *Tracy Carpenter-Aeby, East Carolina University*
22. Mothers and Preschool Teachers' Discourse on the Role of Children's Literature and Popular Culture for Learning Communication Skills in Early Childhood. *Thordis Thordardottir, Iceland University of Education*
23. Parental Power?: Investigating Parental Knowledge of Curriculum Differentiation. *Delma V. Byrne, Economic and Social Research Institute; Emer C. Smyth, Economic and Social Research Institute*
24. The Development of Active Parent Councils in a Middle East Country. *Diana B. Hiatt-Michael, Pepperdine University*

25.095. Special Populations Issues in Large-Scale Assessment. SIG-Large Scale Assessment
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
10:35 am to 11:15 am

Tables:

25. State Education Agency Assistive Technology Policies and Practice in Large-Scale Assessments: Messages from the Field. *Sandra H. Warren, East Carolina University; Laura King, East Carolina University; Helen Dennis, Delaware State Department of Education; Donald D. Peasley, Ohio Department of Education; Carol L. Price, Data Recognition Corp.; Katherine M. Heeren, Penn State University; Phyllis Shuttleworth, Kentucky Department of Education*
26. The Influence of Item Formatting and Delivery Mode on Test Performance in a Cognitively Challenged Population. *Linda A. Chard, ETS*
27. The Two-Percent Population: Who Are They and What Are Their Characteristics? *Jennifer L. Dunn, National Center for the Improvement of Educational Assessment, Inc.*
28. Using HLM to Examine Growth of English Abilities for ELL Students and Group Differences. *Agnes S. Stephenson, Harcourt Assessment, Inc.; Ze Wang, University of Missouri - Columbia; Alvaro J. Arce-Ferrer, Harcourt Assessment, Inc.; Qing Xue, Harcourt Assessment Inc.*

25.096. Critical Examination of Race, Ethnicity, Class, and Gender in the K-12 Classroom. SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
10:35 am to 11:15 am

Tables:

1. (Reading) Hairspray: A film-based analysis of teaching, learning, educational spaces, and the student body. *Robin Harris, Michigan State University; Adam Joseph Greteman,*

Michigan State University

2. Critical Autoethnography as an Instrument for Critical White Identity Examination With Inservice Teachers. *Julie L. Pennington, University of Nevada - Reno; Cynthia H. Brock, University of Nevada - Reno; Elavie Ndura, George Mason University*
3. Race and Racial Ideology at Play: A Candid Look at the Teachers' and Students' Voices about Successful Teachers of African American Students. *Debra Suzanne Hooks, ECHO Special Education Cooperative; Maya Miskovic, National-Louis University*
4. Teacher-Student Racial and Ethnic Congruence: Race Still Matters in the Classroom. *Antionette D. Stroter, Virginia Polytechnic Institute & State University; Deborah G. Tatar, Virginia Tech University*
5. The "Problem" in Australian Indigenous Education Studied through Narratives and Subjectivities of White Women Teachers. *Jennifer (Jan) Frances Connelly, University of New England*
6. Unpacking the Numbers: Voice, Experience, and Working Class Youth. *Ramona C. Gartman, ; Lynn L. Hodge, University of Tennessee*
7. Visionary Teachers: Providing Culturally Responsive Literacy Learning Opportunities in Three Diverse Classrooms. *Sherry W. Powers, Western Kentucky University; Angela J. Cox, Georgetown College; Cassie F. Zippay, Western Kentucky University*

25.097. Immigrant Youth in Transitional Spaces: Culture, Identity, and Affiliation in a Community Learning Center. SIG-Out-of-School Time

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
10:35 am to 11:15 am

Table:

8. Immigrant Youth in Transitional Spaces: Culture, Identity, and Affiliation in a Community Learning Center. *Maria Del Pilar Ocadiz, University of California - Irvine; Valerie Hall, University of California - Los Angeles; Mark J. Warschauer, University of California - Irvine*

Discussant:

*Valerie Hall, University of California - Los Angeles
Mark J. Warschauer, University of California - Irvine*

25.098. Literature: Text and Social Action. SIG-Literature

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
10:35 am to 11:15 am

Tables:

9. Challenging Teachers' Notions of Social Justice: Personal Understandings and Classroom Teaching. *Diane Carver Sekeres, University of Alabama; Craig S. Shwery, University of Alabama*
10. Connecting a Character and a Community: A Chronotopic Analysis of Cisneros' "The House on Mango Street." *Caitlin Law Ryan, Ohio State University*
11. Literary Anthropology and Textual Play in a Young Adult Novel. *Thomas P. Crumpler, Illinois State University*
12. Literature and the Development of Personal Response: English Teachers' Views About the Centrality of Literature Teaching During an Era of Prescription and High-Stakes Testing. *Andrew C. Goodwyn, University of Reading*
13. Playing with Stories: Performative Readers Respond to Read-Alouds. *Donna Sayers Adomat, College of New Jersey*
14. The Commodification of Children's Literature in the 21st Century: Branding, Celebrities, Series, and Synergy. *Joel A.*

Taxel, University of Georgia

15. "Everybody can make a difference": The Challenges of Using Young Adult Literature to Initiate Social Change. *Jacqueline Bach, Louisiana State University; Claudia Eppert, University of Alberta*

25.099. Policy Implications for Teacher Education Programs.

Division K-Teaching and Teacher Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
10:35 am to 11:15 am

Tables:

16. A Critical Analysis of the Literature on Teachers' Clinical Experiences: Making the Case for a More Contextualized Perspective. *Lauren M. Anderson, University of California - Los Angeles; Jamy Stillman, Barnard College*
17. Designing and Implementing an Enterprise Data Management System for State-Level Research on Teacher Education. *Kelly L. Daniel, University of Cincinnati; Robert J. Yinger, University of Cincinnati*
18. How Do States Respond to Mandated Federal Teacher Accountability Legislation? A Study of Three State Responses. *Ryan Keith Clark, University of Notre Dame*
19. Public Education in an Era of Neoliberal Globalization. *Jite Eferakorho, Indiana University-Purdue University - Indianapolis*
20. Supporting Teacher Education Pre-Professionals in the Freshman Year: A New Paradigm for Teacher Preparation. *Constance Jaratha Goodman, University of Central Florida; Jennifer Platt, University of Central Florida*

25.100. Professional Identity and Disposition in Teachers.

Division K-Teaching and Teacher Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
10:35 am to 11:15 am

Tables:

21. An Analysis of Teacher Education Graduates' Teaching Commitment. *Isabel Rots, Ghent University; Antonia Aelterman, Ghent University*
22. Impact of Training on Teacher Attitude and Instructional Behavior. *Cathy J. Lease, Westat; June Crandall, Westat; Jennifer A. Hamilton, Westat*
23. Re-Thinking Teacher Education: Multiple Perspectives on the Testimonies of Students of Color. *Denise Yoshie Espania, University of Washington*
24. Singing in My Own Voice: Teachers Journey toward Self-Knowledge. *Kmt G Shockley, George Mason University; Helen Bond, University of Maryland University College; Joyce Rollins, George Mason University*
25. Teachers' Transitions in Professional Identity and Practice: A Case of Profile-Based Professional Development. *Nina M. Knapp, Vanderbilt University; Richard Lehrer, Vanderbilt University*
26. White Racial Identity and Teacher Education: An Interview Study. *Laurel D. Puchner, Southern Illinois University; Donyell Lakishka Roseboro, University of North Carolina - Wilmington*
27. Who Is Admitted to Teacher Education Programs?: Examining Prior Experiences and Dispositions of Teacher Candidates. *Rosanne B. Brown, OISE/University of Toronto*

25.101. Achievement and Challenges From Current Research on Teachers and Bilingual Learners. SIG-Bilingual Education Research co-sponsored with SIG-Second Language Research

Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Chair:

Leila Flores-Duenas, University of New Mexico

Posters:

1. Family Language Policy of Korean Immigrants. *Chanyoung Park, Arizona State University*
2. Language Use Patterns of Bilingual Families in Singapore. *Xiao Lan Curdt-Christiansen, Nanyang Technological University*
3. School, Family, Community, and Language: Forces at Work in Maintaining Hispanic Heritage Among Secondary Students. *Ana Berta Torres, Texas Tech University; Eva Midobuche, Texas Tech University; Alfredo H. Benavides, Texas Tech University*
4. Language Policies at Home: How Parents' Beliefs Impact Their Child's Second-Language Learning Activities. *Lyn Scott, University of California - Berkeley*
5. "Me parece maravillosa . . .": Families' satisfaction with Dual Language Programs. *Jay T. Parkes, University of New Mexico; Tenley Ruth, University of New Mexico*
6. Academic Success in a Multilingual Community: Toward a Teacher Pipeline Linking Paraeducators and Secondary Students. *Ellen M. Rintell, Salem State College; Theresa Y. Austin, University of Massachusetts - Amherst*
7. Intercultural Bilingual Education, Indigenous Knowledge, and Ethnic Identity Construction: An Ethnography of a Mapuche School in Chile. *Patricio R. Ortiz, Western Oregon University*
8. English-Language Learners' Perception of School Environment. *Diane Rodriguez, East Carolina University; Marjorie C. Ringler, East Carolina University; Debbie O'Neal, East Carolina University; Cathy Kea, North Carolina Agricultural and Technical University*
9. Bilingual Minority Youth: Linguistic and Social Giftedness in the Immigrant Communities. *Yuan Lai, University of British Columbia*
10. Through the Lens of Language: Exploring Intelligence Beliefs among Dual-Language and English-Only Students. *Jessica M. Black, Stanford University*
11. An Investigation on LEP Students' Perception of ESL Programs Focusing on Learning English: A Study Based on Adelante Project. *Wen-Ren Liu, Pennsylvania State University; Thomas Yawkey, Penn State*
12. English-Language Learners Developing Reading Comprehension Skills Through Think-Alouds. *Laura F. Vega, Connecticut Technical High School System; Liliana Minaya-Rowe, Johns Hopkins University*
13. The Performance Gap of Hispanic Bilingual Students in Science Literacy: A Qualitative Inquiry on Teachers' Perspectives. *J. Joy Esquiedo, University of Texas - Pan American; Fernando Valle, University of Texas - Pan American; Doris Mendiola, University of Texas - Pan American*
14. An Examination of Preservice Teachers' Thoughts About Recruitment, Retention, and Job Satisfaction of Bilingual Teachers. *Roxane Cuellar Allsup, Texas State University - San Marcos; Maria Guadalupe De La Colina, Texas State University - San Marcos; Jennifer Battle, Southwest Texas State University*
15. Literacy Achievement of English-Language Learners in 50/50 and 90/10 Dual-Language Programs. *Kathleen Cox, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Zohreh R. Esлами, Texas A&M University*
16. A Summative Evaluation of the Effects of Professional

Development on 9th-Grade Science Student Achievement. *Myrna Hipol Estrada, Los Angeles Unified School District - California; Dennis Hocevar, University of Southern California; Athaur R Ullah, Los Angeles Unified School District, Secondary Science Branch*

25.102. Applying Mixed-Methods Research to Evaluate Teaching, Mentoring, and Instruction. SIG-Mixed Methods Research
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Posters:

17. Effective Teachers as Viewed by Students at a Two-Year College: A Multi-Stage Mixed Analysis. *Jinhao Wang, South Texas Community College; Angela M. Gibson, Texas A&M University - Kingsville; John R. Slate, Sam Houston State University*
18. Grounded Theory as Mixed-Methods Research: Examination of an Empirical Study of Mentoring. *Marilyn W. McGowan, University of South Alabama; Lisa A. Turner, University of South Alabama*
19. Mixed Methods Approach to Modeling Campus Influences on Adult Community College Student Engagement. *Pam Schuetz, University of California - Los Angeles*
20. Secondary Discourse Analysis of Social Construction of Knowledge in an Online Asynchronous Graduate Research Setting. *Alycia Harris, Walden University; Stephanie W. Cawthon, University of Texas - Austin*
21. Students' Stories of Their Best and Poorest K-5 Teachers: A Mixed Data Analysis. *John R. Slate, Sam Houston State University; Mary Margaret Capraro, Texas A&M University; Anthony J. Onwuegbuzie, Sam Houston State University*
22. Teaching and Learning Mixed-Methods Research Online: Challenges and Rewards. *Nataliya V. Ivankova, University of Alabama - Birmingham; Fenne Verhoeven, University of Twente - The Netherlands*

25.103. Cultural and Psychological Perspectives in School, Family, and Community. Division E-Counseling and Human Development
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Posters:

23. Role Identity, Commitment, and the Intent to Leave Among Disaster Response Volunteers. *Randy K. Macon, University of Oklahoma - Tulsa; Chan M. Hellman, University of Oklahoma*
24. The Role of School Belonging and Academic Self-Efficacy in African American Male Achievement. *Chinwe J. Uwah, Georgia State University; H. George McMahon, Georgia State University; Carolyn F. Furlow, Georgia State University*
25. Risk and Protective Factors: Mediators of the Relationship between Family Structure and Adolescent Drug Use. *Gerald Halpin, Auburn University; Glennelle Halpin, Auburn University; Jennifer L Bell, Auburn University*
26. Skill-Builders: Improving Middle School Students' Self-Beliefs for Learning Mathematics. *Lia Falco Maland, University of Arizona*
27. Moderating Effects in Applied Research: A Methodological Review and Analysis. *Matt Vassar, Oklahoma State University; Jody Worley, University of Oklahoma; Chan M. Hellman, University of Oklahoma; Michelle Bravo,*

University of Oklahoma

28. Risk Factors of Suicide among Chinese Gay, Lesbian, and Bisexual Individuals: The Cultural Lens. *Junhong Cao, University at Albany - SUNY*
29. Reasons for School Counselors' Application or Avoidance of Play Therapy. *Yih-Jiun Shen, Texas Tech University*
30. Exploring the Associations Between Family System Factors and Health in a Rural Adolescent Population. *Lisa Marie Hooper, University of Alabama; Joy J Burnham, The University of Alabama*
31. The Children's Acculturation Story-Pictogram (CASP): Development and Initial Findings. *Jennie Park-Taylor, Fordham University; Allison B. Ventura, Fordham University; Lina Budianto, Fordham University; Vicky Ng, Fordham University; Joanna Sinha, Fordham University*
32. Stress, Perception-Related Traits, and Motivation: Determinants of Three Coping Styles - Problem-Solving, Social Support-Seeking, and Avoidance. *Ming-Hui Li, St. John's University; Yanyun Yang, Florida State University*
33. Students' Feelings toward School: Findings from PISA. *Pu Qian, Shanghai Normal University - China; Zhen Feng, Shanghai Normal University - China; Li Youting, Shanghai Normal University; Haigen Gu, Shanghai Normal University; R Ye, Research Dept. HISD*
34. Greek Organizations: Neglected Variables in Higher Education Research. *Virginia Sarkissian, University of South Carolina*
35. Influence of Neighborhood Characteristics and a School-Based Prevention Intervention on Student Social and Academic Development. *Allison J. Nebbergall, University of Maryland; Joseph F. Nese, University of Maryland*
36. The Importance of Congruence in Attachment Relationships. *Laura Michelle Hsu, Harvard University*
37. The Self-Concept and Ethnic Identity of Recent Chinese/Taiwanese Immigrant School-Age Children. *Lily L. Dyson, University of Victoria*

25.104. Lives of Teachers: Poster Session. SIG-Lives of Teachers
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Posters:

38. Beginning Teachers' Professional Identity: Where Did It Come From? How Does It Influence Their Practice? *Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Julian D. Kitchen, Brock University; Judy Caulfield, University of Toronto; Ann Elizabeth McClure, OISE/University of Toronto*
39. Celebrating Teachers' Lives. *Ayesha Bashiruddin, Aga Khan University*
40. Exploring Teachers' Experiences on Student-Test. *Heung Ha Na, Ulsan Nambu Elementary school; Daehyun Kim, Pusan National University; A Young Kim, Pusan National University*
41. Making Revolution Irresistible: Teachers Teaching "Double Consciousness" in the 20th and 21st Centuries. *Hilton Kelly, Davidson College*
42. Moonlighting: An Unfortunate Reality for Many Public School Teachers. *Janis Newby Parham, Concordia University; Stephen P. Gordon, Texas State University*
43. Occupational Stress in Lives of High School Teachers. *Zeynep Kiziltepe, Bogazici University*
44. Teachers as Responsive Practitioners. *Hafdis Gudjonsdottir, Iceland University of Education*

45. Teachers' Experiences of other People, Place, Time, and Body: Evidences from Phenomenological Studies. *Maria J. Orechkina, University of Tennessee; Katherine H. Greenberg, University of Tennessee; Olivia Laura Halic, University of Tennessee*
46. Teaching, Learning, and Other Miracles: Creating Spaces for Compassion, Civic Responsibility, and Voice in Classrooms. *Grace Feuerverger, University of Toronto*
47. Toward Effective Technology Integration and Student-Centered Learning Experiences: A Case Study. *Richard Curby Alexander, University of Virginia*
48. The Lived Experience of Instructors and Students in a Team-Taught Course. *Katherine Rene Evans, University of Tennessee; Jessica Lester, University of Tennessee*
49. A Modern Iliad: From Paraeducator to Teacher. *Joann K. Aguirre, California State University - Sacramento; Graciela Acevedo, California State University - Long Beach; MariaElena Jaramillo, California State University - Long Beach*

25.105. Motivation Poster Session: Current Studies in Achievement Goal Theory. SIG-Motivation in Education
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Posters:

50. A Longitudinal Study of General Achievement Goals for College, Cumulative GPA, and Variety in Course Choices. *Amanda Marie Durik, Northern Illinois University; Sara Johnson, Northern Illinois University; Chelsea Lovejoy, Northern Illinois University*
51. An Exploratory Study of Work Avoidance in the College Classroom. *Carolyn M. Jagacinski, Purdue University; Shamala Kumar, University of Peradeniya; Holly Lam, Valtera Corporation; Don E. Lustenberger, Purdue University*
52. Classroom Goal Structures and Personal Achievement Goals to Predict the Use of Learning Strategies and Academic Achievement. *Lennia Matos, University of Lima (Peru); Carolina Florez, University of San Martin de Porres; Willy A. Lens, University of Leuven; Johanna Kolher, University of San Martin de Porres*
53. Classroom Testing, Academic Press, Mastery Goals, and Cheating Among High School Students. *Fred Danner, University of Kentucky*
54. College Students' Social-Academic Goals and Sense of Classroom Community in Their Collaborative Learning Classroom Context. *Marilla D. Svinicki, University of Texas - Austin; Jung-In Kim, University of Texas - Austin; Myoungsook Kim, University of Texas - Austin*
55. Effects of a Mastery Learning Environment on Achievement Goals and Self-Worth: A Multiphase Study. *Paul A. O'Keefe, Duke University; Adar Ben-Eliyahu, ; Lisa Linnenbrink-Garcia, Duke University*
56. Examining the Stability of Goal Orientation. *Ordene Edwards, University of Nevada - Las Vegas*
57. Exploring the Achievement Goal Orientations of Pre-Med Students. *Gail Horowitz, Yeshiva University*
58. Investigating Achievement Goals and Optimal Motivation: A Cross-Domain Study From the Multiple Goal Perspective. *Pu Peng, University of South Carolina*
59. Matching Goal Orientations With Classroom Goal Structures: Predicting Reading Comprehension Growth in Elementary School Students. *Georgios D. Sideridis, University of Crete; Athanassios Protopapas, Institute of Language and Speech Processing; Angeliki Mouzaki, University of Crete; Panagiotis Simos, University of Crete*
60. Multiplicity of Goals: Self-Knowledge Among Low-Income, Diverse, High-, and Low-Achieving High School Students. *Janine Bempechat, Wheelock College; Jin Li, Brown University; Susan D. Holloway, University of California - Berkeley*
61. Perceptions of Teachers' Achievement Goal Beliefs among Urban Catholic High School Students: A Qualitative Study. *Janine Bempechat, Wheelock College; Courtney Vecchione, Wheelock College*
62. Performance-Approach versus Performance-Avoidance Goals: Assessing the Distinction across Three Samples. *Diana F. Tyson, Duke University; Adar Ben-Eliyahu,*
63. Social Achievement Goals in Middle School: Unique Predictors of Academically Related Behavior and Achievement? *Christopher O. Walker, University of Science and Arts of Oklahoma; Barbara A. Greene, University of Oklahoma; Tina Winn, University of Science and Arts of Oklahoma*
64. Student Teachers' Mastery and Performance Goals: Influence on Classroom Goal Structures and Professional Outcomes. *Lia Marie Daniels, University of Manitoba; Robert Harrison Stupnisky, University of Manitoba; Raymond P. Perry, University of Manitoba; David Mandzuk, University of Manitoba; Rodney Clifton, University of Manitoba*
65. The Family Context as a Predictor of Personal Goal Orientation among Latino Students. *Lauren Elizabeth Musu, University of Michigan; Bridget V. Ammon, University of Michigan; Stuart A. Karabenick, University of Michigan; Jeanne M. Friedel, University of Michigan*

25.106. New Developments in Research on Science Teaching and Learning. SIG-Science Teaching and Learning
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Posters:

66. Approaching Ecosystems' Understanding Through Modeling: A Design Experiment. *Marios Papaevripidou, University of Cyprus; C. P. Constantinou, University of Cyprus; Soteroula Kazakou, Cyprus Ministry of Education and Culture; Vasoula S. Papasozomenou, Cyprus Ministry of Education and Culture*
67. Tempered Radicals: Elementary Teachers' Narratives of Teaching Science within and Against Prevailing Meanings of School. *Sue C. Kimmel, University of North Carolina - Greensboro; Julie Lynn Haun Frank, University of North Carolina - Greensboro; Heidi B. Carlone, University of North Carolina - Greensboro; Margaret Vaughn, University of North Carolina - Greensboro*
68. Development of Teachers' Nature of Science Understandings Through Meaningful Interactions With Historical Nonfiction Texts. *William J. Straits, California State University - Long Beach*
69. Investigating Instructional Strategies for Supporting Elementary Student Inquiry: A Video-Case Study of a Science Teacher. *Loucas T Louca, European University - Cyprus; Dora Tzialli, University of Cyprus; Zacharias C. Zacharia, University of Cyprus*
70. Identifying Features of Young Students' Construction of Arguments in the Science Classroom. *Maria Evagorou, King's College - London; Jonathan F. Osborne, King's College - London*

71. Preservice Teachers' Concepts about Insects and Classification. *Linda Carol Schaffer, University of New Mexico*
72. A Stratified Study of Students' Understanding of Basic Optics Concepts Using a Two-Tier Multiple-Choice Diagnostic Instrument. *Hye-Eun Chu, Curtin University of Technology; David F. Treagust, Curtin University of Technology; A. L. Chandrasegaran, Curtin University of Technology*
73. Re-Contextualizing Science Outreach: A Cultural-Historical Activity Theory Approach. *Nicole Arsenault, Mount Saint Vincent University; G. Michael Bowen, Mount Saint Vincent University; John L. Bencze, OISE/University of Toronto; Bradley Tucker, Mount Saint Vincent University*
74. The Relationship among Elementary Science Teacher Candidates' Philosophical Inclinations, Pedagogical Knowledge, and Content Knowledge. *Douglas Adler, University of British Columbia; Samson M. Nashon, University of British Columbia; David Anderson, University of British Columbia; Sandra Anne Scott, University of British Columbia*
75. A Comparative Science Study: Uncertainty in the Laboratory and in the Science Education Classroom. *Susan Kirch, New York University*
76. How Does a Two-Year Professional Program Influence K-6 Teachers Attitudes of and Use of Science Standards in Their Teaching? *Theresa A. Cullen, University of Oklahoma; Valarie Akerson, Indiana University; Deborah Lynn Hanson, Indiana University*
77. Identification of the Risk and Protective Factors Related to the Science Teaching of Francophone Teachers in a Minority Language Setting. *Rodelyn Padua Stoeber, University of Manitoba*
78. Impact of a Summer Science Institute on Urban Middle School Students' Perceptions of Science. *Sherri L. Brown, University of Louisville; Thomas R. Tretter, University of Louisville; Nikki L. Votaw, University of Louisville*
79. Advancing Assessment of Quantitative and Scientific Reasoning. *Donna L. Sundre, James Madison University; Amy D. Thelk, James Madison University*
80. Examining Students' Scientific Explanations Over Time: Do Students' Explanations Get Better Over the School Year? *Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington; Shin-Ping Tsai, University of Washington*
81. What Science Internship Presentations Tell Us: Reflections from the Activity Theory Perspective. *Pei-Ling Hsu, University of Victoria; Michiel W. van Eijck, University of Victoria; Wolff-Michael Roth, University of Victoria*

25.107. Supporting After-School Workers through University Training. SIG-Out-of-School Time
Hilton New York, Americas Hall, 3rd Floor
10:35 am to 12:05 pm

Chair:

Carol S. Strickland, District of Columbia Children and Youth Investment Trust Corp.

Poster:

82. Supporting After-School Workers through University Training. *Ajay Khashu, After-School Corporation; Mark Levine, Center for After-School Excellence; Dana R. Fusco, York College - CUNY; Dale Blyth, University of Minnesota; Michael Heathfield, Harold Washington College*

Discussant:

Dana R. Fusco, York College - CUNY
Mark Levine, Center for After-School Excellence

Tuesday, 11:25 am

26.010. Arts Instruction, Assessment, and Professional

Development: Arts and Learning. SIG-Arts and Learning
New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
11:25 am to 12:05 pm

Tables:

1. A Preliminary Stage Theory of Teaching Artists' Professional Development. *Patricia L. Saraniero, University of San Diego*
2. Beyond the Teaching Artist Residency: A Natural Experiment. *J. David Betts, University of Arizona*
3. Educational Leadership and Arts Integration: A Theoretical Framework. *Howard Victor Coleman, University of North Carolina - Wilmington; Brenda M. Wheat, University of North Carolina - Wilmington*
4. My Words Fly up: A New Theater-Based Student Assessment Process in the Shakespeare Classroom. *Barry A. Oreck, Long Island University*
5. Stages for Learning: What the Attitudes, Beliefs, and Practices of Theatre Teachers' Tell Us About the Teaching Profession. *Robin A. Mello, University of Wisconsin - Milwaukee*
6. Teachers as Tellers: How Storytelling Instruction Impacts Professional Attitudes and Practices. *Robin A. Mello, University of Wisconsin - Milwaukee*
7. The Helix: Metaphor for Artistic Collaboration as Curriculum. *Trinidad R. Hernandez, University of Houston*

26.011. Diverse Perspectives on Teaching and Learning in

Local Contexts, II. Division G-Social Context of Education
New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
11:25 am to 12:05 pm

Tables:

8. Acting Your Age: An Ethnography of Youth and Adulthood in an English Secondary School. *Patrick Guy Alexander, University of Oxford*
9. Critical Approaches to Museum Education and Civic Engagement. *Elizabeth Wood, Indiana University-Purdue University - Indianapolis; Sarah Cole, Children's Museum of Indianapolis*
10. How Class Works in the Kindergarten Classroom: A Story of Limited Time and Unearned Advantage. *Sue Ellen Henry, Bucknell University*
11. Parents' and Teachers' Cultural Values and Beliefs about Quality in Early Schooling. *Kyoung Jin Kim, University of Illinois*
12. Students, Teachers, and Alternative Assessment: Relational Models in High School. *Sylvia Stralberg Bagley, Mount Saint Mary's College - Los Angeles*
13. What Does it Take to Collaborate? A Case Study of a Collaborative Art Experience in a Juvenile Justice Alternative Education Program. *Sara Wilson Mckay, Virginia Commonwealth University; Tracy Oliphant, Denton County*
14. Mitigating Poverty's Effects: A Study of Collective Teacher Efficacy, SES, and Student Achievement. *Ann R. Pearce, ; Rodney Muth, University of Colorado - Denver*

26.012. Networking with New Technologies: Web 2.0 Applications, Digital Storytelling, and Media Literacy Education. SIG-Media, Culture and Curriculum
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
11:25 am to 12:05 pm

Tables:

15. Evaluating Educational Multimedia in Web2.0 Environments: The Case of TeacherTube. *Hui Soo Chae, Teachers College, Columbia University; Anthony Cocciolo, Teachers College, Columbia University*
16. Using YouTube to Teach Media Literacy Skills. *Karen Lori Schrier, Columbia University; Carla C. Engelbrecht, Teachers College, Columbia University*
17. Redesigned Data: The Collection and Analysis of Participant Data Using the Web 2.0 Application Gmail. *Kelly M. Keegan, SUNY - Geneseo*
18. Greek Affiliation and Its Impact on College Students' Virtual Identity Formulation. *Jason Michael Roesler, Washington State University; Eric J. Ancil, Washington State University*
19. A Multimodal, Semiotic Analysis for Digital Storytelling. *Susan Walker Woolley, University of California - Berkeley*
20. Hands on a Camera: Media Literacy Education and the Collaborative Community. *Amy Petersen Jensen, Brigham Young University*
21. Multimedia Literacy: The Process of Writing Film. *Jessica K. Parker, University of California - Berkeley*

26.013. Policy and Praxis for Language Learners. Division G-Social Context of Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
11:25 am to 12:05 pm

Tables:

22. From Policy to Practice: The Impact of Language Education Policy on the Language Socialization Process in a Bilingual After-School Program. *Ariana Mangual, University of California - Berkeley*
23. Reading as Performance and Teaching as Telling in a Philippines Sixth Grade Literacy Classroom. *Maria Selena Protacio, Michigan State University; Loukia K. Sarroub, University of Nebraska - Lincoln*
24. Age on Arrival and Language Environments: Predicting Native Polish-Speaking Adolescents' English Vocabulary. *Anna Szuber, Harvard University*
25. Cultural and Linguistic Giftedness in Hispanic Kindergartners: Analyzing the Validity of Alternative and Standardized Assessments. *Virginia M. Gonzalez, University of Cincinnati; Ellen R. Clark, University of Texas - San Antonio*
26. Understanding Mexican Students' Cultural Model of Teacher-Interaction. *Micah Andrews, University of Wisconsin - Madison*
27. How Much Time Do English-Language Learners Need to Acquire Proficiency? *Dylan P. Conger, George Washington University*
28. Writing for Learning, Writing for Life: Meeting Creative and Academic Needs of High School Students. *Rebekah Joy Buchanan, Temple University; Jennifer Nancy Maloy, Temple University; Melissa Rowe, Temple University*

26.014. Community, Place, and Context in Arts-Based

Educational Research. SIG-Arts-Based Educational Research

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
11:25 am to 12:05 pm

Tables:

1. A Tale of Creating Community and a Sense of Self Through the Arts. *Loretta Niebur Walker, Weber State University*
2. Using Photovoice in Community-Based Research: Students Voicing Their Individual and Collective Experiences. *Cindy A. Kronauge, University of Northern Colorado; Maria K.E. Lahman, University of Northern Colorado*
3. Effects of Global Oil Contamination on Art, Visual Culture, and Amazonian Indigenous Life. *Patty Bode, Tufts University*
4. Social Networks and City Youths' Relationships to Literacy: Using Photography to See Students' Perspectives. *Kristien Marquez-Zenkov, Cleveland State University*
5. Photographs, Poetry, and Place: Arts-Informed Processes of Learning within a Social Movement. *Sharon L. Sbrocchi, OISE/University of Toronto*

26.015. Promoting Understanding in Science. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
11:25 am to 12:05 pm

Tables:

6. College Students and Scientific Knowledge Production: Relationships to Scientific Expertise. *Chantal Pouliot, Laval University*
7. Drawing out Ideas: An Investigation of Drawings Generated by Students to Advance Their Understanding of Optics. *Yongcheng Gan, OISE/University of Toronto; Marlene Scardamalia, OISE/University of Toronto*
8. Educative Curriculum Materials to Support Inquiry-Based Discussions in Modern Genetics. *Nonyelum Alozie, University of Michigan; Elizabeth B. Moje, University of Michigan; Joseph S. Krajcik, University of Michigan*
9. Preservice Teachers' Understanding of Evolution, the Nature of Science, and Situations of Chance. *Louis S. Nadelson, University of Central Florida*
10. Shifts In Students' Views of Scientific Work: Two Case Studies of Grade One Female Students. *Azza Sharkawy, Queen's University*
11. Teaching for All in a Microbiology Course for Non-Majors and Teachers' Interns. *Gili Marbach-Ad, University of Maryland; J. Randy Mcginnis, University of Maryland; Spencer Benson, University of Maryland; Kelly Anne Schalk, University of Maryland; Amy H. Dai, University of Maryland; Rebecca Pease, University of Maryland; Scott Jackson Dantley, Coppin State University*

26.016. Special Education Studies of Students and Teachers. SIG-Special Education Research
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
11:25 am to 12:05 pm

Tables:

12. Analytic framework for understanding teachers' epistemological beliefs about students with disabilities in elementary inclusive classrooms. *Eileen Schwartz, OISE/University of Toronto; Anne Jordan, University of Toronto; Christine Victoria Glenn, OISE/University of*

Toronto

13. State policy analysis on the development and implementation of Response-to-Intervention. *Kellie Kaewon Kim, ICF International; John H. Hitchcock, Caliber, an ICF Consulting Co.; Charlie Hughes, Pennsylvania State University*
14. Invariance of the Modified Achievement Goal Questionnaire Across College Students With and Without Disabilities. *Hilary Lynne Campbell, Human Resources Research Organization*
15. How Effectively are We Preparing Teacher Educators in Special Education: The Case of Deaf Education. *Barbara R. Schirmer, University of Detroit*
16. The Relationship Between Self-determination, Learning Strategies and Learning Outcomes: A Meta-analysis. *Jeanne B. Repetto, University of Florida; Froukje Snoeren, Utrecht University; M. David Miller, University of Florida*
17. Diversity Beliefs as a Mediator to Faculty Attitudes Toward Persons With Disabilities. *Lucy M. Barnard, Texas Tech University; Tara A. Stevens, Texas Tech University; Kamau Oginga Siwatu, Texas Tech University; William Y. Lan, Texas Tech University*
18. "Sometimes It's a Balancing Act": Special Education in the Current Standards Reform Movement. *Mary Patricia Dingle, Sonoma State University; Emiliano Ayala, Sonoma State University; Jennifer Mahdavi, Sonoma State University; Joan Lord, Sonoma State University*

26.017. Tools and Technology in Science. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
11:25 am to 12:05 pm

Tables:

19. Instructional Framing for Nanoscale Self-Assembly Design in Middle School: A Pilot Study. *Emily Shipley, University of Illinois - Chicago; Tom Moher, University of Illinois - Chicago*
20. Instructional Impact on High School Physics Students' Nanoscience Conceptions. *Thomas R. Tretter, University of Louisville; M. Gail Jones, North Carolina State University; Jennifer Leigh Wolf, University of Louisville*
21. Making Sense of Student Responses to Assessment Items Using Scoring Exemplars. *Kavita L. Seeratan, University of California - Berkeley; Wenyan Zhou, Vanderbilt University; Tzur Karelitz, Tufts University; Kristen Orouke Burmester, Berkeley College; Min-Joung Kim, Vanderbilt University; Mary Candace Full, University of California - Berkeley; Robert Schwartz, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*
22. Socio-Scientific Decision-Making: Undergraduates' Perspectives on Stem Cell Research. *Kristy L. Halverson, University of Missouri - Columbia; Marcelle Siegel, University of Missouri - Columbia; Sharyn K Freyermuth, University of Missouri - Columbia*
23. Supporting the Development of Inquiry Skills in Technology-Enhanced Science Curricula. *Stephanie B. Corliss, University of California - Berkeley; Keisha Varma, University of California - Berkeley*
24. The Effect of Learner-Generated Explanations of a Causal Influence Diagram. *Young Hoan Cho, University of Missouri - Columbia*

26.018. Various Perspectives on Adult Education. SIG-Adult

Literacy and Adult Education
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
11:25 am to 12:05 pm

Tables:

25. A Phenomenological Inquiry Into Family Literacy Outcomes: What Have We Been Missing? *Stephanie E. Wexler-Robock, Dynamic Research and Evaluation, LLC; Nina Michele Gottlieb, Dynamic Research and Evaluation, LLC*
26. Just-in-Time Volunteer Tutor Training for Adult Literacy Education: Results From the Pilot Study. *Alisa A. Belzer, Rutgers University*
27. Learning in a Globalized Agroecology: Exploring Identity Formation of Farmers in Training and Policy Documents. *Kim L. Niewolny, Cornell University; Arthur L. Wilson, Cornell University*
28. Living Healthy and Working Well: Evaluating a Program for Adults to Change Behaviors. *Landry Fukunaga, University of Hawaii - Manoa; Denise Lea Uehara, University of Hawaii - Manoa*
29. The Literacy of U.S. Adults with Disabilities with a GED®/Equivalency Credential: 2003 NAAL. *Yung-Chen Hsu, American Council on Education; Carol E. Ezzelle, American Council on Education*

Tuesday, 11:30 am

27.010. Division D: Mentoring Session Luncheon. Division D-Measurement and Research Methodology
Hilton New York, Complex, Sutton North, 2nd Floor
11:30 am to 1:55 pm

Participant:

Linda L. Cook, ETS
Gregory J. Kelly, Penn State
Robert J. Mislavy, University of Maryland - College Park
Mark R. Wilson, University of California - Berkeley
Stephen W. Raudenbush, University of Chicago
Rebecca Zwick, University of California - Santa Barbara
Bruno D. Zumbo, University of British Columbia