

Tuesday, 12:25 pm

AERA Governance Meetings and Events

28.001. AERA Committee on Scholars and Advocacy for Gender Equity in Education: Closed Meeting. AERA
Sheraton New York Hotel & Towers, Executive Conference Center, Executive Boardroom, Lower Lobby
12:25 pm to 1:55 pm

Participant:

Susan B. Twombly, University of Kansas
Mary Ann Dzuback, Washington University
Nancy Beadie, University of Washington
Adrienne D. Dixon, Ohio State University
Patricia Del Carmen Quijada, The University of Texas at San Antonio
Korina M. Jocson, Stanford University
Nana Osei-Kofi, Iowa State University
Zenaida Aguirre-Munoz, Texas Tech University
George L. Wimberly, American Educational Research Association
Paula Skedsvold, American Educational Research Association

28.002. American Educational Research Journal: Teaching, Learning, and Human Development: Closed Editorial Board Meeting. AERA
Sheraton New York Hotel & Towers, Empire Ballroom, Empire East, 2nd Floor
12:25 pm to 1:55 pm

Participant:

Mary D. Ainley, University of Melbourne
Patricia A. Alexander, University of Maryland
Rosalyn Ashby, Institute of Education - London
Patricia G. Avery, University of Minnesota
Lora Bartlett, University of California - Santa Cruz
Mimi Bong, Korea University
Jere Brophy, Michigan State University
Penney I. Clark, University of British Columbia
Jennifer G. Cromley, Temple University
Robert G. Croninger, University of Maryland
Scott Jackson Dantley, Coppin State University
Janice A. Dole, University of Utah
Xitao Fan, University of Virginia
Claude N. Goldenberg, Stanford University
Kimberly Gomez, University of Illinois - Chicago
Steve Graham, Vanderbilt University
Barbara A. Greene, University of Oklahoma
Karen R. Harris, Vanderbilt University
John A. Hattie, University of Auckland - New Zealand
Robin K. Henson, University of North Texas
Heather C. Hill, University of Michigan
Jodi Patrick Holschuh, University of Georgia
Tyrone C. Howard, University of California - Los Angeles
Cynthia A. Hudley, University of California - Santa Barbara
Avi Kaplan, Ben-Gurion University of the Negev
Jason E. King, Baylor College of Medicine
Jonna M. Kulikowich, Pennsylvania State University
Kimberly A. Lawless, University of Illinois at Chicago
Okhee Lee, University of Miami
Jacqueline Leonard, Temple University
Marvin Lynn, University of Illinois - Chicago
Richard E. Mayer, University of California - Santa Barbara
D. Betsy Mccoach, University of Connecticut

Matthew T. Mccrudden, University of North Florida
J. Randy Mcginnis, University of Maryland
Debra K. Meyer, Elmhurst College
Raymond B. Miller, University of Oklahoma
Elizabeth B. Moje, University of Michigan
Ernest D. Morrell, University of California - Los Angeles
Krista R. Muis, McGill University
P. Karen Murphy, Pennsylvania State University
Kristie Jones Newton, Temple University
Angela M. O'Donnell, Rutgers University
Reba N. Page, University of California - Riverside
Frank Pajares, Emory University
Andrew C. Porter, University of Pennsylvania
Jeremy N. Price, Montclair State University
Daniel H. Robinson, University of Texas - Austin
Gregory Schraw, University of Nevada - Las Vegas
Gale M. Sinatra, University of Nevada - Las Vegas
Rayne A. Sperling, Penn State
Jon R. Star, Harvard University
Jessica J. Summers, University of Arizona
John R. Surber, University of Wisconsin - Milwaukee
Jennifer Danridge Turner, University of Maryland - College Park
Julianne C. Turner, University of Notre Dame
Paul D. Umbach, The University of Iowa
Bruce A. Vansledright, University of Maryland - College Park
Linda R. Valli, University of Maryland
Allan L. Wigfield, University of Maryland
Peter A. Youngs, Michigan State University
Todd Reitzel, American Educational Research Association

28.003. Organization of Institutional Affiliates (OIA) Executive Committee. AERA
Hilton New York, Hilton Board Room, 4th Floor
12:25 pm to 1:55 pm

Participant:

Sandra B. Damico, University of Iowa
James G. Cibulka, University of Kentucky
Robert E. Floden, Michigan State University
Jane Close Conoley, University of California - Santa Barbara
Olga M. Welch, Duquesne University
Gerald Sroufe, American Educational Research Association
Susan D. Phillips, SUNY - Albany
Donna L. Wiseman, University of Maryland

28.010. Linking Research on Schools, Neighborhoods, and Community Across Multiple Geographic and Political Spaces. Presidential Session
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Hilton New York, Gramercy Suite A, 2nd Floor
12:25 pm to 1:55 pm

Chair:

Martha A. Montero-Sieburth, University of Massachusetts - Boston

Participant:

Nancy Foner, Hunter College - CUNY
Marcelo M. Suarez-Orozco, New York University

28.011. National Math Panel Report: Implications, Issues and Research Directions. Presidential Session

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

12:25 pm to 1:55 pm

Chair:

William F. Tate, Washington University

Participant:

Camilla P. Benbow, Vanderbilt University

Deborah Loewenberg Ball, University of Michigan

Francis (Skip) M. Fennell, McDaniel College / NCTM

Discussant:

Frank K. Lester, Indiana University

Herbert P. Ginsburg, Teachers College, Columbia University

28.012. The Scholarly Legacy of Asa G. Hilliard. Presidential Session

Hilton New York, Grand Ballroom, Grand Ballroom West, 3rd Floor

12:25 pm to 1:55 pm

Chair:

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

Participant:

James A. Banks, University of Washington - Seattle

Jacqueline J. Irvine, Emory University

Joyce E. King, Georgia State University

Carol D. Lee, Northwestern University

Mwalimu J. Shujaa, Fort Valley State University

28.013. Educators Reclaiming Civic Responsibility: Teacher Activist Groups in New York, Chicago, and San Francisco. Social Justice Action Committee

New York Marriott Marquis Times Square, Westside

Ballroom, Salon 4, 5th Floor

12:25 pm to 1:55 pm

Chair:

Pauline Lipman, University of Illinois - Chicago

Discussant:

Charles M. Payne, Duke University

28.014. GSC Division L Fireside Chat: Implementing Education Reform in Urban Communities. Graduate Student Council

Hilton New York, New York Suite, 4th Floor

12:25 pm to 1:55 pm

Chair:

Annis N. Brown, Michigan State University

Maria Angela Mendiburo, Vanderbilt University

Participant:

Jean Anyon, CUNY

Mike Feinberg, Knowledge Is Power Program (KIPP)

Adam Gamoran, University of Wisconsin - Madison

28.015. GSC Fireside Chat: Tips and Tricks for Academic Publishing - A Starter's Guide for Graduate Students and New Faculty. Graduate Student Council

Sheraton New York Hotel & Towers, New York Ballroom,

New York Ballroom West, 3rd Floor

12:25 pm to 1:55 pm

Chair:

Stacy L. Dezutter, Washington University - St. Louis

Sheila L. Sherman, Michigan State University

Participant:

Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison

Margaret A. Gallego, University of San Diego

Sonja L. Lanehart, University of Texas - San Antonio

Paul A. Schutz, University of Texas - San Antonio

28.016. Achievement and Success in Small School and District Contexts. Division A-Administration, Organization, and Leadership

Hilton New York, Harlem Suite, 4th Floor

12:25 pm to 1:55 pm

Chair:

Katherine Cumings Mansfield, University of Texas - Austin

Participants:

A Multivariate Analysis of School District Performance

Outcomes Due to Size and Location. *Tamea R. Cover,*

Cleveland State University

Going Small, Thinking Big: Implementing Small Learning

Communities in a Large Urban School District. *Nada*

Rayyes, University of California Santa Barbara / Los

Angeles Unified School District; Eric Barela, Los Angeles

Unified School District - California

Is Small All? A Study of the Intersecting Factors Contributing

to the Successes and Challenges of a Small Bronx High

School. *Rosa L. Rivera-McCutchen, New York University*

Ninth Grade Academy: Improving Achievement through

Smaller Learning Community Concepts. *Barbara C.*

Roquemore, Georgia College and State University; Clinton

Burston, Jones County Ninth Grade Academy; Jeri O. Perry,

Jones County Ninth Grade Academy; Mike Newton, Jones

County Schools

Discussant:

Lawrence O. Picus, University of Southern California

28.017. Division A: Administration, Organization, and Leadership: New Member Session. Division A-

Administration, Organization, and Leadership

Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room E, Lower Lobby

12:25 pm to 1:55 pm

Chair:

Rosemary Papa, Northern Arizona University

Elizabeth T. Murakami-Ramallo, University of Texas - San

Antonio

28.018. Principal Leadership Styles in Low- and High-Performing Schools. Division A-Administration,

Organization, and Leadership

Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room B, Lower Lobby

12:25 pm to 1:55 pm

Chair:

James Luyonga Nkata, Makerere University

Participants:

An Exploration of Highly Skilled Principals in Low-Performing

Schools. *Sue G. Lasky, University of Louisville*

Principal Leadership in Low-Performing Schools. *Kara S.*

Finnigan, University of Rochester; Tricia Stewart,

University of Rochester

Relationship between Leadership Style and Student

Achievement in High-Poverty Low-Funded Schools.

Cynthia J. Macgregor, Missouri State University; Robert

Lewis Watson, Missouri State University

Leadership Style, School Transformation, and Sustained

Improvement at the Askew School. *Erin McNamara Horvat,*

Temple University; Michelle Chaplin Partlow, Temple

University

Discussant:

Jeffrey S. Brooks, Florida State University

28.019. Conservative Foundations and the Cultural Politics of Curriculum: Fighting the War of Position. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor

12:25 pm to 1:55 pm

Chair:

Kristen L. Buras, Emory University

Participants:

Playing with Fire (Foundation for Individual Rights in Education): Fear and Loathing in Teacher Education.

Kathleen P. Demarrais, University of Georgia; Brent Allison, University of Georgia

Rightist Multiculturalism: The Core Knowledge Foundation and the Politics of Neoconservative School Reform. *Kristen L. Buras, Emory University*

A Role for Critical Scholars: Public Reconstruction at a Crossroad. *Philip Edward Kovacs, University of Alabama - Huntsville; Deron R. Boyles, Georgia State University*

Discussant:

Alex J. Molnar, Arizona State University

28.020. Curriculum Matters. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor

12:25 pm to 1:55 pm

Chair:

Benjamin M. Jacobs, University of Minnesota

Participants:

The Unexpected Contributions of Aesthetic Education. *Miriam Hirsch, Yeshiva University*

Educating for Democracy: School, Family, and Community Influences on Students' Commitments to Civic Participation. *Joseph E. Kahne, Mills College; Susan E. Sporte, University of Chicago*

National Memory among Secondary Students in France. *Kyle A. Greenwalt, Michigan State University*

A Study of Reverse Chronological History Instruction as a Practical Response to Testing, Standards, and the Achievement Gap in Underserved High Schools. *Nancy Carol Patterson, Bowling Green State University; Thomas Misco, Miami University*

Dynamics of Communities and Curriculum: Views From a High School Transcript Study. *Susan A. Wunder, University of Nebraska - Lincoln; Jim Walter, University of Nebraska - Lincoln*

Discussant:

Stephen J. Thornton, University of South Florida

28.021. Authentic Discussions: Literacy Pedagogy, Identity, and Learning. Division C-Learning and Instruction

Hilton New York, Concourse F, Concourse Level

12:25 pm to 1:55 pm

Chair:

Janine L. Certo, Michigan State University

Participants:

The Use of Bakhtin's "Carnival" as Pedagogy in an After-School Book Club for Adolescent Girls. *Katanna Lee Conley, University of Vermont*

Constructing a Literate Identity: How Urban Girls Responded to Literature in a Book Group. *Ginger Goldman Malin, DePaul University*

Talking about Books with Young Children: Analyzing the Texture of Talk in One-to-One Book Talks. *Xenia Hadjoannou, Penn State; Eleni Loizou, University of Cyprus*

Child-Child Discourse in the Margins of Classroom Instruction: Impact on Literacy Learning. *Deborah Sue Duncan, University of Wyoming*

The Effects of a Dialogic Learning Environment in Promoting High Literacy. *Miriam Alfassi, Bar-Ilan University*

Discussant:

Kathleen A. Hinchman, Syracuse University

28.022. Discourse in Mathematics and Science Education.

Division C-Learning and Instruction

Hilton New York, Bryant Suite, 2nd Floor

12:25 pm to 1:55 pm

Chair:

Laurie Rubel, Brooklyn College - CUNY

Participants:

Analysing Socialisation in Science Classroom Communication. *Eva Lundqvist, Uppsala University; Jonas Almqvist, Uppsala University; Leif Olov Ostman, Uppsala University*

The Pragmatics of Time in Science Classrooms: An Ethnographically-Based Theoretical Critique of Classroom Discourse Studies. *Shlomy Kattan, University of California - Berkeley; Patricia Baquedano-Lopez, University of California - Berkeley; Jorge L. Solis, University of California - Berkeley*

Student Discourse as Motivated by Rich Mathematical Tasks.

Denise S. Mewborn, University of Georgia; Filyet Asli Ersoz, University of Georgia; Dionne Indera Cross, Indiana University; Hulya Kilic, University of Georgia; Diana K. May, University of Georgia; JiSun Kim, University of Georgia

Thinking Aloud Together: The Role of a Mathematics Teacher in Mediating a Whole-Class Discussion about Percents.

Betina A. Zolkower, Brooklyn College - CUNY; Sam Shreyar, Teachers College, Columbia University

Discourse as Reflection in Promoting Mathematical Thinking.

Olive Chapman, University of Calgary

Discussant:

David N. Boote, University of Central Florida

28.023. Learning, Meaning, and Civic Engagement in the Digital Age: The MacArthur Digital Media Initiative.

Division C-Learning and Instruction

Hilton New York, Sutton Complex, Sutton South, 2nd Floor

12:25 pm to 1:55 pm

Chair:

Constance Yowell, J.D. & C.t. Macarthur Foundation

Participant:

Henry Jenkins, Massachusetts Institute of Technology

Howard E. Gardner, Harvard University

James Paul Gee, University of Wisconsin - Madison

Nichole D. Pinkard, University of Chicago

28.024. Models and Visualization in Science Learning. Division C-Learning and Instruction

Hilton New York, Concourse C, Concourse Level

12:25 pm to 1:55 pm

Chair:

Robert D. Sherwood, Indiana University

Participants:

Initial Pathways to Teaching Elementary Children About

Scientific Models. *Brenda J. Gustafson, University of Alberta; Marie-Claire Shanahan, University of Alberta*

Investigating the Long-Term Impact of Technology-Rich Interventions on Knowledge Integration. *Hee-Sun Lee, Tufts University; Marcia Linn, University of California - Berkeley*

Spatial Perception of the Moon Phases: Designing a Web-Based Module for Middle School Students. *Yael Kali, Technion - Israel Institute of Technology; Meytal Hans, Technion-Israel Institute of Technology; Yoav Yair, Open University - Israel*

The Influence of Experimenting with Physical and Virtual Materials on Undergraduate Students' Conceptual Understanding in Heat and Temperature. *Zacharias C. Zacharia, University of Cyprus; Georgios Olympiou, University of Cyprus; Vasoula S. Papasozomenou, Cyprus Ministry of Education and Culture; Soteroula Kazakou, Cyprus Ministry of Education and Culture*

Using Drawing Activities to Improve Student Learning through Visualizations. *Zihui Zhang, University of California - Berkeley*

Discussant:
David Klahr, Carnegie Mellon University

28.025. New Theories, Insights, and Practices in Early Writing Assessment and Instruction. Division C-Learning and Instruction
Hilton New York, East Suite, 4th Floor
12:25 pm to 1:55 pm

Chair:
Adriana G. Bus, University of Leiden

Participants:

Assessment of Early Writing. *Steffen L. Saifer, Northwest Regional Educational Laboratory*

Theoretical Benefits of Dynamic Assessment in Early Writing. *Deborah J. Leong, Metropolitan State College - Denver; Elena Bodrova, McREL*

Name Writing as Catalyst for Phonemic Awareness. *Adriana G. Bus, University of Leiden; Anna Both-de Vries, Leiden University*

The Impact of Personal Interest on Preschool Writing. *Carin Lynn Neitzel, Vanderbilt University; Deborah Rowe, Vanderbilt University*

Discussant:
Kathleen A. Roskos, John Carroll University

28.026. Reading Engagement and Motivation. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
12:25 pm to 1:55 pm

Chair:
Kathleen C. Perencevich, Catholic University of America

Participants:

The Multilayered Reading Goals of Expert Readers: Bridging between Knowledge, Interest, and Strategy Use. *Emily W. Fox, University of Maryland - College Park; Daniel Dinsmore, University of Maryland; Patricia A. Alexander, University of Maryland*

A Cross-Sectional Study of Reading Engagement for Struggling Readers From Urban Schools. *Gisele Ragusa, University of Southern California; Robert S. Rueda, University of Southern California; Matthew Pierce Quirk, University of California - Santa Barbara; Norman J. Unrau, California State University - Los Angeles; Hyo Jin Lim, University of*

Southern California; Erica R. Bowers, California State University - Fullerton; Alejandra Velasco, University of Southern California; Jonathon Nakamoto, University of Southern California

Fostering Reading Motivation in Elementary Schools Through a Cross-Age Peer-Tutoring Reading Program. *Hilde Van Keer, Ghent University; Ruben Vanderlinde, Ghent University*

Discussant:
Janet S. Gaffney, University of Illinois - Urbana-Champaign

28.027. The Impact, Sustainability, and Outcomes of Multimedia Anchored Instruction in the Middle School Inclusion Classroom. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room I, Lower Lobby
12:25 pm to 1:55 pm

Chair:
Charles K. Kinzer, Teachers College, Columbia University

Participants:

Using Video to Anchor Instruction in Middle School Inclusion Classrooms: An Overview and Previous Results. *Charles K. Kinzer, Teachers College, Columbia University; Sarah Lohnes, Teachers College, Columbia University; Daniel Hoffman, Teachers College, Columbia University*

Training Teachers to Implement and Sustain the Use of Multimedia- Anchored Instruction. *Cathy N. Thomas, University of Texas - Austin; Yusung Heo, University of Texas - Austin; Nithya Raghavan, University of Texas - Austin; Herbert J. Rieth, University of Texas - Austin*

Student and Teacher Outcomes Associated with the Implementation of Multimedia-Anchored Instruction. *Herbert J. Rieth, University of Texas - Austin; Cathy N. Thomas, University of Texas - Austin; Yusung Heo, University of Texas - Austin; Nithya Raghavan, University of Texas - Austin*

Discussant:
Linda Colburn, Zayed University

28.028. Considering Ways of Knowing in Qualitative Inquiry. Division D-Measurement and Research Methodology co-sponsored with SIG-Qualitative Research
New York Marriott Marquis Times Square, Westside Ballroom, Salon 2, 5th Floor
12:25 pm to 1:55 pm

Chair:
Gretchen B. Rossman, University of Massachusetts - Amherst

Participants:

Combining Constant Comparison (Categorizing) and Visual Narrative Episodes (Contextualizing) to Qualitatively Study Classroom Documentation Using Atlas.ti. *Pauline Mesher, ; Lynn Butler-Kisber, McGill University*

Critical Incidents and Reflection: Turning Points That Challenge the Researcher and Create Opportunities for Knowing. *Sandra I. Musanti, University of New Mexico; Don Halquist, SUNY - Brockport*

Exploring How Researcher Narratives and Epistemologies Shape Research. *Cynthia Gerstl-Pepin, University of Vermont; Lisa Bass, Penn State*

So Much Data and So Little Time: A Nested Approach for Analysis of Qualitative Data. *Mary J. Nistler, Learning Point Associates; Nancy C. Zajano, Learning Point Associates; Shazia R. Miller, Learning Point Associates*

Discussant:

Sharon F. Rallis, University of Massachusetts - Amherst

28.029. Contemporary DIF Issues. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Barrymore Room, 9th Floor
12:25 pm to 1:55 pm

Chair:

Cindy M. Walker, University of Wisconsin - Milwaukee

Participants:

Constructing Between-School Differential Item Functioning. *Xiaohui Zheng, University of California - Berkeley; Sophia Rabe-Hesketh, University of California - Berkeley*

Detection Efficacy of Multi-Level Latent-Trait Differential Person Functioning. *Lihshing Leigh Wang, University of Cincinnati; Wei Pan, University of Cincinnati; Haiyan Bai, University of Central Florida*

DIF Trees: Using Classification Trees to Detect Differential Item Functioning. *Brandon K. Vaughn, University of Texas - Austin; Qiu Wang, Michigan State University*

Differential Item and Bundle Functioning of Statewide Mathematics Test Items for Students With Disabilities With and Without Calculator. *Do-Hong Kim, University of North Carolina - Charlotte; Courtney Johnson Foster, South Carolina Department of Education*

Using Cochran's Z Statistic to Test the Kernel-Smoothed IRF Differences between Focal and Reference Group. *Yinggan Zheng, University of Alberta; Mark J. Gierl, University of Alberta*

Discussant:

Michael G. Jodoin, ETS

28.030. Transforming School Counseling Preparation Through Evidence-Based Portfolios. Division E-Counseling and Human Development
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level
12:25 pm to 1:55 pm

Chair:

Carol A. Dahir, New York Institute of Technology

Participants:

Achieving Self Efficacy Through Evidence-Based Outcomes in School Counselor Preparation. *Carol A. Dahir, New York Institute of Technology*

The Use of Portfolios as a Tool for Demonstrating the Development and Learning Process of Both School Counseling Candidates and K-12 Students. *Lourdes Rivera, Queens College*

Participant:

Ketrin Saud Maxwell, Long Island University - Brookly Campus

Versonya M. Dupont, Northwestern University

Discussant:

Michael Uttendorfer, New York Institute of Technology

28.031. Civic Responsibility on the Margins. Division F-History and Historiography
New York Marriott Marquis Times Square, Soho Complex, Soho Room, 7th Floor
12:25 pm to 1:55 pm

Chair:

Shywon Sheree Berry, University of Illinois at Urbana-Champaign

Participant:

Chamara J. Kwakye, University of Illinois - Urbana-Champaign

Olanipekun Oladotun Laosebikan,

Ishwanzya Donakisha Rivers, University of Illinois - Urbana-Champaign

Jasmine Johnson, University of Illinois - Urbana-Champaign

Discussant:

Christopher M. Span, University of Illinois - Urbana-Champaign

28.032. College in Prison? Figuring Identity and Agency in the Lives of Student-Inmates. Division G-Social Context of Education

Crowne Plaza Hotel Times Square, Room 1504, 15th Floor
12:25 pm to 1:55 pm

Participants:

Prison Education: Pedagogies of the Past, Present, and Imagined Futures. *George W. Noblit, University of North Carolina*

The Hustle, Prison Education, and "A Heart that Won't Ever Heal". *Allison Daniel Anders, University of Tennessee - Knoxville*

Positioning and Self-Authoring among Youth Offenders in a Prison/College-Figured World. *Luis Urrieta, University of Texas - Austin*

Commitment to Rule, Ideas, or People? Ethical Dilemmas in Working With Student Inmates. *Beth Hatt, Illinois State University*

28.033. Communication and Involvement of Parents of Diverse Student Populations. Division G-Social Context of Education

New York Marriott Marquis Times Square, Gilbert Room, 4th Floor
12:25 pm to 1:55 pm

Chair:

Melanie Carter, Howard University

Participants:

A Community-School-Family Partnership to Meet the Needs of Refugee and Immigrant Students. *Lynn McBrien, University of South Florida; Jillian Carter Ford, Emory University*

Does Ethnic Minority Parents' Integration in Society Affect Their Children's School Performance? *Geert Driessen, Radboud University - Nijmegen; Frederik Smit,*

Hispanic and English-Language Learners: Bridging the Achievement and Cultural Gaps Between Schools and Families. *Mary Ellen Good, Centennial Board of Cooperative Educational Services - Colorado; Linda R. Vogel, University of Northern Colorado; Sophia Masewicz, University of Northern Colorado*

Latino Parental Involvement in the Early School Years: Findings From the Early Childhood Longitudinal Study. *Tina M. Durand, Wheelock College*

Discussant:

Dora L. Salazar, Texas Tech University

28.034. Teaching and Learning in Local Contexts: Diverse Student and Teacher Perspectives. Division G-Social Context of Education

New York Marriott Marquis Times Square, Cantor Room, 9th Floor
12:25 pm to 1:55 pm

Chair:

Kathryn Bell Mckenzie, Texas A&M University

Participants:

Whose Responsibility?: A Study of Black and Latino/a Middle School Students' Perceptions of Schooling. *Venus E. Evans-Winters, Illinois Wesleyan University; Jennifer R. Esposito, Georgia State University*

In Their Own Words: The Effects of Teacher Expectations on the Academic Engagement of African American Students. *Robert Cooper, University of California - Los Angeles; Bryan Carl Ventura, University of California - Los Angeles*

Working with Others Who Look Like Me: An Examination of a Teacher's Positionality as Affects Equity. *Maxine Ramona McKinney De Royston, University of California - Berkeley*

Unraveling the Non-Native Status: Voices from Secondary Non-Native Teachers. *I-Chen Huang, University of Washington*

Discussant:

Sylvia Mae Roberts, CCNY

28.035. We Don't Need Any Stinkin' Badges!: Critical Race

Theory and the Community Cultural Wealth of Chicana/o Students. Division G-Social Context of Education

New York Marriott Marquis Times Square, Majestic Complex, Palace Room, 6th Floor

12:25 pm to 1:55 pm

Chair:

Tara J. Yosso, University of California - Santa Barbara

Participants:

"School Was My Field": Community Cultural Wealth and Chicana Ph.D. Student Persistence and Aspirations Beyond the Doctorate. *Rebeca Burciaga, University of California - Santa Cruz*

No One Is Illegal: Examining Community Cultural Wealth and the Educational Experiences of Undocumented Chicana and Chicano Immigrant College Students. *Lindsay Perez Huber, University of California - Los Angeles; Corina Benavides Lopez, University of California - Los Angeles*

Aquí Estamos y No Nos Vamos: Mapping Community Cultural Wealth With Latina/o Immigrant Parents and Students. *Veronica Nelly Velez, University of California - Los Angeles*

Discussant:

Daniel Gilbert Solorzano, University of California - Los Angeles

28.036. Findings and Lessons Learned from IES Teacher

Quality Randomized Controlled Trials and Quasi-Experimental Studies. Division H-School Evaluation and Program Development

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

12:25 pm to 1:55 pm

Chair:

Russell M. Gersten, Instructional Research Group

Participant:

Geoffrey D. Borman, University of Wisconsin - Madison

Joseph A. Dimino, Instructional Research Group

Joanne F. Carlisle, University of Michigan

Margie Gillis, Haskins Laboratories

Susan Brady, University of Rhode Island

Discussant:

Catherine C. Lewis, Mills College

28.037. Increasing College Access and Enrollment for Chicago's Graduates: Is AP and IB Coursework

Enough? Division H-School Evaluation and Program Development

New York Marriott Marquis Times Square, Majestic Complex, Music Box Room, 6th Floor

12:25 pm to 1:55 pm

Participants:

Trends in Advanced Placement and International Baccalaureate Course-Taking: 1995 to 2005. *Jenny K. Nagaoka, University of Chicago; Amy Rebecca Proger, University of Chicago*

The Impact of Taking Advanced Placement Courses on Access to and Enrollment in Four-Year Colleges for Chicago Public School Students. *Ginger Stoker, University of Chicago*

Potholes in the Road to College: How Students in Rigorous Academic Programs Make Postsecondary Decisions.

Vanessa M Coca, Consortium on Chicago School Research; Eliza Moeller, University of Chicago

Discussant:

Richard B. Arum, New York University

28.038. Skills Assessment. Division I-Education in the Professions

New York Marriott Marquis Times Square, Juilliard Complex, Belasco/Broadhurst Rooms, 5th Floor

12:25 pm to 1:55 pm

Chair:

Douglas R. Ripkey, National Conference of Bar Examiners

Participants:

An Inquiry Into the "Language Issues" of Internationally Educated Health Professionals. *Maira M. Grant, Canadian Society for Medical Laboratory Science; Andrea Strachan, Ardocs Consulting*

Portfolio - From Traffic Island to Paper Tiger?: The Evolution of Portfolio Appreciation by Medical Students during Clinical Clerkships. *Ann Deketelaere, University of Leuven; Arno Muijtjens, University of Maastricht; Albert Scherpbier, University of Maastricht*

Evaluating Reflective Exercises: A Pilot Study to Determine the Role of Construct-Irrelevant Variance. *Louise Aronson, University of California - San Francisco; Brian Dolan, University of California - San Francisco; Lee Learman, University of California - San Francisco; Patricia S. O'Sullivan, University of California - San Francisco*

Quality of the Summative Reflection Interview as Assessment: What Makes It Work? *Judith Gulikers, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University*

Discussant:

Andre F. De Champlain, National Board of Medical Examiners

28.039. Building a Culture of Evidence in Community

Colleges: Lessons From Recent Research. Division J-Postsecondary Education

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

12:25 pm to 1:55 pm

Chair:

Thomas R. Bailey, Teachers College, Columbia University

Participants:

Findings From Field Research. *Thomas Brock, MDRC; Todd Ellwein, Teachers College, Columbia University*

Findings From Survey Research. *Monica A. Reid, Teachers College, Columbia University; Elizabeth Marie Zachry, Harvard University / Manpower Demonstration Research Corporation*

Discussant:

Davis Jenkins, Teachers College, Columbia University

28.040. Diversity Synapses: Interactions of Race and Gender on Campus. Division J-Postsecondary Education

Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
12:25 pm to 1:55 pm

Chair:

Eboni M. Zamani-Gallaher, Eastern Michigan University

Participants:

College Involvement and Students of Color: Examining the Motivation and Impact of Student-Initiated Outreach Programs on Student Development. *Melissa L. Kwon, University of California-Santa Barbara; Vichet Chhuon, University of California - Santa Barbara*

From Community College to the University: Building Cultural Capital for Diverse Students. *Steven R. Aragon, University of Illinois - Urbana-Champaign*

How Gender and Race Moderate the Effect of Peer Interactions Across Difference on Student and Faculty Perceptions of the Campus Environment. *Thomas F. Nelson Laird, Indiana University; Amanda Suniti Niskode, Indiana University - Bloomington; Ted Nicholas Ingram, Indiana University*

How Prejudice and Discrimination Influence Students' Cross-Racial Interactions: A Conceptual Model. *Samuel David Museus, University of Massachusetts - Boston; Frank Harris, University of Southern California*

Discussant:

Lisa E. Wolf-Wendel, University of Kansas

28.041. Division J: Dissertation of the Year Session. Division J-Postsecondary Education

New York Marriott Marquis Times Square, Shubert Complex, Royale Room, 6th Floor
12:25 pm to 1:55 pm

28.042. Organizational and Sociological Approaches to Studying Diversity and Affirmative Action in Higher Education. Division J-Postsecondary Education

New York Marriott Marquis Times Square, Lyceum Complex, Booth/Edison Rooms, 5th Floor
12:25 pm to 1:55 pm

Chair:

Anna Lydia Ah Sam, University of Hawaii - Manoa

Participants:

A Broken Paradigm: The Myth of Cultural Diversity. *Cheryl Ann Brown, University of California - Los Angeles; Mark Figueroa, Saint Mary's College of California*

An Exploration of Institutional Strategies to Enhance Black College Giving Through Imparting Students With a Culture of Giving. *Noah Daniel Drezner, University of Pennsylvania*

Beyond "Disruption": The Origins of Affirmative Action in Higher Education. *Lisa M. Stulberg, New York University; Anthony S. Chen, University of Michigan*

Funds of Knowledge: A Proposed Approach to Study Latina/o Students' Transition to College. *Cecilia Rios Aguilar, University of Arizona; Judy Marquez Kiyama, University of Arizona*

Discussant:

Benjamin Baez, Florida International University

28.043. Show Me the Money: The Impact of State and Private Financial Aid Programs on Student Development.

Division J-Postsecondary Education
New York Marriott Marquis Times Square, Majestic Complex, Majestic Room, 6th Floor
12:25 pm to 1:55 pm

Chair:

Lisette Montoto, University of Georgia

Participants:

Are Minorities More Likely to Graduate From College if They Attend a More Selective Institution? Evidence of Two Cohorts From the Gates Millennium Scholarship (GMS) Program. *Tatiana Melguizo, University of Southern California*

Initial Evidence on the Socioeconomic Impacts of the Gates Millennium Scholars Program. *Gregory C Wolniak, NORC at the University of Chicago*

State Merit Aid and Graduate Study: Evidence from the Kentucky Educational Excellence Scholarship. *Jennifer A. Delaney, University of Wisconsin - Madison*

Financial Aid, Student Engagement, and Leadership Capacity of College Graduates. *Shouping Hu, Florida State University*

Discussant:

Marvin A. Titus, University of Maryland

28.044. Digital Multimedia and the Arts. Division K-Teaching and Teacher Education

Hilton New York, Gramercy Suite B, 2nd Floor
12:25 pm to 1:55 pm

Chair:

Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

Choosing the Right Tool for the Job: An Analysis of the Utilization of Video/Multimedia Resources in Teacher Education. *Sonya N. Martin, Drexel University; Christina Siry,*

Game-Based Teaching: What Educators Can Learn From Video Games. *Janna M. Jackson, University of Massachusetts - Boston*

Tech-Savvy Art Teaching through a Holistic Approach. *Ching-Chiu Lin, University of Illinois - Urbana-Champaign; William Blidy, Newark Community High School*

Using Digital Storytelling to Increase Cultural Competence in Teacher Education Students. *Peter A. Theodore, Southern Illinois University - Edwardsville; Michael O. Afolayan, Southern Illinois University - Edwardsville*

Using Digital Video in Rural Indian Schools: A Study of Teacher Development and Student Achievement. *Urvashi Sahni, Studyhall Educational Foundation; Rahul Gupta, Digital Studyhall; Glynda A. Hull, University of California - Berkeley; Tanuja Setia, Digital Studyhall; Kentaro Toyama, Microsoft Research - India; Randy Wang, Digital Studyhall & Microsoft Research - India*

28.045. Exploring the Missing Link: From Teacher Education to Student Learning. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
12:25 pm to 1:55 pm

Chair:

Patrick J. Mcquillan, Boston College

Marilyn Cochran-Smith, Boston College

Participants:

But are They Learning? Beginning Teachers' Use of Inquiry Focused on Student Outcomes. *Joan Barnett, Boston*

College

Deviating From the Mean: Reform-Oriented Teaching and Learning in Elementary Mathematics. *Cindy Jong, Boston College*

Assessing What Counts: Opportunities and Outcomes. *Lisa Andries D'Souza, Boston College*

Great Expectations? Teaching for Social Justice and School Culture. *Karen L. Shakman, Boston College*

Discussant:

Sharon Feiman-Nemser, Brandeis University

Jennifer M. Gore, University of Newcastle

28.046. Investigating Critical Science and Math Agency as Vital Learning Outcomes in K-12 Science and Math.

Division K-Teaching and Teacher Education

Hilton New York, Concourse E, Concourse Level

12:25 pm to 1:55 pm

Participants:

Democratic Science Pedagogy: A Tool for Achieving Critical Science Agency. *Sreyashi Jhumki Basu, New York University*

Fostering Critical Mathematics Agency Among Upper Elementary Latino/a Youth. *Erin Turner, University of Arizona; Maura Varley, University of Arizona*

Where da Heat Go? Developing Critical Science Agency through Student-Directed Science Documentaries on Urban Heat Islands. *Angela Calabrese Barton, Michigan State University; Edna Tan, Michigan State University*

Developing Critical Mathematics Agency in a Chicago Public School. *Eric H. Gutstein, University of Illinois - Chicago; Darnisha Hill, Greater Lawndale/Little Village School for Social Justice*

Discussant:

Kenneth G. Tobin, CUNY

28.047. Literacy, Coaches, and Professional Development:

Implications for Teacher Education. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor

12:25 pm to 1:55 pm

Chair:

Emily R. Smith, Fairfield University

Participants:

Creating Literacy Learning Communities in a High School Through Connected Coaching. *David B. Strahan, Western Carolina University; Martha Geitner, Asheville City Schools; Michael Lodico, Asheville City Schools*

The Multiple Meanings of "Literacy Coach": Categories of Coaches and Their Evolution over Time. *Theresa Deussen, Northwest Regional Educational Laboratory; Elizabeth Auto, Northwest Regional Educational Laboratory*

The Discourses Informing Literacy Coaches Work: A Close Look at Schools, Neighborhoods, and Communities and the Influences These Have on Coaches' Practices. *Kristin Nicole Rainville, Manhattanville College*

Teacher-Centered Professionalism: A Discourse of Social Justice Within a Teacher Reading Group. *Sarah Jane Twomey, University of Hawaii - Manoa*

Weaving the Strands: Effective Professional Development that Advances the Common Goals within Universal Pre-K. *Nancy Clark-Chiarelli, Educational Development Center, Inc.; Julie A. Hirschler, Educational Development Center, Inc.; Barbara J. Helms, Educational Development Center,*

Inc.; Joanne P. Brady, Education Development Center, Inc.

Discussant:

Stephen H. Fletcher, University of California - Santa Cruz

28.048. Negotiating Bureaucracies, Boundaries, and Social Responsibility: Lessons from a Mathematics Coaching Project.

Division K-Teaching and Teacher Education

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

12:25 pm to 1:55 pm

Participant:

Patricia A. Brosnan, Ohio State University

Diana B. Erchick, Ohio State University

Cynthia A. Tyson, Ohio State University

Jane T. Evans, Belmont Technical College

Discussant:

Suzanne K. Damarin, Ohio State University

28.049. Recommended Reporting Practices in Teacher Education Research.

Division K-Teaching and Teacher Education

Hilton New York, Murray Hill Suite B, 2nd Floor

12:25 pm to 1:55 pm

Chair:

Mary Margaret Capraro, Texas A&M University

Participants:

What Did the AERA Panel on Teacher Education Say? *Mary (Kim) K. Fries, University of New Hampshire*

Teacher Education: A Historical Investigation of Reporting Practices. *Linda Reichwein Zientek, Sam Houston State University; Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University*

Importance of Research on Teacher Education: How Does It Help Us Develop More Effective Teachers? *Edward J. Fuller, University of Texas - Austin; Barnett Berry, Center for Teaching Quality*

How Can Mixed Methods Help Us Understand What It Takes to Develop Effective Teachers? *Anthony J. Onwuegbuzie, Sam Houston State University; John R. Slate, Sam Houston State University*

How Can Exemplary Quantitative Methods Help Us Understand What It Takes to Develop Effective Teachers? *Bruce Thompson, Texas A&M University*

Discussant:

Suzanne M. Wilson, Michigan State University

Karen K. Zumwalt, Teachers College, Columbia University

Elizabeth Craig, Teachers College, Columbia University

Chair:

Regina E. Toolin, University of Vermont

Participants:

Project-Based Science Curricula Impact Minority Students' Achievement, Attitudes, and Plans via Teacher Knowledge and Enactment. *David E. Kanter, Temple University; Kimberly Irene Tester, Northwestern University; Spyros Konstantopoulos, Northwestern University; Jack Gallagher, Northwestern University*

Science Teachers' Beliefs About the Role of Curriculum Materials in Teaching and Learning. *Melissa J. Luna,*

Inc.; Joanne P. Brady, Education Development Center, Inc.

Discussant:

Stephen H. Fletcher, University of California - Santa Cruz

28.050. Teacher Training and Curricular Alterations in Science Education.

Division K-Teaching and Teacher Education

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

12:25 pm to 1:55 pm

Chair:

Regina E. Toolin, University of Vermont

Participants:

Project-Based Science Curricula Impact Minority Students' Achievement, Attitudes, and Plans via Teacher Knowledge and Enactment. *David E. Kanter, Temple University; Kimberly Irene Tester, Northwestern University; Spyros Konstantopoulos, Northwestern University; Jack Gallagher, Northwestern University*

Science Teachers' Beliefs About the Role of Curriculum Materials in Teaching and Learning. *Melissa J. Luna,*

Northwestern University

Science Teaching Scholars Program: Content, Pedagogy, and Connection to Teachers' Classrooms. *Rachel Shefner, Loyola University - Chicago; David B. Slavsky, Loyola University Chicago*

A Cross-Institutional Study to Explore the Structural and Curricular Elements of Teacher Education Programs for Support of Science Teaching. *Hsingchi Von Bergmann, University of Calgary*

Discussant:

Terry Cicchelli, Fordham University

28.051. From Individual to Organizational Notions of Teacher Quality. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Westside Ballroom, Salon 1, 5th Floor
12:25 pm to 1:55 pm

Chair:

Douglas N. Harris, University of Wisconsin - Madison

Participants:

Science Teacher Content Knowledge and Student Academic Achievement. *Betsy J. Becker, Florida State University; Ariel M. Aloe, Florida State University*

What Makes a Good Teacher? A Mixed-Methods Analysis of How Teacher Personality and Professional Qualities Relate to Their Subjective and Objective Performance Measures.

Douglas N. Harris, University of Wisconsin - Madison; Stacey A. Rutledge, Florida State University; William Kyle Ingle, Bowling Green State University

Teacher Quality as an Organizational Characteristic. *Edward Liu, Rutgers University*

Discussant:

Jennifer K. Rice, University of Maryland - College Park

28.052. From Research to Policy to Practice: Addressing the Dropout Crisis in California. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Marquis Ballroom, Salon B, 9th Floor
12:25 pm to 1:55 pm

Chair:

Russell W. Rumberger, University of California - Santa Barbara

Participant:

Clive Belfield, Teachers College, Columbia University; Henry Levin, Teachers College, Columbia University; David Silver, University of California - Los Angeles; Marisa Saunders, University of California - Los Angeles; Jeannie Oakes, University of California - Los Angeles; Jonathan A. Supovitz, University of Pennsylvania; Lorraine M. McDonnell, University of California - Santa Barbara

28.053. Immigrant Education in Comparative Perspective: A Binational Assessment of Educational Opportunity for Mexican, Mexican-American, and "American-Mexican" Children. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Shubert Complex, Shubert Room, 6th Floor
12:25 pm to 1:55 pm

Chair:

Eugene E. Garcia, Arizona State University

Participants:

Understanding Differences in Binational Reading

Development: Comparing Mexican and Mexican American Students. *Bryant T. Jensen, Arizona State University*

Exploring the Links Among Immigration, Educational Quality, and Opportunity in the Mexican Educational System. *Jose-Felipe Martinez-Fernandez, University of California - Los Angeles; Lucrecia Santibañez, Centro de Investigación y Docencia Económicas*

Teacher Readiness for American Mexican Students and Meeting Economic Development Goals in Northern Mexico: Depicting a Need and Under-Realized Opportunity. *Victor Zúñiga, University of Monterrey; Juan Sánchez García, Normal School, Miguel F. Martínez; Edmund T. Hamann, University of Nebraska*

Migrant Education Here and There: Schooling in an Oaxacan Sending Community and Its U.S. Satellite. *Wayne A. Cornelius, University of California - San Diego; Adam Sawyer, Harvard University*

Discussant:

Patricia C. Gandara, University of California - Los Angeles

28.054. New York City's New Model of Accountability: From Inside the box. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Shubert Complex, Uris Room, 6th Floor
12:25 pm to 1:55 pm

Participants:

The NYCDOE Theory of Action. *Jennifer Goldstein, Baruch College - CUNY*

A Diverse Provider Model of School Support Services. *Dorothy Shipps, CUNY*

Leading School Improvement With Data. *Helen A. Scharff, Baruch College - CUNY*

How Principals React to the NYC Rating System. *Judith R. Kafka, Baruch College - CUNY*

Discussant:

Bruce Fuller, University of California - Berkeley

28.055. State Policy: Capacity, Governance, and Context.

Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Duffy/Columbia Room, 7th Floor
12:25 pm to 1:55 pm

Chair:

Yas Nakib, George Washington University

Participants:

Applying a Framework for Evaluating Educational Governance Reforms: Lessons From Florida and Texas. *Joanna R. Smith; June Ahn, University of Southern California; Dominic J. Brewer, University of Southern California*

Building State Capacity Under NCLB: An Examination of Strategies and Theories of Change Under the Content and Regional Comprehensive Centers Program. *Diane Massell, University of Michigan; Carol A. Barnes, University of Michigan; Paul G. Perrault, University of Michigan*

Education Planning in Pakistan: Implications for Decentralized Primary Education Delivery. *Mohammed Rehan Malik, Deloitte Consulting LLP*

The Growth of Community Colleges in the American States. *William R. Doyle, Vanderbilt University; Alexander V. Gorbunov, Vanderbilt University*

Discussant:

Jane C. Lindle, Clemson University

28.056. Reading Instruction for Adult Learners: What Works

Best for Whom? SIG-Adult Literacy and Adult Education
Sheraton New York Hotel & Towers, Madison Suite 1, 5th
Floor
12:25 pm to 1:55 pm

Chair:

Lynda B. Ginsburg, Rutgers University

Participants:

The Effect of Word Study Spelling Instruction on Orthographic
Knowledge among Adult Learners. *Shannon R. Phillips,*
East Carolina University; Guili Zhang, East Carolina
University; Nancy C D Zeller, East Carolina University

Creating and Implementing an Effective Evidence-Based
Fluency Program for Adult Literacy Learners. *Jane R.*
Shore, ETS; Adjua Ngeena Kembah McNeil, Temple
University; John P. Sabatini, ETS; Hollis Scarborough,
Relative Effectiveness of Reading Programs: What Is Working
for Whom. *John P. Sabatini, ETS*

Strategy Instruction in Writing for Adult Literacy Learners.
Charles A. Macarthur, University of Delaware; Leah T
Lembo, University of Delaware

Discussant:

Cristine A. Smith, University of Massachusetts - Amherst

**28.057. Examinations of Student, Parent, Teacher, and School
Influences on Student Achievement Using National
Datasets.** SIG-Advanced Studies of National Databases
Crowne Plaza Hotel Times Square, Room 504, 5th Floor
12:25 pm to 1:55 pm

Chair:

Duan Zhang, University of Denver

Participants:

Effects of Ethnicity, Teacher Support, and School Environment
on Mathematics Achievement. *Kusum Singh, Virginia Tech*
University; Mido Chang, Virginia Tech University

Influences of Parent Beliefs, Expectations, and Home Activities
on Children's K-5 Reading and Mathematics Achievement.
Allison K. Holmes Tarkow, University of Maryland; Heather
See, University of Maryland; Dale Judith Epstein, University
of Maryland

School and Child-Level Predictors of Achievement for African
Americans in Third Grade: Implications for No Child Left
Behind. *Scott L. Graves, Bowling Green State University*

School Engagement: Mediator between Child Risk, School
Climate, and Achievement? *Georgette Yetter, Oklahoma*
State University

Discussant:

Marilyn M. Seastrom, National Center for Education Statistics

**28.058. Performing Arts Centers as Experiential Educational
Settings.** SIG-Arts and Learning
New York Marriott Marquis Times Square, Lyceum
Complex, Alvin Room, 5th Floor
12:25 pm to 1:55 pm

Chair:

Liora Bresler, University of Illinois

Participants:

Youth Performances as Hybrid Genres. *Liora Bresler,*
University of Illinois

Perception versus Self-Expression: Early Childhood Teachers'
Perspectives on Youth Performances. *Jolyn M. Blank,*
University of South Florida

Teachers' Perception of World Music and its Educational
Value. *Koji Matsunobu, University of Illinois*

The Curriculum of a Concert: Aesthetic Experience or Musical

Understanding? *Gabriel Rusinek, Universidad Complutense*
de Madrid

Discussant:

magne Ingolv Espeland, Stord/Haugesund University College
Eve Harwood, University of Illinois

**28.059. The Art of Imagining the Place of the Visual Arts in
Qualitative Inquiry.** SIG-Arts-Based Educational Research
Hilton New York, Sutton Complex, Sutton Center, 2nd Floor
12:25 pm to 1:55 pm

Chair:

J. Gary Knowles, OISE/University of Toronto

Participant:

Nancy Viva Davis Halifax, York University

Sharon L. Sbrocchi, OISE/University of Toronto

Teresa C. Luciani, OISE/University of Toronto

Pauline Sameshima, Washington State University

Jennifer Sumsion, Charles Sturt University

**28.060. Case Studies of Five High-Performing, High-Poverty
Charter Schools in Massachusetts.** SIG-Charter School
Research and Evaluation
New York Marriott Marquis Times Square, Astor Ballroom
Pre-Function, 7th Floor
12:25 pm to 1:55 pm

Chair:

Katherine K. Merseth, Harvard University

Participant:

Kristy S. Cooper, Harvard University

Mara Tieken, Harvard University

Christian P. Wilkens, Harvard University

Chris Wynne, Harvard University

John A. Roberts, University of Dayton

28.061. Understanding Social Justice Inside Schools. SIG-
Critical Educators for Social Justice
New York Marriott Marquis Times Square, Majestic
Complex, Winter Garden Room, 6th Floor
12:25 pm to 1:55 pm

Chair:

Horace R. Hall, DePaul University

Participants:

Development of the Attributions for Scholastic Outcomes
Scale-Latino (ASO-L). *Rick Sperling, University of Texas -*
Austin

(Dis)abling Readers: Discourses of Literacy Learning in
Research on "Reading Disabilities" 2000-2005. *Lyndsay*
Moffatt, University of British Columbia

Is the Perfect the Enemy of the Good? Exclusivity in Socially
Just Schools. *Martin Scanlan, Marquette University*

Downsized Discourse: Classroom Management, Neoliberalism,
and the Shaping of Correct Workplace Attitude. *Faith A.*
Agostinone, Aurora University

Discussant:

Debra A. Pellegrino, University of Scranton

28.062. Theoretical Conversations on Race and Class. SIG-
Critical Examination of Race, Ethnicity, Class, and Gender
in Education
Hilton New York, Concourse G, Concourse Level
12:25 pm to 1:55 pm

Chair:

Alan J. Singer, Hofstra University

Participants:

- Color Blind/Race Conscious: Interrogating Teachers' Understandings of Race and Racism Using Critical Race Theory. *Ila Deshmukh Towery, Tufts University*
- From Brown to Meredith: Race-Conscious School Policies in the Eye of the Law. *Karen M. Gourd, University of Washington - Bothell; Jonathan Lightfoot, Hofstra University*
- On the Nature of Institutionalized Racism. *Leon Paul Tikly, University of Bristol*
- Payne's Misframing: Why Understanding Social Class Requires Autobiographical Reflection. *Kristi J. Stricker, Concordia University; Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, University of Illinois - Chicago*

Discussant:

Dianne Smith, University of Missouri - Kansas City

28.063. Uncanny Exposures: Studies in the Archival Turn in Early Childhood Studies. SIG-Critical Perspectives on Early Childhood Education

Crowne Plaza Hotel Times Square, Room 1503, 15th Floor
12:25 pm to 1:55 pm

Chair:

Peter M. Taubman, Brooklyn College - CUNY

Participants:

- An Unhomely Archive: The Child in Freud. *Lisa Farley, York University*
- Who Let the Dogs Out?: Unleashing an Uncanny Sense of Audience in the Writing Workshop. *Paula M. Salvio, University of New Hampshire; Gail M. Boldt, University of Iowa*
- The Outside in the Inside: Pedagogical Implications of the Interrelationship of the Unconscious and the Social Link in Young Children's Lives. *Michael O'Loughlin, Adelphi University*

Discussant:

*Dennis J. Sumara, University of British Columbia
Patrick Shannon, Penn State*

28.064. Vygotsky's Qualitative Methodology. SIG-Cultural-Historical Research

New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor
12:25 pm to 1:55 pm

Chair:

Martin J. Packer, Duquesne University

Participants:

- Socio-Cultural Inquiry and Qualitative Research. *Martin J. Packer, Duquesne University*
- When History and Personal Trajectories Slip into Everyday Practices: The Making of Disciplinary Identity during Fieldwork. *Jorge Fernando Larreamendy-Joerns, University of the Andes - Bogota; Elsa Ramos, Universidad de los Andes, Bogotá*
- The Whole Activity System and Nothing But the Activity System: On Researching the Sensuous Aspects of Activity. *Wolff-Michael Roth, University of Victoria*

Discussant:

Michael Cole, University of California - San Diego

28.065. The Instructional Designer's Problem Space: Ends and Means of Instructional Design Expertise and Practice.

SIG-Design and Technology
Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room K, Lower Lobby
12:25 pm to 1:55 pm

Chair:

James Katz, Rutgers University

Participants:

- Instructional Design as a Design Problem. *David H. Jonassen, University of Missouri*
- What Is Good Instruction and Why Is It So Hard to Find?: Thoughts on Ends, Means, and Values for Design. *Brent G. Wilson, University of Colorado - Denver; Patrick E. Parrish, Cooperative Program for Operational Meteorology, Education and Training; George Veletsianos, University of Minnesota*
- Instructional Design in the Field: Current Practice and Emerging Needs. *Xiaopeng Ni, Michigan State University; Robert C. Branch, University of Georgia*
- Self-Processes and Learning Environment Influencing the Expertise Development in Instructional Design. *Xun Ge, University of Oklahoma; Patricia L. Hardre, University of Oklahoma*

Discussant:

Barbara A. Bichelmeyer, Indiana University

28.066. The Examination of Preschool Effects from Multiple Lenses and Perspectives. SIG-Early Education and Child Development

Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
12:25 pm to 1:55 pm

Participants:

- Long-Term Effects of Preschool Quality on Changes in Children's Achievement. *Kevin J. Grimm, University of California - Davis; Robert W. Pianta, University of Virginia*
- Peer Effects on Children's Language Development during Pre-Kindergarten. *Andrew Mashburn, University of Virginia; Jason Downer, University of Virginia; Robert W. Pianta, University of Virginia; Bridget K. Hamre, University of Virginia*
- Public School Pre-Kindergarten Programs: Preparing the Groundwork for Reading Success? *Maria Donovan Fitzpatrick, University of Virginia*
- Fixed-Effects Models of Teacher Quality on Children's Achievement. *Nathan A. Vandergrift, University of California - Irvine*

Discussant:

Margaret Burchinal, University of California - Irvine

28.067. Participation and Learning: From "Different Forms of Participation" toward "Different Outcomes of Participation." SIG-Ecological and Environmental Education

New York Marriott Marquis Times Square, Juilliard Complex, Juilliard/Imperial Rooms, 5th Floor
12:25 pm to 1:55 pm

Chair:

Alan Douglas Reid, University of Bath

Participant:

- Participation and Learning: From "Different Forms of Participation" toward "Different Outcomes of Participation." *Alan Douglas Reid, University of Bath; Jutta Nikel, University of Bath; Venka Simovska, University of Aarhus; Bjarne Bruun Jensen, University of Aarhus; Paul Hart, University of Regina; Roger Hart, CUNY; Rob O'Donoghue, Rhodes University*

Participant:

Jutta Nickel, University of Bath
Venka Simovska, University of Aarhus
Bjarne Bruun Jensen, University of Aarhus
Paul Hart, University of Regina
Roger Hart, CUNY
Rob O'Donoghue, Rhodes University

28.068. Culturally Responsive Research and Evaluation of Parent-School Engagement Programs: P-20 Perspectives. SIG-Family, School, Community Partnerships
 New York Marriott Marquis Times Square, Odets Room, 4th Floor
 12:25 pm to 1:55 pm

Chair:

Richard P. Duran, University of California - Santa Barbara

Participants:

Engaging Culturally Diverse Families as Full Partners in P-20 Alliances: Three Useful Strategies for Research and Formative Evaluation. *Catherine R. Cooper, University of California - Santa Cruz; Carrol Moran, University of California - Santa Cruz; Nancy Trinh, University of California - Santa Cruz*

Padres Promotores: Incorporating a Psychosocio-Cultural Approach to Parent Involvement. *Jeanett Castellanos, University of California - Irvine; Lilia Margarita Tanakeyowma, University of California - Irvine; Alberta M. Gloria, University of Wisconsin - Madison*

Qualitative Study of Parents' Voices in Family-School Engagement Programs. *Richard P. Duran, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Sugely Chaidez, University of California - Santa Barbara*

Mapping Family-School Partnership Program Evaluation: The PIQE and MALDEF Logic Models. *Janet A. Chrispeels, University of California - San Diego; Margarita Gonzalez, University of California - Santa Barbara*

Discussant:

Pedro R. Portes, University of Georgia

28.069. Valuing Diversity, Embracing Change, International Awakenings: The Impact of International Teaching Opportunities on Novice Teachers. SIG-International Studies
 Hilton New York, Concourse D, Concourse Level
 12:25 pm to 1:55 pm

Participants:

Cultural Immersion, New Perspectives, and Professional Opportunities: Preservice Teachers Teaching Internationally. *Laura Stachowski, Indiana University*

Increasing Competencies: International Student Teaching and Intercultural Growth. *Jennifer A. Mahon, University of Nevada - Reno*

Home Culture, Host Culture, and Identity: Student Teachers' Understanding of Self and Other. *Warren M. Roane, Humble Independent School District - Texas*

Critical Engagement in Professional Teaching Contexts: Formal and Informal Understanding of Diversity and Multiculturalism in International Classrooms. *Erik L. Malewski, Purdue University*

Pedagogical Growth and Stasis: International Student Teachers Reflect on Professional Development. *Kendra R. Sisserson, University of San Diego*

Intercultural Teacher Professional Development as Civic Responsibility. *Candace M. Schlein, OISE/University of*

Toronto

Beginning Careers in International Settings: Impacts on Continued Classroom Practice. *Barbara Garii, SUNY - Oswego*

28.070. Empirically Determining the Instructional Sensitivity of an Accountability Test: Alternative Approaches. SIG-Large Scale Assessment
 New York Marriott Marquis Times Square, Westside Ballroom, Salon 3, 5th Floor
 12:25 pm to 1:55 pm

Chair:

W. James Popham, University of California - Los Angeles

Participants:

Empirically Determining the Instructional Sensitivity of an Accountability Test. *Eva F. Baker, University of California - Los Angeles*

Empirically Determining the Instructional Sensitivity of an Accountability Test. *Scott F. Marion, National Center for Improvement of Educational Assessment*

Empirically Determining the Instructional Sensitivity of an Accountability Test. *Alan D. Moore, University of Wyoming; David C. Berliner, Arizona State University; W. James Popham, University of California - Los Angeles*

Discussant:

Lorrie A. Shepard, University of Colorado - Boulder

28.071. What Can We Learn from the Experiences of Novice Principals? Stage Two Findings of the International Study of the Preparation of Principals. SIG-Learning and Teaching in Educational Leadership (formerly: Teaching in Educational Administration)
 New York Marriott Marquis Times Square, Marquis Ballroom, Salon A, 9th Floor
 12:25 pm to 1:55 pm

Participants:

What Do the Experiences of Novice Principals Tell Us about the Future of Educational Leadership? *Sarah W. Nelson, Texas State University - San Marcos; Maria Guadalupe De La Colina, Texas State University - San Marcos; Mike Boone, Southwest Texas State University*

L-Plate Drivers in the Principal's Office: Reflections Through the Rear View Mirror. *Helen R. Wildy, Murdoch University; Simon Clarke, University of Western Australia*

"Being" a Headteacher in England and Scotland: How Past Experience, Formal Preparation, and First Year Socialization Contribute to the Reality of Being a Headteacher (Principal). *Michael Cowie, University of Edinburgh; Megan Crawford, Institute of Education - London*

Reflections on the Weekly Work of Newly Appointed Turkish Principals. *Selahattin Turan, Osmangazi University; Cemil Yucel, Usak EÄYitim Fakultesi*

Key Considerations in the Development of New Principals' Instructional Leadership Skills. *Ann Sherman, University of Calgary; Charles Webber, University of Calgary*

28.072. National Middle Grades Research Project on Common Planning Time. SIG-Middle-Level Education Research
 New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor
 12:25 pm to 1:55 pm

Participant:

National Middle Grades Research Project on Common Planning Time. *Kathleen Roney, University of North Carolina -*

Wilmington; Vincent A. Anfara, University of Tennessee - Knoxville; Micki M. Caskey, Portland State University; Richard P. Lipka, Pittsburg State University; Steven B. Mertens, University of Illinois

28.073. Beyond Lucy Green: Operationalizing Theories of Informal Music Learning. SIG-Music Education

Hilton New York, Holland Suite, 4th Floor
12:25 pm to 1:55 pm

Chair:

Frank Heuser, University of California - Los Angeles

Participants:

Creating an Educational Framework for Popular Music in Public Schools: Anticipating the "Second Wave." *Randall E Allsup, Teachers College, Columbia University*

Preparing Music Teachers for Change: Broadening Instrument Class Offerings to Foster Lifewide and Lifelong Musicing. *Patrick Michael Jones, Boston University*

Escaping the Classical Cannon: Changing Methods Through a Change of Paradigm. *Ann C. Clements, Pennsylvania State University*

Encouraging Change: Informal Learning Processes in Introductory Music Education Courses. *Frank Heuser, University of California - Los Angeles*

28.074. The Renaissance Men: Using a Critical Pedagogy to Effect Change in the Lives of African American Male Students. SIG-Paulo Freire

Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
12:25 pm to 1:55 pm

Participant:

Traci Danielle Davis, Miami University - Ohio

Charles C. Davis, Antioch University

Glen D. Faircloth, Miami University - Oxford

Shane Floyd, Miami University - Oxford

Discussant:

Roy Carter, Wake Forest University

28.075. Teacher Development in PDS. SIG-Professional Development School Research

New York Marriott Marquis Times Square, Shubert Complex, Plymouth Room, 6th Floor
12:25 pm to 1:55 pm

Chair:

Diane Yendol-Hoppey, University of Florida

Participants:

Analyzing and Assessing Teacher Candidate Teaching Performances: A Professional Development School (PDS) Research Project. *Linda A. Catelli, Dowling College; Joan Carlino, Belmont Elementary Professional Development School*

Teacher Identity Formation and the Relationship to Maslow's Hierarchy of Needs. *Jeanne L. Tunks, University of North Texas*

Putting the "Professional Development" Back in Professional Development Schools. *Kami M. Patrizio, Towson University*

Discussant:

Sharon Castle, George Mason University

28.076. Voice in Qualitative Inquiry: Theoretical, Methodological, and Interpretive Transgressions. SIG-Qualitative Research

New York Marriott Marquis Times Square, Empire Complex, Chelsea/Gotham Room, 7th Floor
12:25 pm to 1:55 pm

Chair:

Alecia Youngblood Jackson, Appalachian State University

Participants:

The Epistemological Limits of Voice. *Alecia Youngblood Jackson, Appalachian State University; Lisa A. Mazzei, Manchester Metropolitan University*

Broken Voices. *Maggie Maclure, Manchester Metropolitan University*

Situating Qualitative Research in a Critical Global Feminism: The Possibilities and Pitfalls of Writing from Women's "Voices." *Lubna N. Chaudhry, SUNY - Binghamton*

Writing Transgressively: Experimenting with Mo(ve)ment and Voice in the Social Sciences. *Bronwyn Davies, University of Western Sydney*

Reading Teacher Knowledge Research: A Reader Response Approach. *Becky M. Atkinson, University of Alabama; Jerry L. Rosiek, University of Oregon*

Race and Pedagogy in the College Classroom. *Roland W. Mitchell, Louisiana State University*

Deconstructive Irruptions. *Elizabeth A. St. Pierre, University of Georgia*

Discussant:

Deborah A. Ceglowski, University of North Carolina - Charlotte

28.077. Queer Issues in Education. SIG-Queer Studies

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby
12:25 pm to 1:55 pm

Chair:

Anna V. Wilson, Chapman University

Participants:

A Content Analysis of LGBT Topics in Multicultural Education Textbooks. *Todd Jennings, California State University - San Bernardino; Ian K. Macgillivray, James Madison University*

A National Study of LGBT Educators' Perceptions of Their Workplace Climate. *Nancy J. Smith, Millersville University; Tiffany Wright, Johns Hopkins University; Cole Reilly, Penn State; Jennifer R. Esposito, Georgia State University*

Ethnography and Masculinities' Research: Seminal Beginnings; Current and Future Challenges. *Colin D. Green, George Washington University; Michael D. Kehler, University of Western Ontario*

Exploring Gender Identity; Queering Heteronormativity. *Renee Depalma, University of Sunderland; Elizabeth A. Atkinson, Sunderland University*

Discussant:

Anna V. Wilson, Chapman University

28.078. African American Teachers Assisting Their Students in Becoming Intentional Learners. SIG-Research in Mathematics Education

New York Marriott Marquis Times Square, Soho Complex, Herald Room, 7th Floor
12:25 pm to 1:55 pm

Chair:

Andrew M. Brantlinger, CUNY

Participant:

Lawrence M. Clark, University of Maryland

Whitney Johnson, University of Maryland

Geoffrey Birky, Georgetown University

Daniel I. Chazan, University of Maryland
Ann R. Edwards, University of Maryland
Farhaana Nyamekye, University of Maryland - College Park
Carolina Alejandra Napp-Avelli, University of Maryland - College Park

Discussant:

Joi A. Spencer, University of San Diego
Megan L. Franke, University of California - Los Angeles

28.079. Math Education Meets Gesture Studies: How Mathematics Education Adapts Gesture Studies to its Own Purposes. SIG-Research in Mathematics Education
 New York Marriott Marquis Times Square, Jolson Room, 9th Floor
 12:25 pm to 1:55 pm

Participants:

From Gesture to Design: Building Cognitively Ergonomic Learning Tools. *Dor Abrahamson, University of California - Berkeley*
 Mathematical Imagination and Embodied Cognition. *Ricardo Nemirovsky, San Diego State University; Francesca Ferrara, University of Torino*
 Gestures as a Chain of Signification: The Case of Equilibrium Solutions. *Chris L. Rasmussen, San Diego State University; Michelle L. Stephan, Purdue University - Calumet; Karen Allen, North Carolina State University*
 "Graphs Are Not Neutral": Using Genre Theory and Gesture to Reveal Embedded Cultural Meanings in Mathematical Graphs. *Susan Gerofsky, Simon Fraser University*

Discussant:

Mitchell J. Nathan, University of Wisconsin - Madison

28.080. Advances in Evaluating Evaluation Theory. SIG-Research on Evaluation
 New York Marriott Marquis Times Square, O'Neill Room, 4th Floor
 12:25 pm to 1:55 pm

Chair:

Nick L. Smith, Syracuse University

Participants:

Developing Standards for Empirical Examinations of Evaluation Theory. *Robin L. Miller, Michigan State University*
 Examining Evaluation Theory in Cultural Context. *Karen Kirkhart, Syracuse University*
 Evaluating Evaluation Theories as Interventions, Ideologies, and Practices. *Nick L. Smith, Syracuse University*

Discussant:

Veronica G. Thomas, Howard University

28.081. Feminist, Critical, and Post-Structural Theories in Physical Education. SIG-Research on Learning and Instruction in Physical Education
 Hilton New York, Hudson Suite, 4th Floor
 12:25 pm to 1:55 pm

Chair:

Hayley Frances Fitzgerald, Leeds Metropolitan University

Participants:

An Exploration of Adolescent Girls' Embodiment in Physical Education. *Jennifer L. Fiset, University of Massachusetts - Amherst; Linda L. Griffin, University of Massachusetts*
 "The boys won't let us play": 5th grade girls publicly challenge physical activity discourse at school. *Kimberly L. Oliver, New Mexico State University; Manal Hamzeh, New Mexico*

State University; Nathan A. Mccaughtry, Wayne State University

Critical Approaches to Physical Education: Gender, Body, and Resistance. *Katie Fitzpatrick, University of Waikato*
 (En)gendering equality in physical education: Toward hybrid bodies? *Laura Azzarito, Loughborough University; Adriana Katzew, University of Vermont*

Discussant:

Janice E. Wright, University of Wollongong

28.082. Deconstructing and Reconstructing Leadership: An Interactive Symposium. SIG-School Effectiveness and School Improvement
 New York Marriott Marquis Times Square, Lyceum Complex, Lyceum Room, 5th Floor
 12:25 pm to 1:55 pm

Chair:

Kathryn A. Riley, Institute of Education - London

Participants:

Community Leadership: Tackling Disadvantage. *Kathryn A. Riley, Institute of Education - London*
 Distributed Leadership and Organizational Change: What We Know. *Alma Harris, University of Warwick*
 Coaching Leaders to Partnership Leadership. *Jan Robertson, Institute of Education - London*
 Creative Leadership: A Challenge of Our Times. *Louise Stoll, Institute of Education - London*

Discussant:

Karen R. Seashore, University of Minnesota

28.083. Developing Science Teachers' and Students' Understanding of Nature of Science. SIG-Science Teaching and Learning
 Hilton New York, Nassau Suite A, 2nd Floor
 12:25 pm to 1:55 pm

Chair:

Cathleen C. Loving, Texas A&M University

Participants:

Changing Perspectives: Case Studies of Future Science Educators' Learning of NOS. *Renee S. Schwartz, Western Michigan University; Brandy Skjold, Western Michigan University; Hang-Hwa Hong, Western Michigan University; George Akom, Western Michigan University; Robert Kagumba, Western Michigan University; Fang Huang, Western Michigan University*
 Doing Science in School: A Pilot Study of Urban and Suburban Students' Perceptions of School Science as Shown by Their Drawings. *Diane Jass Jass Ketelhut, Temple University; Juliet DiLeo, Temple University*
 Elementary Students' Epistemological Beliefs and Epistemological Practices: Intersections and Extensions. *Julie Kittleson, University of Georgia*
 The (Co-)Production of High School Students' "Images of Science". *Michiel Van Eijck, Eindhoven University of Technology; Pei-Ling Hsu, University of Victoria; Wolff-Michael Roth, University of Victoria*
 Negotiating Standoffs: How Do Teachers Employ NOS in Teaching Controversial Topics? *Sherry S. Southerland, Florida State University; Barry W. Golden, Florida State University*

Discussant:

Cathleen C. Loving, Texas A&M University

28.084. Becoming Creative Educators Through Self-Study.

SIG-Self-Study of Teacher Education Practices
 Sheraton New York Hotel & Towers, Executive Conference
 Center, Conference Room F, Lower Lobby
 12:25 pm to 1:55 pm

Chair:

Mieke L. Lunenberg, VU University - Amsterdam

Participants:

Developing Literate Communities in Classrooms: A
 Collaborative Self-Study of a Teacher Educator's Practices.
Cynthia M. Schmidt, University of Missouri - Kansas City;
Patience A. Sowa, Zayed University

Equity, Complacency, Compliance, and Conformity: Teacher
 Educators, Preservice Teachers, and Social Justice Practices.
Cynthia J. Rosenberger, University of Massachusetts

Faculty Emotions and Self-Perceptions: A Collaborative Self-
 Study of Teacher Educators. *Mary Antony Bair, Grand*
Valley State University; David E. Bair, Grand Valley State
University; Sally Hipp, Grand Valley State University;
Cynthia E. Mader, Grand Valley State University; Ismail A.
Hakim, Grand Valley State University

Walking a Fine Line: Negotiating between Faculty and
 Students. *Mandy Carolyn Frake-Mistak, York University*

Discussant:

Brenda F. Cherednichenko, Edith Cowan University
Raul A. Mora, University of Illinois - Urbana-Champaign

**28.085. Longitudinal Analyses of Educational and
 Occupational Outcomes.** SIG-Sociology of Education
 New York Marriott Marquis Times Square, Wilder Room,
 4th Floor
 12:25 pm to 1:55 pm

Chair:

Stacey J. Bosick, Harvard University

Participants:

Poverty, Family Processes, and the Transition to Elementary
 School. *Robert L. Crosnoe, University of Texas - Austin;*
Carey E. Cooper, Princeton University

Why are Minority Youth More Vulnerable During School
 Transitions? The Role of Social Opportunity and School
 Climate. *Amy G. Langenkamp, University of Texas - Austin*

High School Coursework and Student Achievement: Is There a
 Disconnection? *Thomas B. Hoffer, University of Chicago*

The Unobserved Complexity of Traditional Tracking Systems
 of the 1960s and 1970s: A Latent Class Analysis of High
 School Transcript Data. *James D. Jones, Mississippi State*
University; Emory Morrison, Mississippi State University

Educational Expansion, Meritocracy, and Social Class
 Destinations in Late 20th Century Britain: A Configurational
 Analysis. *Barry Cooper, University of Durham; Judith*
Glaesser, Durham University

Discussant:

Sean P. Kelly, University of Notre Dame

28.086. Early Childhood Studies in Special Education. SIG-
 Special Education Research
 Sheraton New York Hotel & Towers, Executive Conference
 Center, Conference Room C, Lower Lobby
 12:25 pm to 1:55 pm

Chair:

Sharon A. Judge, Old Dominion University

Participants:

Typically Developing Children's Play Interactions with
 Classmates with Special Needs. *Hila Balilty, University of*
Western Ontario; Elizabeth Nowicki, University of Western

Ontario; Perry D. Klein, University of Western Ontario
 Accelerating Preschool Children's Vocabulary: Effects of a
 Shared Book-Reading Intervention. *Sharolyn D. Pollard-*
Durodola, Texas A&M University; Jorge E. Gonzalez, Texas
A&M University; Deborah C. Simmons, Texas A&M
University; Leslie Simmons, Texas A&M University

Defining Risk for Preschoolers with Disabilities and Predicting
 Educational Performance. *Harriotte Heinzen, Westat; Elaine*
Carlson, Westat; Denise St Clair, WESTAT; Frank F.
Jenkins, Westat

Predicting Change in Eligibility Status among Preschoolers in
 Special Education. *Tamara Cohen Daley, Westat; Elaine*
Carlson, Westat

Factors Predicting Children's Placement Into Special Education.
Jacob Hibel, Pennsylvania State University; George Farkas,
Penn State; Paul L. Morgan, The Pennsylvania State
University

Discussant:

Stephanie Alotaiba, Florida State University

**28.087. Considering the Historical Narrative: Student
 Dialogue, Critique, and Engagement.** SIG-Teaching
 History
 Hilton New York, Murray Hill Suite A, 2nd Floor
 12:25 pm to 1:55 pm

Chair:

*Brenda M. Trofanenko, University of Illinois - Urbana-
 Champaign*

Participants:

Scaffolding the Critique and Construction of Empirical
 Narratives. *Joseph L. Polman, University of Missouri - St.*
Louis

The Junior Historian Movement (1938-1968) and Practice-
 Based Approaches to History Education. *Mark J Weiler,*
Simon Fraser University

The Intersection of Reading, Writing, and Thinking in a High
 School History Classroom. *Chauncey B. Monte-Sano,*
University of Maryland - College Park

Discussant:

Keith C. Barton, University of Cincinnati

28.088. Online and Virtual Learning. SIG-Technology as an
 Agent of Change in Teaching and Learning
 Sheraton New York Hotel & Towers, Executive Conference
 Center, Conference Room D, Lower Lobby
 12:25 pm to 1:55 pm

Chair:

Teresa S. Foulger, Arizona State University

Participants:

Affordances and Limitations of Participatory Augmented
 Reality Simulations in Teaching and Learning. *Matt*
Dunleavy, Radford University; Chris J. Dede, Harvard
University; Rebecca N. Mitchell, Harvard University

Relationship of Learning Style to Final Grade in Asynchronous
 Online Courses. *Tandra Lea Tyler-Wood, University of*
North Texas; Gerald A. Knezek, University of North Texas;
Rhonda R. Christensen, University of North Texas

Research and Practice in K-12 Online Learning: A Review of
 Literature. *Cathy Cavanaugh, University of Florida; Michael*
Kristopher Barbour, Wayne State University; Thomas A.
Clark, TA Consulting

The Importance of Interface Agent Visual Presence in
 Impacting Young Women's Attitudes toward Engineering.
Rinat B. Rosenberg-Kima, Florida State University; Amy L.

Baylor, Florida State University; E. Ashby Plant, Florida State University; Celeste E. Doerr, Florida State University

Discussant:

Ruth C. Gannon-Cook, DePaul University

28.089. Expanding and Converting Workplace Knowledge in a Context of Change. SIG-Workplace Learning

Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor

12:25 pm to 1:55 pm

28.090. Classroom Assessment and Formative Assessment: Questions and Issues from Research. SIG-Classroom Assessment

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

12:25 pm to 1:05 pm

Tables:

1. Aggregating Grades for the Report Card: A Secondary School Teacher's Account. *Marielle Simon, University of Ottawa; Robin D. Tierney, University of Ottawa; Renee Forgette-Giroux, University of Ottawa; Brian W. Noonan, University of Saskatchewan; C. Randy Duncan, University of Saskatchewan*
2. Changing Teachers and their Practice: A Case Study of One Formative Assessment PD Program. *Toni Ann Sondergeld, University of Toledo; Dawn Leusner, ETS; Courtney A. Bell, ETS*
3. Engaging Science Teachers in Formative Assessment: Issues in Feedback on Student Laboratory Reports. *Anthony Bartley, Lakehead University; G. Michael Bowen, Mount Saint Vincent University; Nicole Arsenaault, Mount Saint Vincent University*
4. How Teachers "See" Assessment: Change in Conceptions of Assessment Among Preservice and Practicing Teachers. *Christopher Charles Deneen, Touro College; Osnat Zaken, Touro College*
5. Pragmatism Trumps Motivation in College Students' Preferences for Exam Formats. *Jay T. Parkes, University of New Mexico; Candice R. Stefanou, Bucknell University*
6. Test Specifications to Learning Progressions: Making the Shift from Assessment of Learning to Assessment for Learning. *Saad Chahine, University of Toronto; Lorna M. Earl, OISE/University of Toronto; Steven Katz, University of Toronto*

28.091. Complex Connections of Theory and Practice. SIG-Chaos and Complexity Theories

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

12:25 pm to 1:05 pm

Tables:

7. Modelling the Complexity of Educational Scholarship in University Teaching. *Soeren Kruse, Danish University of Education*
8. Order from Disorder, Equilibrium from Disequilibrium: Journeys of Reorganization following Adversity and Crisis. *Derek Arndt, University of Oklahoma; Kathryn Roden, University of Oklahoma; Jessie Gregory,*
9. Poincaré's Notion of Intuition. *Lian Fang Lu, Louisiana State University*
10. Complexity Theories at the Intersection of Hermeneutics and Phenomenology. *Francis H. Feng, University of British Columbia; Ton Jorg, Utrecht University*

28.092. Cross-Cultural Field Experiences. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
12:25 pm to 1:05 pm

Tables:

11. An Evaluation of Student Outcomes in Cross-Cultural Preclinical Immersion Field Experiences. *Bruce L. Strom, Carroll College; Kramer Kathrine, Carroll College; Rose Ann Donovan, Carroll College*
12. Definitions, Implementation, and Attitudes on Multicultural Education: A Glimpse at Elementary School Teachers in NYC. *Jimmy Ivan Kalamaras, CUNY*
13. Fear and the Pedagogy of Care: A Study of White Female Teachers' Emotional Resilience in Urban Schools. *Fatima Hafiz, Temple University*
14. Interdisciplinary Ways of Knowing: A Collaborative Teacher Education Project for Culturally Responsive Pedagogy. *Margaret C. Laughlin, University of Wyoming; Lydiah Nganga, University of Wyoming*
15. Preparing Teacher Candidates to Teach Learners of Diverse Cultural Backgrounds in a Teacher Preparation Course. *Laura Blythe Liu, George Washington University*
16. Taking Civic Responsibility for Educating Black Students: Case Studies of Teachers Successfully Facilitating Engagement. *Theresa Adkins, Towson University; Dorene D. Ross, University of Florida*
17. "I Thought I was Prepared!" Early Career Teachers' Challenges of Diversity in High-Need/High-Potential Schools. *Eunjo Jung, University of Louisville; Maureen E. Angell, Illinois State University; Marilyn K. Moore, Illinois State University; Lance R. Lippert, Illinois State University; Stephen K. Hunt, Illinois State University; Brent K. Simonds, Illinois State University*

28.093. Governmentality in Education: Technology, Globalization, Identity, and Risk. SIG-Foucault and Education

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

12:25 pm to 1:05 pm

Tables:

18. Body and Power in Motion. *Marie Elisabeth Ohman, A-rebro University*
19. Education and Governmentality in Management Societies: Pedagogical Devices and Official Discourse in Argentina. *Silvia Mariela Grinberg, National University of San Martin*
20. Gateways to the Global: Governing School-Industry Partnerships. *Cushla Kapitzke, Queensland University of Technology; Stephen Hay, Griffith University*
21. Risk, Technoscience and Education: An Actor-Network/Discourse Analysis of Millennial Education Policy. *David S. Shutkin, John Carroll University*
22. The World Is Not Flat: Tom Friedman, Neoliberal Governmentality, and Educational Reform. *David W. Hursh, University of Rochester*

28.094. Issues and Outcomes in School Choice Research. SIG-School Choice

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

12:25 pm to 1:05 pm

Chair:

Kim K. Metcalf, University of West Georgia

Tables:

23. Funding and the Competition for Students: The Effects of Competition on the Work Lives of Teachers. *Patricia Burdell, Central Michigan University*
24. School Choice Policies and Intergenerational Justice. *Kathleen Knight, Miami University - Ohio*
25. Critical Reflections on Preschool Vouchers in Hong Kong and Taiwan: Translating the Notion of Freedom to Choose. *I-Fang Lee, Institute of Education - Hong Kong; Chao-Ling Tseng,*
26. Lining up to Learn: The High School Application Process in New York City Public Schools. *Aaron Pallas, Teachers College, Columbia University; Carolyn J. Riehl, Teachers College, Columbia University*

28.095. Applied Research in the Schools: 2. Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
12:25 pm to 1:05 pm

Tables:

1. A Drama Intervention Enhances Communication and Academic Achievement in Low-Income Kindergartners. *Ann C. Kruger, Georgia State University; Audrey Ambrosino, Georgia State University; Lynda A. Kapsch, Georgia State University*
2. A Summative Evaluation for the Title I Targeted Assistance School (TAS) Programs. *Yu Nu Yang, Prince George's County Public Schools - Maryland*
3. Using the Propensity Score Method for Bias Reduction to Estimate the Effects of Studying Skillful Teaching or Observing and Analyzing Teaching on Students' Algebra Achievement. *Shahpar Modarresi, Montgomery County Public Schools - Maryland; Faith Connolly, Naviance LLC; Natalie Wolanin, Montgomery County Public Schools - Maryland*
4. What Are the Long-Term Effects of Small Classes on the Achievement Gap? *Vicki Chung, Northwestern University; Spyros Konstantopoulos, Northwestern University*
5. Developing the Vocabulary and Emergent Literacy Skills of 4-6-Year-Olds in Single-Grade vs. Multi-Grade Classrooms. *Jennifer Dibara, Harvard University; Rebecca Deffes Silverman, University of Maryland - College Park*
6. The Effect of Participation in K-16 Professional Learning Communities in Science and Mathematics on Teaching Practices and Student Achievement. *Janet Nyakerario Mogusu, Georgia State University; Judith A. Monsaas, University System of Georgia*
7. Academic Case Managers: Supporting the Educational Life of Urban Middle School Students at Risk. *Nancy VanKannel-Ray, MERC GEAR UP Learning Centers; Warren E. Lacefield, Western Michigan University; Pamela Zeller, Western Michigan University*

28.096. Motivation SIG Thematic Discussion: Cultural processes in motivation. SIG-Motivation in Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
12:25 pm to 1:05 pm

Chair:

Janine Bempechat, Wheelock College

Tables:

8. Black Students at Predominantly White Institutions: A

Motivational and Self-Systems Approach to Understanding Retention. *Kelly A. Rodgers, University of Texas - San Antonio*

9. Building the Future for Indigenous Students: The Relationship Among Future Vision, Motivation, and School Success. *Dennis M. Mcinerney, Nanyang Technological University*
10. Discovering Academic Autonomy in Japanese Students. *Stephen M. Tonks, Northern Illinois University; Hiroshi Usui, Hokkaido University; Allan L. Wigfield, University of Maryland*
11. Effects of Utility Value on Achievement Behavior in Two Cultures. *Olga Godes, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin - Madison; Yuri Miyamoto, University of Wisconsin - Madison*
12. Indices of Achievement Goals and Metacognitive Strategy-Use: Are They Culturally and Cognitively Valid? *Karen Elizabeth Clayton, Fordham University; Akane Zusho, Fordham University; Peggy A. Barnett, Fordham University; George Michna, Connecticut State Department of Education; Sheera Hefter, Fordham University*
13. Socioculturally-Rooted Antecedents of Achievement Goal Orientations. *Arief Darmaningara Liem, Centre for Research in Pedagogy and Practice; Dennis M. Mcinerney, Nanyang Technological University*
14. The Relation between Adolescents' Perceptions of Racial Discrimination and Their Achievement Goals: An Exploratory Study of African American Middle School Students. *Aletha M. Harven, University of California - Los Angeles*

Discussant:

Janine Bempechat, Wheelock College

28.097. Paper Discussions: Psychometrics. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
12:25 pm to 1:05 pm

Tables:

15. A Comparison of Pre-Equating and Post-Equating Using Large-Scale Assessment Data. *Ye Tong, Pearson Educational Measurement; Sz-Shyan Wu, New York State Education Department; Ming Xu, The New York State Education Department*
16. Biased Sample Calibration of Structural Parameters for the Rasch And Two-Parameter Logistic IRT Models. *Insu Paek, ETS*
17. Comparing Three Calibration Methods in a Mixed-Format Large-Scale Assessment Using Empirical Data. *Kevin Fatica, CTB/McGraw-Hill; Kooghyang Ro Um, Pearson Educational Measurement; Dong-In Kim, CTB/McGraw-Hill LLC; Leonardo S. Sotaridona, CTB/McGraw-Hill LLC*
18. Proposal for Comparing the Extended Tsutakawa Method with TESTFACT and NOHARM for MIRT Estimation. *Litong Zhang, CTB/McGraw-Hill LLC; Brian T. Habing, University of South Carolina*
19. The Meta-Analysis of Coefficient Alpha: An Example Using the Maslach Burnout Inventory. *Laura L.B. Barnes, Oklahoma State University; Denna L. Wheeler, Connors State College; Matt Vassar, Oklahoma State University; Jody Worley, University of Oklahoma*
20. Confidence Interval Methods for Coefficient Alpha: A Monte Carlo Study of Seven Methods Proposed in the Literature. *Jeanine L. Romano, American University -*

Sharjah; Jeffrey D. Kromrey, University of South Florida; Susan T. Hibbard, University of South Florida

21. Modeling Growth: A Longitudinal Study Based on a Vertical Scaled English-Language Proficiency Test. *Zhen Wang, Harcourt; Husein Taherbhai, Husein, The Federation of the State Boards of Physical Therapy; Ming Xu, The New York State Education Department; Sz-Shyan Wu, New York State Education Department*

28.098. Structural Equation Modeling Potpourri. SIG-

Structural Equation Modeling
New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
12:25 pm to 1:05 pm

Tables:

22. The Performance of Model Fit Indices under Model Misspecification: Investigations with Categorical Data. *Christine Distefano, University of South Carolina; Michael Seaman, University of South Carolina*
23. Comparing Growth Mixture Models When Measuring Latent Constructs With Multiple Indicators. *Leslie Keng, University of Texas - Austin; Walter L. Leite, University of Florida; Susan Natasha Beretvas, University of Texas - Austin*
24. A Demonstration of the Equivalency of CFA and IRT Estimates With Dichotomous and Ordinal Indicators. *Laura M. Stapleton, University of Maryland - Baltimore County; Tiffany Ann Whittaker, University of Texas - Austin*
25. Contrasting the Performance of Five Fit Indices: A Closer Examination. *Stephen A. Sivo, University of Central Florida; Xitao Fan, University of Virginia*
26. On the Impact of Longitudinal Measurement Non-Invariance on Growth Curve Modeling. *Michael D. Toland, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln; Kevin A Kupzyk, University of Nebraska - Lincoln*
27. An Investigation of Model Fit Indices for Non-Nested Latent Class Models with Continuous Indicators. *Qiong Wu, Penn State; Pui-Wa Lei, Penn State*

28.099. Developing Culturally Relevant Teaching. Division K-Teaching and Teacher Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
12:25 pm to 1:05 pm

Tables:

1. Becoming a Culturally Relevant Teacher: The Role of Reflection in Preservice Teachers. *Hillary N. Braud, Louisiana State University*
2. Is Culturally Responsive Teaching Possible? A Story of Institutional Racism, Resistance, and Success. *Benjamin Blaisdell, Salem College; Myriam Casimir, University of California - Berkeley*
3. Preparing Multicultural Teacher Educators: Toward a Pedagogy of Transformation. *Vicki A. Vescio, University of Florida; Elizabeth Bondy, University of Florida; Philip Emery Poekert, University of Florida*
4. Preservice Teacher Dispositions: Impact of Using Self-Evaluation for Reflective and Culturally Responsive Teaching. *Patricia Stall, California State University - San Marcos; Anne Rene Elsbree, California State University - San Marcos*
5. Teaching as a Means of Political Activism: Socio-Political Teacher Preparation in a Movement Educational Program. *Tambra O. Jackson, University of South Carolina*

6. The Hearty Curriculum: Building Advocates in the Classroom. *Mary Mangan Reynolds, Western Oregon University; Chloe Myers, Western Oregon University*
7. The Role of School-Based Factors of Context in Equity-Oriented Teaching. *Elizabeth H. Dorman, University of Colorado - Boulder*

28.100. Meeting the Needs of English-Language Learners.

Division K-Teaching and Teacher Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
12:25 pm to 1:05 pm

Tables:

8. Balancing Researcher and Practitioner Knowledge During an ELL-Focused Mathematics Professional Development. *Craig A. Schneider, University of California - Santa Cruz*
9. Enhancing Instruction for English-Language Learners Through Action Research: Lessons From an Inquiry Professional Development Program. *Bonnie T. English, University of Washington; Jen Joyce, University of Washington; Audrey Lucero, University of Washington; Tom T. Stritikus, University of Washington*
10. Interactive Instructional Approaches for Language Minority Students. *Kim Ye-Kyoung, University of Guam*
11. Powerful Pixels?: A Description of Reading Behaviors and Comprehension of English Language Learners Using Digital Texts. *Lina Chiappone, Nova Southeastern University*

28.101. Politics of Choice, Care, and Grievance. SIG-Politics of Education

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
12:25 pm to 1:05 pm

Tables:

12. Exploring Grievance Arbitration in Education. *La'Tara D. Osborne-Lampkin, Florida State University*
13. Rethinking Community Politics of Education: Insights from Analysis of the Ecology of Resistance Games in State Activism. *Hanne B. Mawhinney, University of Maryland - College Park*
14. The Federal Role in Early Childhood: Policy Changes in Head Start over Time. *Phyllis Marie Kalifeh, Florida State University; Lora A. Cohen-Vogel, Florida State University*
15. The Politics of Care in Urban Schools. *Jo Bennett, University of Texas - Austin*
16. The Start-Up of Religious Charter Schools: Implications for Privatization and Choice. *Marcia Harr, Fordham University; Bruce S. Cooper, Fordham University*
17. Utah's "Universal" Voucher Program: Making Sense of the Debate and the Divide. *E. Vance Randall, Brigham Young University*

28.102. Spirituality and Education: Paper Discussion. SIG-Spirituality and Education

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
12:25 pm to 1:05 pm

Tables:

18. A Look Into the Spiritual Experiences and Inner Knowings of Young Women. *Karen M. Csolli, OISE/University of Toronto*
19. African American Spirituality, Social Justice, and Educational Leadership. *Mark Giles, Miami University; Noelle Witherspoon, Louisiana State University; Patrice A. McClellan, Miami University*
20. Getting Mindfulness Into the Curriculum at a Public University: The Continuing Story of the Impact of a Project

Measuring Mindfulness and Mindset Orientations. *Sharon G. Solloway, Bloomsburg University of Pennsylvania; William P. Fisher, Avatar International, Inc.*

21. Locating the Spiritual in Education: Remapping Remembered Spaces in Community. *Loring Resler, Ohio State University; Bill Taylor, Ohio State University*
22. Social Constructions of Spirituality Part II: Using Grid and Group Terminology to Explain Multiple Influences on Spirituality. *Ed Harris, Oklahoma State University*

28.103. Technology and Teacher Education. Division K-Teaching and Teacher Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
12:25 pm to 1:05 pm

Tables:

23. Engaging Teacher Learning Through Online Collaborative Pedagogical Discussions. *Diane Hui, The University of Hong Kong*
24. Fight the Dragons: Using Online Discussion to Promote Critical Literacy in Teacher Education. *Christine A. Woodcock, Towson University*
25. Online Teacher Preparation Process: A Triangulated Approach. *Comfort O. Okpala, North Carolina Agricultural and Technical State University; Amon Okey Okpala, Fayetteville State University*
26. Studying the Effects of Video-Based Case Design. *Peiyi Lin, Teachers College, Columbia University; Liping Deng, University of Hong Kong; Yan Wang, Teachers College, Columbia University; Chien-Tung Chen, Teachers College, Columbia University*
27. Theme and Variations of Critical Friends Groups: A Contextual Look and Virtual Demonstration. *Barbara Meyers, Georgia State University; Susan L. Swars, Georgia State University; Nancy Jo Schafer, Georgia State University; Kara Kavanagh, Georgia State University; Connie Parrish, Georgia State University; Lisa Jacobs, Gwinnett County Schools; Cassandra Matthews, Gwinnett County Schools; Susan Taylor, Georgia State University*

28.104. Division A: Administration, Organization, and Leadership: Poster Session. Division A-Administration, Organization, and Leadership
Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm

Posters:

1. A Cross-Cultural Study of School Mistreatment. *Carla Stevens, Houston Independent School District; Ram Green, Texas Tech University; Xinyin Huang, Suzhou University; Chuan Zhou, Suzhou University; Jiamei Lu, Shanghai Normal University*
2. A Validation Study of a Self-Assessment Tool for Improving School-Based Literacy Programs. *Matthew R. Hanson, University of Illinois - Urbana-Champaign; Jean Haley, University of Illinois - Urbana-Champaign*
3. Attitudes and Perceptions of Mississippi Career and Technology School Administrators Toward Technology Integration. *Janice Holman Sears, Mississippi State University; Linda F. Cornelious,*
4. Constructing Teams: Organizing and Leading to Expand Decisions. *Catherine Hands, University of San Diego*
5. Factors Contributing to the Incidence of Expulsion, Suspension, and Truancy for High School Students. *Shu-Ren Chang, Rockford Public Schools - Illinois; Linda Hernandez, Rockford Public Schools - Illinois; Michael Kuzniewski,*

Rockford Public School - Illinois; Shu-Mei Lien, University of Nebraska-Lincoln

6. Improving Educational Leadership Through the Development of Strong Smaller Learning Communities. *Annie Woo, Northwest Regional Educational Laboratory; Roy Kruger, Northwest Regional Educational Laboratory*
7. It Is Difficult but not Impossible: Initiating and Implementing Comprehensive High School Reform in South Texas. *Fernando Valle, University of Texas - Pan American; Anita M. Pankake, University of Texas - Pan American*
8. New Principals as Instructional Leaders in Literacy. *Mary F. Borba, California State University - Stanislaus*
9. Parental Involvement: What Types Matter for Teens? *Wei-Bing Chen, University of Virginia; Anne Gregory, University of Virginia*
10. School and Young People at Risk of Deviance. *Dettori Giuseppe Filippo, University Sassari*
11. Principal Decision-Making: Exploring the Relationship between Principal Demographics, School Context, and Location as a Structural Equation Model. *Resche Devone Hines, Learning Point Associates*
12. School Leadership and Communication. *Wanda L W Siu, Chinese University of Hong Kong*
13. Speaking the Same Data Language: How Practitioners and Theorists Conceptualize Data-Driven Decision Making Terminology. *Karen Sanzo Crum, Old Dominion University*
14. The Process and Results of School Self-Evaluation through the Eyes of Experts: A Delphi Study. *Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp*
15. What Are Principals' Perceptions of School Crises and Emergency Situations?: Lending Their Voices. *Renee M. Waters, New York University*

28.105. Division B: Poster Session. Division B-Curriculum Studies
Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm

Posters:

16. Book Clubs in American Society and School. *Mark A. Lewis, University of Colorado - Boulder*
17. Developmental Foundations in a Contemporary Social Studies Curriculum. *Doug Feldmann, Northern Kentucky University*
18. Encouraging the Civic Participation of Youth Through a Critical Inquiry Into Epistemology. *Diana Jayne Nicholson, University of British Columbia*
19. Faces Going Places: 9th-Grade Students Exploring Self and Others Through Multimedia Publication. *Lance Ozier, Teachers College, Columbia University; Jaime Lynn Quackenbush, Teachers College, Columbia University; Maya Roth, Teachers College, Columbia University; Christina Shon, Teachers College, Columbia University*
20. Guided-Inquiry Science Textbook: Oxymoron or Possibility? *Tatiana Kae Lim, University of California - Berkeley*
21. Improving the Quality of Mathematics Teaching: Issues of Depth in a National Professional Development Initiative. *Rosanne Mary Parsons, Ministry of Education; Joanna Higgins, Victoria University - Wellington*
22. Investigating the Propriety of a Science and Technology Curriculum in Turkiye. *Yasemin Demiraslan, Iowa State University*
23. Korean Elementary School Teachers' Recognition and Implementation of Cross-Curricula. *Sangeun Lee, Seoul*

- National University; Jungyeol Park, Seoul National University; Kyunghee So, Seoul National University*
24. Making Math Count: For Knowledge, Not Just Test Scores. *Julie K. Shepherd,*
25. Mixed Methods Evaluation of "Connecting Spelling Rules to Reading and Writing Grade 2". *Vicki L. Underwood, Region 4 Education Service Center; Nancy Gaudet, Region 4 Education Service Center; Linda J. Reaves, TCES & Associates, Inc.*
26. Performance Level Descriptions: Similarities and Differences among Select States. *Sheila R. Schultz, Human Resources Research Organization; Shannon Willison, Human Resources Research Organization; Felicia Gladden, HumRRO*
27. The Modeling Curriculum and Measurement in Conceptual Theoretical Frameworks for Force Concepts in a Classroom. *Sharon Schleigh, Arizona State University*
28. The Moral Alphabet: A Workshop for the Prevention of Aggressive Behavior in School. *Roberta Renati, University of Pavia; Maria Assunta Zanetti, University of Pavia*
29. Understanding Children's Ideas about the Conservation of Threatened Plants: Concepts, Values, and Intention to Act. *Demetra Paraskeva Hadjichambi, University of Cyprus; Konstantinos Korfiatis, University of Cyprus; Andreas Ch. Hadjichambis, Cyprus Centre for Environmental Research and Education*
30. Using Moral Dilemmas to Evaluate Adolescents' Moral Reasoning: An Experience with the Structured Dilemma. *Roberto Pazzaglia, University of Pavia; Roberta Renati, University of Pavia; Maria Assunta Zanetti, University of Pavia; Adriano Pagnin, University of Pavia*
- 28.106. Division J Poster Session 1.** Division J-Postsecondary Education
Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm
- Posters:
31. An Analysis of Latino/a Student Perspectives on Ethnic and Gender Identity in Higher Education: Education Biographies From the Biological Sciences. *Vanessa Beth Lujan, University of Texas - Austin*
32. An Examination of University Students' Academic Emotions as Predictors of Risky Behaviors and Health. *Katherine M. Taylor, University of Manitoba; Nancy Robinson-Epp, University of Manitoba; Robert Harrison Stupnisky, University of Manitoba; Steve Hladkyj, University of Manitoba; Raymond P. Perry, University of Manitoba*
33. An Exploration of Racial Identity Development of Chinese Graduate Students on an American Campus. *Kang Li, Michigan State University*
34. Barriers to Adoption of Technology-Mediated Distance Education in Higher-Education Institutions. *Baiyun Chen, University of Central Florida; Ning Jackie Zhang, University of Central Florida*
35. Collective Self-Esteem Among Multiethnic College Students. *Prema Chaudhari, University of Pittsburgh*
36. Creativity and Creative Identity: Definitions, Influences, and Implications for Higher Education and the Public Good. *Michele M. Welkener, Ohio State University*
37. Development and Initial Validation of the Diversity Attitudinal Satisfaction (DAS) Scale. *Andri Ioannou Nicolaou, University of Connecticut; D. Betsy McCoach, University of Connecticut*
38. Do Four-Year Colleges Produce Better Citizens? Measuring the Civic Returns to Post-Secondary Education. *Jason Dunick, University of Illinois - Urbana-Champaign*
39. Early Entrance University Programs in Israel: A New Agent in Higher Education. *Dorit Tubin, Ben-Gurion University of the Negev; Rachel Eshel, University of the Negev*
40. Effective Instruction in Higher Education. *Karen Sue Bradley, Texas A&M University - Kingsville; Jack Alden Bradley, Texas A&M University - Kingsville*
41. Employing Transformational Leadership in the Blended Learning Classroom to Impact Learning Outcomes in Community-Based Post-Secondary Institutions. *Peter J. Mcaliny, New York University*
42. Evaluating the Effectiveness of Provosts in Building a Student Learning Assessment-Supportive Organizational Culture. *Chris Procello, University of San Diego*
43. First-Year Students' Persistence at University: The Role of Classroom Experiences and Social Integration. *Julia Schmitz, Catholic University - Louvain; Mariane Frenay, University of Louvain; Sandrine Neuville, Catholic University of Louvain*
44. Holistic Development in Progress: Exploring Spirituality With New Faculty. *Ann Riley, University of Oklahoma*
45. Home Away From Home: The Role of Aboriginal Student Services in the Success of Indigenous Students. *Michelle E. Pidgeon, University of British Columbia*
46. Information Technology Students' Expectancies and Values: A Structural Approach. *Nicole DiDonato, Rutgers University; Angela M. O'Donnell, Rutgers University*
- 28.107. Education Research from Around the World.** SIG-International Studies
Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm
- Chair:
Bryan J. Moseley, Florida International University
Kirsi A. Tirri, University of Helsinki
- Posters:
47. A Review of Studies Exploring Possible Reasons for the TIMSS Score Gap. *Yue Yin, University of Hawaii; David P. Ericson, University of Hawaii - Manoa; Kun Yuan, RAND*
48. Assessing Stress Management of College Students in China. *Chi-En Hwang, Cedarville College; Bingjia Grace Zhang, Cedarville University*
49. The Quality of Education in Russian Universities: The Faculty's Perceptions of Governmental and Institutional Policies. *Natalia Forrat, University of Michigan*
50. Cross-Cultural Study of Learning Styles. *Fatemeh Zarghami, St. Cloud State University*
51. Conditions for Implementing Change in Small-Sized Primary Schools in Northeast Thailand. *Wirot Sanrattana, Khon Kaen University; Forrest W. Parkay, Washington State University; Mei Wu, University of Idaho*
52. His Majesty the King of Thailand's Sufficiency Economy Philosophy: A Theoretical Framework for Implementation in Basic Education Institutions. *Rattiporn Phatorntuwanon, Office of Mahasarakham Educational Service Area 1*
53. Instructional Leadership: A Survey Study of Banfang District's School Principals, Khon Kaen Province, Thailand. *Jintana Srisarakham, Pongpinyo 2 School*
54. Perceptions of Roles and Needs of School Committee at Kranuan District, Khon Kaen Province, Thailand. *Nathaporn Chinnabut, Ban Nonsomboon Primary School*
55. Participation in After School Programs and Enrichment Lessons and Its Relations to Academic and Behavioral

Adjustments of Children in International Marriages. *Hsiu-Chih Su, Chaoyang University of Technology*

56. The Tearing or Mending of Social Fabric: Colombian Children's Personal Experience with Educational Change. *Jessica Lester, University of Tennessee; Katherine H. Greenberg, University of Tennessee*
57. Through the Voices of Male Teachers in South Korea: The Journey to Become an Early Childhood Educator. *Sukyoungh Park, University of Georgia*

28.108. Facing the Future, Barriers and Resources in the Career Development of Youth and Adults. SIG-Career Development

Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm

Posters:

58. Career Development Education With Formerly Abandoned Street Children in Bolivia: Lessons From the Field. *Kerry R. Venegas, Harvard University; Kristen Shealy, Children's Hospital Boston Family Connections Project; Catherine Ayoub, Harvard University; Kristin Huang, Harvard University*
59. Deaf and Hard-of-Hearing People's Speech Intelligibility as a Barrier for Occupational Competence. *Tova Most, Tel-Aviv University; Amatzia Weisel, Tel Aviv University; Rachel Gali Cinamon, Tel Aviv University*
60. It's My Life: Helping Students to Choose and Plan Careers. *Maria Lee-Ann Weatherby, Simon Fraser University; Ken MacAllister, Simon Fraser University; Philip H. Winne, Simon Fraser University; John Cale Nesbit, Simon Fraser University*
61. Predictors of Career Maturity in College Students with Disabilities. *Amy Milson, University of North Carolina - Greensboro; David Duys, University of Iowa*
62. Social Cognitive Predictors of Middle School Students' Agriculture Career Interests and Goal Intentions. *Levon T. Esters, Iowa State University*
63. Teachers' Work-Family Conflict and Facilitation, Perceived Social Support, and Professional Burnout and Vigor. *Rachel Gali Cinamon, Tel Aviv University; Yisrael Rich, Bar-Ilan University*
64. The Career Development of Black Female Nurse Executives in Healthcare Organizations. *Joan Maria Osborne, Florida International University; Ann I. Nevin, Florida International University*
65. The Relationship between Employment Goals and High School Success for Urban Adolescents. *Alan Davis, University of Colorado - Denver*
66. Work and Family Perceptions among At-Risk Youth: The Role of Self-Efficacy and Gender. *Rachel Gali Cinamon, Tel Aviv University; Yisrael Rich, Bar-Ilan University; Pninit Russo-Netzer, Tel Aviv University*

28.109. Rural Education Across Cultures and Life Stages. SIG-Rural Education

Hilton New York, Americas Hall, 3rd Floor
12:25 pm to 1:55 pm

Posters:

67. College Going and College Choice Among First-Generation Rural College Students. *Sarah Armstrong Tucker, University of Michigan*
68. High-Achieving, High-Poverty Rural High Schools and Their Communities: A Transformative Mixed-Methods Study. *Perri J. Applegate, University of Oklahoma*

69. How a Dual-Level Early Reading Intervention Affected Rural Teachers' Ratings of Students' Literacy Skills. *Steven J. Amendum, University of North Carolina - Chapel Hill; Marnie C. Ginsberg, University of North Carolina*
70. School-University Partnerships: Can We Improve the School Placement Experience? *Nerissa Margaret Albon, Monash University*
71. Technology Infusion in a Rural School System: A Case Study from Pennsylvania. *Robert J. Wright, Widener University*
72. The Impact of Rural Education of Life Outcomes: A Report from the Longitudinal Study of American Youth. *Jon D. Miller, Michigan State University; Linda G. Kimmel, Michigan State University; Marian Mitchell, Michigan State University*
73. What Does It Mean to Be Rural? Subjectivity, Friction, and the Elementary Sciences Reform Act. *Karen Eppley, Penn State*
74. Rural Education of Latinos. *Claudia Peralta Nash, Boise State University; Leticia Alvarez, University of Utah; Francisco A. Rios, University of Wyoming; Arturo Rodriguez, Boise State University; Maria E. Franquiz, University of Texas - San Antonio*

Tuesday, 1:00 pm

29.010. PDC17: Analysis of Missing Data. Professional Development Training
New York Marriott Marquis Times Square, Empire Complex, Empire/Hudson Room, 7th Floor
1:00 pm to 5:00 pm

Director:

Craig K. Enders, Arizona State University

29.011. PDC20: Fostering Civic Responsibility Through Service-Learning: Sharing our Models, Research, and Resources. Professional Development Training
Hilton New York, Nassau Suite B, 2nd Floor
1:00 pm to 5:00 pm

Director:

Kathleen Anne Flannery, Saint Anselm College

Instructor:

*Daniel Forbes, Saint Anselm College
Maria K. McKenna, St. Louis University
Carol Traynor, Saint Anselm College*

29.012. PDC25: Poetic Devices for the Qualitative Researcher: Found Data Poems, Photographs, and Interactive Text to Understand New Ways of Representing Interview Data. Professional Development Training
Hilton New York, Gibson Suite, 2nd Floor
1:00 pm to 5:00 pm

Instructor:

*Valerie J. Janesick, University of South Florida
Carolyn N. Stevenson, Kaplan University*

29.013. PDC33: Using International Large-Scale Assessment Data. Professional Development Training
New York Marriott Marquis Times Square, Soho Complex, Olmstead Room, 7th Floor
1:00 pm to 5:00 pm

Director:

Leslie Rutkowski, International Association for the Evaluation

of Educational Achievement Data Processing Center

Participant:

Using International Large-Scale Assessment Data. *Leslie Rutkowski, International Association for the Evaluation of Educational Achievement Data Processing Center*

Instructor:

David Joseph Rutkowski, International Association for the Evaluation of Educational Achievement
Oliver Neuschmidt, International Association for the Evaluation of Educational Achievement
Eugenio Gonzalez, Educational Testing Service

Radd, University of St. Thomas; Bruce H. Kramer, University of St. Thomas

12. Broadening the Policy Discourse: Fostering Collaborative Leadership Development Among Parents of Children With Disabilities. *Katharine Shepherd, University of Vermont; Susan B. Hasazi, University of Vermont*
13. Crossing Borders: Fostering Compassion for Civic Responsibility Through Inquiry. *Christa Ann Boske, University of Houston - Clear Lake; Susan McCormack, University of Houston - Clear Lake; Leticia Becerril, Kukulcan Community Spanish School - Mexico*

Tuesday, 1:15 pm

30.010. Achievement, Attrition, Assessment, and Full-Service Schooling. Division A-Administration, Organization, and Leadership

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 1:15 pm to 1:55 pm

Tables:

1. Deepening Teacher Content Knowledge Through Collaborative Inquiry: A Vertical Discussion. *Monica Byrne-Jimenez, Hofstra University; Margaret Terry Orr, Bank Street College of Education*
2. Developing a High-Quality Formative Assessment Program: A Case Study of the Cleveland Metropolitan School District. *Donna G. Snodgrass, Greater Cleveland Educational Development Center; Denis W. Jarvinen, Strategic Measurement and Evaluation, Inc.*
3. Full-Service Schools, Community Agencies, and Schools of Education in a Complementary Fit of Research and Practice. *Charles R. Watson, University of Evansville*
4. Reframing State Education Agency/Urban School Districts' Relationships: Improving Instruction in a Climate of Accountability. *Lee Teitel, Harvard University*
5. Teachers' Perceptions and Kindergarteners' Achievement: Evidence from the ECLS-K Study. *Yubo Zhang, K12 Inc.; Timothy R. Konold, University of Virginia*
6. The Effects of Internal and External Conditions on Teacher Attrition in a Large School District. *Cathy Nadolny, Ft. Bend ISD; Catherine L. Horn, University of Houston; Doris Lee Prater, University of Houston*

30.011. Leadership for Social Justice: Emerging Insights. SIG-Leadership for Social Justice

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 1:15 pm to 1:55 pm

Tables:

7. Reconceptualizing the Distribution of Educational Leadership: Turning to the Community for Civic (and Educational) Transformation. *Peter M. Miller, Duquesne University*
8. Defining Social Justice Leadership: Building Theory From Principal Practice. *George Theoharis, Syracuse University*
9. The Critical Nature of Teacher Leadership: Preparing Teacher Leaders Who Work for Social Justice in Schools. *Jill Suzanne Bradley-Levine, Indiana University*
10. Women Secondary School Principals: Multicultural Voices from the Field. *Whitney H. Sherman, Virginia Commonwealth University; Barbara Wrushen, University of Tennessee*
11. Equity, Fairness, and Communication: How School Leaders Use Relational Skills to Advance Social Justice. *Sharon I.*

30.012. Narrative Research in Work with Children. SIG-Narrative and Research

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 1:15 pm to 1:55 pm

Tables:

14. A Dream Denied: The Story of How One Urban Elementary School Went From Teaching Children to "Teaching to the Test." *Kathleen M. Collins-Alexander, University of San Diego*
15. Breathing Life Into Critical Understanding of Students at Risk, a Case Study of Sandy. *Douglas Edgar Gosse, Nipissing University; Tim Seifert, Memorial University*
16. Community Knowledge in Formation: Narrative Learning for Indigenous Children. *Neil Hooley, Victoria University; Maureen F. Ryan, Victoria University of Technology*
17. Kindergarten Children's Personal Narratives in Three Areas in Taiwan. *Minling Tsai, National Taipei University of Education*
18. Tales That Tell and Teach: Learning from and through Narrative. *Mary Q. Foote, Queens College - CUNY*
19. Understanding Students' Knowledge: A Narrative Inquiry into Students' School Stories. *Chao Jia, OISE/University of Toronto*

30.013. Perspectives in Physical Education. SIG-Research on Learning and Instruction in Physical Education

Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 1:15 pm to 1:55 pm

Chair:

Ken R. Lodewyk, Mount Union College

Tables:

20. Classroom Teachers and Physical Activity Integration. *Donetta J. Cothran, Indiana University; Pamela H. Kulinna, Arizona State University; Alex C. Garn, Indiana University; Timothy Brusseau, Arizona State University; Matthew Daniel Ferry, Arizona State University*
21. Ethnic Differences in Physical Education: Physical Education Teachers' Cultural Competency. *Louis Harrison, University of Texas - Austin; Russell L. Carson, Louisiana State University; Joe Burden, Kean University*
22. How Does Curriculum Contribute to Conceptual Change in Physical Education? The Health-Related Science-Based Physical Education Curriculum. *Mihae Bae, University of Maryland; Catherine D. Ennis, University of Maryland*
23. Need Support, Need Satisfaction, Intrinsic Motivation, and Physical Activity Participation among Middle School Students. *Tao Zhang, Louisiana State University; Melinda A. Solmon, Louisiana State University; Maria Kosma, Louisiana State University; Russell L. Carson, Louisiana State University; Xiangli Gu, Louisiana State University*

30.014. Shifting Sand: Black Students and Faculty in Higher

Educational Institutions. SIG-Research Focus on Black Education
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
1:15 pm to 1:55 pm

Chair:

J. John Harris, University of Kentucky

Tables:

24. Disappearing Acts: Addressing the Diminishing Numbers of African Americans in Top-Tier Universities. *Cynthia Pineda, University of California - Los Angeles; Terry Kyle Flenbaugh, University of California - Los Angeles; Jonli Tunstall, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles*
25. Exploring Hofstede's Cultural Dimensions in a University Setting Using Hollins' Structured Dialogue. *Angela O. Owusu-Ansah, Samford University*
26. The Graduate School Experiences of First-Generation African American Males. *James Coaxum, Rowan University; Jay Jones, Rowan University*
27. The Influence of the Teacher and Parent on the Academic Achievement of African American Students. *Bruce Bernard Douglas, Colorado State University*
28. "Remediation Under Siege: Threatening Access to Higher Education for Black Male Students. *Robert Terry Palmer, Morgan State University; Ryan Justin Davis, University of Maryland; Shederick A. McClendon, University of Massachusetts; Adriel Adon Hilton, Morgan State University*
29. "The Disappearance of the African American Undergraduate: UCLA Admissions Policy, Post-Affirmative Action". *Robin Nicole Johnson, University of California - Los Angeles; Cynthia M. Mosqueda, University of California - Los Angeles*

30.015. Division J Paper Discussion (Roundtable) 3. Division J-Postsecondary Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
1:15 pm to 1:55 pm

Tables:

1. Faculty Engagement in the Operationalization of Internationalization Plans. *Lisa K. Childress, George Washington University*
2. Guiding Their Way: The Role of Principals in Transitioning Students of Color From High School Into Higher Education. *Kimberly A. White-Smith, Chapman University; Monica A. White, Teachers College, Columbia University*
3. High-Achieving STEM Majors: Survival After the Freshman Year. *Eugene Kennedy, Louisiana State University; Dione Renae Sibley, Louisiana State University; Ginger Powell, Louisiana State University; Isiah Warner, Louisiana State University*
4. Higher Education and Research Policies and Professional Autonomy in England and the Netherlands: The Influence of Reforms on the Research Practices in Public Research Universities. *Liudvika Leisyte, University of Twente*
5. Higher Education Teaching Practices for the First Class. *Barbara Iannarelli, Niagara University; Chandra J. Foote, Niagara University*
6. Innovation and Inquiry for Student Learning: Lessons Learned From a Consortium of Two-Year Colleges. *Glen P. Rogers, Alverno College; William H. Rickards, Alverno College; Marcia Mentkowski, Alverno College; Tim Riordan, Alverno College; Austin Doherty, Alverno College; Donna Hogans Engelmann, Alverno College; Denise Sanders,*

Alverno College

7. Learning Landscapes Differ: A Cross-Cultural Study of Teacher Education Students Between China and America. *Zhurán You, Purdue University*

30.016. Issues in Dewey Studies. SIG-John Dewey Society
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
1:15 pm to 1:55 pm

Tables:

8. Appropriating the 'When': Dewey's Experience and Nature as Critique of Floden's Occasions for Educational Philosophy. *Benjamin W. Blair, Teachers College, Columbia University*
9. Images of the Lived Situation of Dewey in China: A Visual Ethnographic Analysis. *Candace Kaye, New Mexico State University*
10. Looking Beyond Academic Achievement for Inspiring the Next Generation. *Steven Mcgee, Learning Partnership*
11. Rethinking John Dewey's Democracy for Korean Education. *Jiwon Kim, Purdue University*
12. The Good Students: A Study of the Culture of High Achievement in a High School History Class. *Steven K. Wojcikiewicz, Western Oregon University*
13. The Influence of John Dewey's Educational Philosophy on the Barnes Foundation's Art Educational Experience. *Carolyn Logue Berenato, Saint Joseph's University*

30.017. Issues in Education Policy. Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
1:15 pm to 1:55 pm

Tables:

14. The First Fifteen Years of the Arizona Education Tax Credits: A Look at the Historical Results and Forecasts of the Future. *Glen Y. Wilson, Northern Arizona University*
15. Closing the Achievement Gap for Minority Students and the KIPP Charter Schools Movement. *Suzanne E. Eckes, Indiana University; Jonathan A. Plucker, Indiana University*
16. Shifting Demographics: Impact of attrition, parent choice, and state policy in a KIPP charter school. *Brent Wendell Maddin, Harvard University*
17. Challenges (and Possible Solutions) to Measuring Classroom-Based Formative Assessment Practice. *Leslie Nabors Olah, University of Pennsylvania*
18. Privatizing Civic Engagement: Markets, Schools, and the Challenge to Civic Capacity for School Reform in Philadelphia. *Maia B. Cucchiara, University of Pennsylvania; Eva Gold, Research for Action; Elaine Simon, University of Pennsylvania; Morgan Riffer, Research for Action; Cecily Mitchell, Research for Action*
19. Understanding Value-Added Teacher Effects in Context of School Effects and Choices of Policy and Practice. *Suzanne Franco, Wright State University; Kent Seidel, University of Denver*

30.018. Safe Schools and Communities: International Perspectives on Understanding and Managing the Complexity of the Challenges. SIG-Safe Schools and Communities
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
1:15 pm to 1:55 pm

Chair:

Dennis L. White, George Washington University

Tables:

20. An Analysis of Residential Segregation, School-Community Violence, and Policy Implications for the Achievement Gap. *York Williams, Lincoln University; Vivian W Ikpa, Temple University*
21. Characteristics of Bullying Victims Among Korean Male Students. *Seunghye Han, University of Missouri - Columbia*
22. Exploring "Realities" of Gang-Related Involvement Among Indo-Canadian Adolescent Females. *Hartej Gill, University of British Columbia; Vincent White, University of British Columbia*
23. Gender and Racial/Ethnic Differences in Sexual-Risk Behavior of Student Athletes. *Jana Kemp, American Institutes for Research; Rachel Beth Dinkes, American Institutes for Research*
24. School safety: The relationship between student and teacher perceptions, safety indicators and academic performance. *Kris Bosworth, University of Arizona; Lysbeth Lauren Ford, University of Arizona*
25. Sticks and Stones May Break My Bones: How Florida Deals with Bullying in Schools. *Darlene Y. Bruner, University of South Florida; Marilyn J. Bartlett, University of South Florida - St Petersburg*
26. Students' Reports of Violence Against Teachers in Taiwanese Schools. *Ji-Kang Chen, University of Southern California; Ron Avi Astor, University of Southern California*

Discussant:

W. David Wakefield, California State University - Northridge

30.019. Applications in Rasch Measurement. SIG-Rasch Measurement

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
1:15 pm to 1:55 pm

Tables:

1. A Multifacet Rasch Analysis of a Career Commitment Essay-Scoring Process. *Susan M Gracia, Rhode Island College*
2. Applying Multidimensional Partial Credit Model in a Longitudinal Design of Diagnostic Assessment. *Feifei Ye, University of Pittsburgh; Wenyi You, Pearson Educational Measurement*
3. Applying the Rasch Model to Develop a Tacit Knowledge Measure of Effective Superintendent Leadership. *Christian E. Mueller, University of Memphis; Kelly D. Bradley, University of Kentucky*
4. Construct Development for Linear Measurement of Accessibility to Education in Regions of the Russian Federation. *Anatoly Andreyevich Maslak, Slavyansk-Kuban State Pedagogical Institute; T. S. Anisimova, Slavyansk-on-Kuban State Pedagogical Institute; Nikolaus Bezruczko, Measurement and Evaluation Consulting*
5. Exploring the Structure of Achievement Goal Orientations Using Multidimensional Rasch Models. *Daeryong Seo, Harcourt Assessment, Inc.; Husein Taherbhai, Husein, The Federation of the State Boards of Physical Therapy; Yu Sun, Harcourt Assessment, Inc.*
6. Revision of the Assessment Practice Inventory (API): A Combined Exploratory Factor Analysis and Polytomous IRT Approach. *Judith A. Burry-Stock, University of Alabama*

30.020. Comparative and International Issues in Religion and Education. SIG-Religion and Education

Sheraton New York Hotel & Towers, Metropolitan

Ballroom, Metropolitan East, 2nd Floor

1:15 pm to 1:55 pm

Tables:

7. Children's Literature and Religious Diversity: A Comparative Analysis. *Sandra B. Oldendorf, Appalachian State University*
8. New Curricula for Minority Groups' Religion Education in Finland. *Arto Juha Viljami Kallioniemi, University of Helsinki*
9. Religious Education in a Changing World: The Quebec Experience. *Spencer Boudreau, McGill University*

30.021. Computer and Internet Applications in Education SIG Paper Discussions #2. SIG-Computer and Internet Applications in Education

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
1:15 pm to 1:55 pm

Tables:

10. Effective Computer Use: A Focus on the Linkage of Formal and Informal Learning, Ethnicity, and Gender. *Sunha Kim, Virginia Tech University; Mido Chang, Virginia Tech University*
11. EFL Pragmatics Through Computer-Mediated Communication. *Chia-Ning Liu, Texas A&M University; Zohreh R. Eslami, Texas A&M University; Lauren D. Cifuentes, Texas A&M University*
12. Technology Use and Curriculum Design: An Updated Look at Teacher Planning. *Kendall Hartley, University of Nevada - Las Vegas*
13. The Use of Computers in Mathematics: Findings from TIMSS. *Shu-Ling Lai, Ling Tung University; Renmin Ye, Houston ISD; Kuo-Pao Chang, Ming Chuan University; Chien-Fu Huang, Ling Tung University; Tai-Sheng Chang, Ling Tung University*
14. Using Multimedia to Teach Standards-Based Discourse: Considerations for Program Design. *Gary G. Bitter, Arizona State University; Caroline R. Pryor, Southern Illinois University - Edwardsville; Brandt W. Pryor, Pryors Educational Services*
15. VE-Tutor: A Volunteer eTutoring Program by Preservice Education Students for Elementary Pupils Needing Supplementary Assistance. *Genevieve Marie Johnson, Grant MacEwan College; George Buck, University of Alberta*

30.022. Early Childhood and Elementary Mathematics Education. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
1:15 pm to 1:55 pm

Tables:

16. Students' Understanding of Place Value: A Complex Theory Study of First Grade Romanian Students. *Madalina F. Tanase, University of Nevada - Las Vegas*
17. The Co-Development of Domain and Representational Competence: The Case of Neato. *Rozy Brar, University of California - Berkeley*
18. Promoting Fifth Grade Children's Conceptual Understanding of Volume Measurement: A Curriculum and Teaching Experiment. *Hsin-Mei Huang, Taipei Municipal University of Education - Taiwan; Michele D. Crockett, University of Illinois - Urbana-Champaign*
19. Latent Errors and Emerging Expertise in Clock-Reading. *Robert F. Williams, Lawrence University*

20. Antonio's Adaptation: Mathematics Instruction That Facilitates Differentiation and Adaptation for Students With Learning Disabilities. *Susan B. Taber, Rowan University; Michele Canonica, Monroe Township School District - New Jersey*

Tuesday, 2:15 pm

AERA Governance Meetings and Events

- 31.001. AERA Technology Committee: Closed Meeting.** AERA Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby
2:15 pm to 3:45 pm

Participant:

David J. Solomon, Michigan State University
Eva F. Baker, University of California - Los Angeles
Stafford Hood, Arizona State University
Steve A. Henry, Topeka Public Schools
Paula K. Hooper, TERC
Lisa W. Loutzenheiser, University of British Columbia
Girlie C. Delacruz, University of California - Los Angeles
Phoebe H. Stevenson, American Educational Research Association

- 31.002. Review of Research in Education (2010): Closed Editorial Board Meeting.** AERA Sheraton New York Hotel & Towers, Executive Conference Center, Executive Boardroom, Lower Lobby
2:15 pm to 3:45 pm

Chair:

Allan A.J. Luke, Queensland University of Technology
Judith L. Green, University of California - Santa Barbara
Gregory J. Kelly, Penn State

Participant:

Alexander W. Wiseman, Lehigh University
Kevin G. Welner, University of Colorado
James G. Ladwig, University of Newcastle
Mark J. Warschauer, University of California - Irvine
Brian P. Rowan, University of Michigan
David K. Cohen, University of Michigan
Garrett Albert Duncan, Washington University - St. Louis
Judith Warren Little, University of California - Berkeley
Alfredo J. Artiles, Arizona State University
David P. Baker, Penn State
David M. Bloome, Ohio State University
Bryan A. Brown, Stanford University
Richard A. Duschl, Rutgers University
Vivian L. Gadsden, University of Pennsylvania
Carol D. Lee, Northwestern University
Samuel R. Lucas, University of California - Berkeley
Pamela A. Moss, University of Michigan
James W. Pellegrino, University of Illinois - Chicago
Joseph J. Tobin, Arizona State University
Amy B.M. Tsui, University of Hong Kong
Ana Maria Villegas, Montclair State University
Geoff Whitty, Institute of Education - London
Maria L. Castanheira, Federal University of Minas Gerais
Dylan William, Institute of Education - London
Ricki Goldman, New York University
Gail Sunderman, University of California - Los Angeles
Todd Reitzel, American Educational Research Association

31.010. The Wallace Foundation Distinguished Lecture: Carol D. Lee. Presidential Session

Hilton New York, Gramercy Suite A, 2nd Floor
2:15 pm to 3:45 pm

Chair:

William F. Tate, Washington University

Participant:

The Centrality of Culture to the Scientific Study of Learning and Development: How an Ecological Framework in Educational Research Facilitates Education's Civic Responsibility. *Carol D. Lee, Northwestern University*

31.011. Urban Schools and the Civic Responsibility of Teachers and School Administrators. Presidential Session

Hilton New York, Murray Hill Suite A, 2nd Floor
2:15 pm to 3:45 pm

Chair:

Leticia Alvarez, University of Utah

Participant:

Pedro A. Noguera, New York University

31.012. Funding Opportunities for Emerging Scholars: From Dissertation to Postdoctoral Fellowships and Small Grants. AERA Sessions

Hilton New York, Concourse G, Concourse Level
2:15 pm to 3:45 pm

Participants:

National Academy of Education/Spencer Postdoctoral Fellows. *Lorrie A. Shepard, University of Colorado - Boulder*
Spencer Dissertation Fellowship Program. *Paul D. Goren, Spencer Foundation*
AERA Postdoctoral and Dissertation Fellows. *George L. Wimberly, American Educational Research Association*
AERA Grants Program Dissertations and Small Grants. *William H. Schmidt, Michigan State University*

31.013. Journal Talks: Session 1. AERA Sessions

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
2:15 pm to 3:45 pm

Participants:

Advances in Health Sciences Education: Theory and Practice. *Geoffrey R. Norman, McMaster University*
American Educational Research Journal: Social and Institutional Analysis. *Sandra Hollingsworth, University of California - Berkeley; Margaret A. Gallego, University of San Diego; Allan L. Wigfield, University of Maryland*
Anthropology and Education Quarterly. *Sofia A. Villenas, Cornell University; Douglas Foley, University of Texas - Austin*
Applied Psychological Measurement. *Mark L. Davison, University of Minnesota*
Asia Pacific Journal of Teacher Education. *Jennifer Sumsion, Charles Sturt University*
Assessing Writing. *Liz Hamp-Lyons, University of Hong Kong - Hong Kong*
Assessment in Education: Principles, Policy, and Practice. *Gordon Stobart, Institution of Education - London*
British Educational Research Journal. *Christine Skelton, University of Birmingham; Gary Thomas, University of Birmingham*

- British Journal Of Sociology of Education. *Leonard Francis Barton, Institute of Education - London*
- Cambridge Journal of Education. *Christine Howe, University of Cambridge*
- Children's Literature in Education. *Lawrence Sipe, University of Pennsylvania*
- Community College Review. *James C. Palmer, Illinois State University*
- Comparative Education. *Julian Elliott, University of Durham*
- Compare. *Karen M. Evans, Institute of Education - London*
- Contemporary Issues in Early Childhood. *Nicola J. Yelland, Victoria University; Susan J. Grieshaber, Queensland University of Technology*
- Cultural Studies of Science Education/Mind, Culture, and Activity. *Wolff-Michael Roth, University of Victoria; Kenneth G. Tobin, CUNY*
- Curriculum and Teaching Dialogue. *Barbara S. Stern, James Madison University; James Moore, Cleveland State University; Karen L. Riley, Auburn University - Montgomery*
- Curriculum Inquiry. *Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Mary Kooy, OISE/University of Toronto*
- Disability and Society. *Leonard Francis Barton, Institute of Education - London*
- Early Childhood Education Journal. *Mary R. Jalongo, Indiana University of Pennsylvania*
- Education and Urban Society. *Charles J. Russo, University of Dayton*
- Education, Citizenship, and Social Justice. *Tony M. Gallagher, Queen's University*
- Educational Action Research, an International Journal. *Bridget Somekh, Manchester Metropolitan University*
- Educational Administration Quarterly. *Diana G. Pounder, University of Utah; Bob L. Johnson, University of Utah*
- Educational and Psychological Measurement. *Xitao Fan, University of Virginia; Robin K. Henson, University of North Texas*
- Educational Evaluation and Policy Analysis. *Drew H. Gitomer, ETS; Laura D. Goe, ETS*
- Educational Media International. *Charalambos Vrasidas, Centre for the Advancement of Research and Development in Educational Technology-Intercollege*
- Educational Philosophy & Theory. *Michael A. Peters, University of Illinois - Urbana-Champaign*
- Educational Psychology Review. *Daniel H. Robinson, University of Texas - Austin*
- Educational Research. *David Kerr, National Foundation for Educational Research; Sheila Stoney, National Foundation for Educational Research*
- Educational Research and Evaluation. *Margaretha P.C. Van Der Werf, University of Groningen - The Netherlands*
- Educational Research Review. *Filip J.R.C. Dochy, University of Leuven*
- Educational Researcher. *Patricia B. Elmore, Southern Illinois University; Gregory Camilli, Rutgers University; Anthony J. Onwuegbuzie, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale*
- Educational Studies in Mathematics. *Kenneth Ruthven, University of Cambridge*
- Educational Technology Research and Development. *Steven M. Ross, University of Memphis; J. Michael Spector, Florida State University*
- Effective Education. *Paul Connolly, Queen's University - Belfast*
- Elementary School Journal. *Thomas L. Good, University of Arizona*
- Environmental Education Research. *Alan Douglas Reid, University of Bath*
- Equity and Excellence in Education. *Maurianne Adams, University of Massachusetts - Amherst*
- Ethnography and Education. *Geoffrey Walford, Oxford University*
- European Journal of Special-Needs Education. *Seamus F. Hegarty, International Association for the Evaluation of Educational Achievement*
- Gender and Education. *Emma Renold, Cardiff University; Mary-Jane Kehily, Open University*
- Genetics, Social, and General Psychology Monographs. *James B. Schreiber, Duquesne University*
- Journal of Research on Technology in Education (JRTE). *Lynne R. Schrum, George Mason University*
- International Journal of Science Education. *Justin S. Dillon, King's College - London*
- Globalisation, Societies and Education. *Roger Dale, University of Bristol*
- Reading and Writing: An Interdisciplinary Journal. *R. Malatesha Joshi, Texas A&M University; Marie Sheldon, Springer*
- Learning for Democracy. *Caroline R. Pryor, Southern Illinois University - Edwardsville*
- International Journal of Education & the Arts (IJE). *Thomas E. Barone, Arizona State University; Liora Bresler, University of Illinois; Margaret A. Macintyre Latta, University of Nebraska - Lincoln; David G. Hebert, Boston University; Pauline Sameshima, Washington State University; Alex Ruthmann, Indiana State University*
- Journal of Research in International Education. *Jack Levy, George Mason University; Mary Hayden, University of Bath*
- 31.014. New Developments in Security Screening for Contract Research at the Department of Education. AERA Sessions**
Hilton New York, Sutton Complex, Beekman Parlor, 2nd Floor
2:15 pm to 3:45 pm
- Chair:
Felice J. Levine, American Educational Research Association
- Participant:
*Winona Varnon, United States Department of Education
Andrew A. Zucker, Concord Consortium*
- 31.015. GSC Division B Fireside Chat: Challenges and Opportunities for International Curriculum Studies.**
Graduate Student Council
New York Marriott Marquis Times Square, Wilder Room, 4th Floor
2:15 pm to 3:45 pm
- Chair:
*David J. Flinders, Indiana University
Rowena Xiaoqing He, OISE/University of Toronto
Teresa J. Rishel, Kent State University*
- Participant:
*Noel Gough, La Trobe University
Peter M. Appelbaum, Arcadia University
Bradley A. Levinson, Indiana University
Doyle Stevick, University of South Carolina*
- 31.016. GSC Division J Fireside Chat: Examining the Civic Responsibility of Higher Education - Multiple Methods**

and Shared Goals. Graduate Student Council
New York Marriott Marquis Times Square, Times Square
Room, 7th Floor
2:15 pm to 3:45 pm

Chair:

Cassandra Lewis, University of Maryland - University College
Lisette Montoto, University of Georgia

Participant:

Walter R. Allen, University of California - Los Angeles
Dwight Giles, University of Massachusetts - Boston
Glynda A. Hull, University of California - Berkeley

31.017. Minority Students, Minority Women, and the Civic Responsibility of Secondary Schools and Universities.

Committee on Scholars of Color in Education
New York Marriott Marquis Times Square, Shubert
Complex, Plymouth Room, 6th Floor
2:15 pm to 3:45 pm

Participants:

Conceptualizing Effective Mentoring Relationships for African
American Women in the Academy: Doctoral Student and
Faculty Perspectives. *Juanita M. Simmons, University of*
Missouri - Columbia; Cosette M. Grant, Duquesne
University

Racism/White Supremacy and Racial Hierarchies: A Case of
Black and Latina/o High School Student Activism. *Rita*
Kohli, University of California - Los Angeles; Daniel Gilbert
Solorzano, University of California - Los Angeles

Recruitment and Retention of Students of Color in Teacher
Education: A Higher Education Civic Responsibility. *Kathy*
L. Wood, Buffalo State College; Hibajene Monga Shandomo,
Buffalo State College; Linda Tolbert, Buffalo State College;
Cynthia Eggleston, Buffalo State College

Voices from the Margins: African American Female Professors
Negotiate the Cultures of Majority White Academic
Institutions. *Cynthia Cole Robinson, Purdue University -*
Calumet; Pauline Clardy, Illinois State University

31.018. A Potpourri of Critical Issues in Educational Leadership. Division A-Administration, Organization, and Leadership

Hilton New York, Concourse C, Concourse Level
2:15 pm to 3:45 pm

Chair:

Nathaniel J. Williams, HumanWorks

Participants:

Cyberbullying: Causes, Effects, and Remedies. *Dianne L. Hoff,*
University of Maine; Sidney N. Mitchell, University of Maine

To Seek or Not to Seek Professional Help?: School Leaders'
Dilemma. *Adam Nir, Hebrew University of Jerusalem*

Exploring Tolerance for Ambiguity in the Domain of
Educational Leadership. *Lawrence T. Kajs, University of*
Houston - Clear Lake; Daniel Lawrence Mccollum,
University of Houston - Clear Lake

Leading Under Pressure: Leadership for Social Inclusion.
Daniel R. Muijs, University of Manchester; Mel Ainscow,
University of Manchester; Alan Dyson, University of
Manchester; Carlo Raffo, University of manchester; Kirstin
Kerr, University of Manchester; Sue Goldrick, University of
Manchester; Susie Miles, University of Manchester; Clare
Lennie, University of Manchester

Discussant:

Deborah Jungae Park Kim, Northwestern California University
School of Law

31.019. Data-Based Decisionmaking. Division A-Administration, Organization, and Leadership
Hilton New York, Harlem Suite, 4th Floor
2:15 pm to 3:45 pm

Chair:

Arie J. Van Der Ploeg, Learning Point Associates

Participants:

Data-Based Decisionmaking by School Staff in Secondary
Education: What Data for Which Purposes? *Kim*
Schildkamp, University of Twente; Wilmad Kuiper,
University of Twente

Grades and Data-Driven Decisionmaking: Using Clustering and
Student Patterns to Help Drive Decisions. *Alex J. Bowers,*
University of Texas - San Antonio

Leading School Improvement With Data: A Theory of Action
to Extend the Sphere of Student Success. *Helen A. Scharff,*
Baruch College - CUNY; Joan E. Talbert, Stanford
University

Be Careful What You Wish For: Principals' Use and Misuse of
Data to "Drive" Instruction. *Ulrich C. Reitzug, University of*
North Carolina - Greensboro

Discussant:

Robert C. Morris, University of West Georgia

31.020. Teacher Effectiveness, Empowerment, and Quality.

Division A-Administration, Organization, and Leadership
Sheraton New York Hotel & Towers, Carnegie Suite West,
3rd Floor
2:15 pm to 3:45 pm

Chair:

Katerina Belazelkoska, Ryerson University - Canada

Participants:

School-Level Teacher Qualifications and School Environments:
Untangling Their Interrelationship for School Improvement.
Karen J. Deangelis, University of Rochester; Jennifer B.
Presley, Illinois Education Research Council; Stephen M.
Ponisciak, Consortium on Chicago School Research

The Critical Nature of Teacher-Student Relationships:
Negotiating Authority on the Classroom Level. *Annalee*
Gunlicks Good, University of Wisconsin - Madison

Trust in School Organizations: The Connection to Teacher
Empowerment. *Alan Henkin, University of Iowa; Jay R. Dee,*
University of Massachusetts - Boston; Cheryl Daly, Western
Carolina University

"You Wouldn't Be a Teacher If You Are Not Intelligent": How
Principals Define "Quality" Teachers. *Stacey A. Rutledge,*
Florida State University; William Kyle Ingle, Bowling Green
State University; Jennifer Lynn Bishop, Florida State
University

Discussant:

Thomas L. Alsbury, North Carolina State University

31.021. Clarifying and Critiquing the Curriculum Studies Field: From Canon Project to Curriculum Leadership Institute. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Executive Conference
Center, Conference Room D, Lower Lobby
2:15 pm to 3:45 pm

Chair:

Patrick Slattery, Texas A&M University

Participants:

A Report on the American Association for the Advancement of
Curriculum Studies' (AAACS) Curriculum Canon Project.

William Schubert, University of Illinois - Chicago
Interpreting Professional Development for a Curriculum Leadership Institute. *James G. Henderson, Kent State University*

The Currere Narrative: Deepening Democratic Wisdom as a Professional Development Standard for Educators. *Kathleen Ruth Kesson, Long Island University*

Critical Questions for These Two "State of the Field" Projects. *Donald Blumenfeld-Jones, Arizona State University*

Discussant:

Patrick Slattery, Texas A&M University

31.022. New Approaches, Popular Culture, Curriculum Studies. Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
2:15 pm to 3:45 pm

Participants:

(Re)considering the Queer Pedagogical Potential of Shakespeare. *Reid T. Sagara, University of Washington*

How Zoos Teach Us to 'Divide the World': Critiquing the Neocolonial Curriculum of Zoos. *Jason Michael Lukasik, University of Illinois - Chicago*

Rethinking Social Transformation in Kim Stanley Robinson's Mars Trilogy. *K. Daniel Cho, Otterbein College*

Sound Bites: Discerning Language in a Cut-and-Paste World. *Holley Morris Roberts, Georgia College and State University; Linda C. Golson, Georgia College and State University*

Discussant:

Kris Sloan, St. Edward's University

31.023. Integrating Science and Literacy in Elementary Schools: Implications of Three Research-Based Models for Curriculum Reform. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Central Park West, 2nd Floor
2:15 pm to 3:45 pm

Chair:

Larry V. Hedges, Northwestern University

Participants:

Concept-Oriented Reading Instruction (CORI). *Kathleen C. Perencevich, Catholic University of America*

Science IDEAS: A Knowledge-Based Model for Accelerating Reading/Literacy through In-Depth Science Learning. *Nancy Romance, Florida Atlantic University; Michael R. Vitale, East Carolina University*

Using Scaffolded Guided Inquiry (SGI) and Literacy Development Techniques to Improve Science Learning of English Language Learners. *Rick Vanosdall, Tennessee State University; Michael Klentschy, San Diego State University; Kathryn Sloane Weisbaum, Tennessee State University; Larry V. Hedges, Northwestern University*

Discussant:

Gina Cervetti, University of California - Berkeley

31.024. Mindstorms Over Time: Reflections on Seymour Papert's Contributions to Education Research. Division C-Learning and Instruction
Hilton New York, Gramercy Suite B, 2nd Floor
2:15 pm to 3:45 pm

31.025. Research in Arts Education. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
2:15 pm to 3:45 pm

Chair:

Kylie A. Peppler, University of California - Los Angeles

Participants:

Exploring Theoretical and Practical Congruence in Artistic Process and Neurobiological Functioning. *Read M. Diket, William Carey University*

What Can Art Residencies Situated in an Urban After-School Program Provide Their Participants? Opportunities to Learn in Cognitive and Socio-Cultural Development. *Kimberly Val Feilen, University of California - Los Angeles; James S. Catterall, University of California - Los Angeles*

Evaluation of an Arts-Based Instructional Program for Primary Grades: Findings and Lessons Learned from WebPlay.

Noelle Griffin, University of California - Los Angeles; Jinok Kim, University of California - Los Angeles; Marisa Agama, University of California - Los Angeles

4th Graders' Self-Generated Graphic-Symbolic Representations of Basic Dance Movements: Symbols Selection and Their Spatial Organization. *Billie Eilam, University of Haifa; Shlomit Ofer, Kibbutzim College of Education - Israel*

The First Step in Testing for Transfer: Measuring the Quality of Children's Art. *Janet R. Sebell, University of Massachusetts - Lowell*

Discussant:

Lori L. Hager, University of Oregon

31.026. Stories of Mathematics Instruction, Rich Media Technologies, and Their Uses to Understand and Improve Teaching. Division C-Learning and Instruction
Hilton New York, Murray Hill Suite B, 2nd Floor
2:15 pm to 3:45 pm

Chair:

Patricio G. Herbst, University of Michigan

Participant:

Daniel I. Chazan, University of Maryland
Talli Nachlieli, Levinsky College for Education

Ann R. Edwards, University of Maryland
Gloriana Gonzalez, University of Michigan

Wendy Rose Aaron, University of Michigan
Chia-Ling Chen, University of Michigan

Charalambos Y. Charalambous, University of Michigan
Chieu Vu Minh, University of Michigan

Takeshi Miyakawa, University of Michigan
Mindy Steffen, University of Michigan

Kyle Cochran, University of Maryland

Eden M. Badertscher, University of Maryland - College Park
Manu Mehrotra, University of Michigan

Discussant:

Roy D. Pea, Stanford University

Richard Noss, Institute of Education - London

Richard Lehrer, Vanderbilt University

31.027. The Phenomenology of Learning: Understanding How Learning Happens Across Place and Time. Division C-Learning and Instruction
Hilton New York, Bryant Suite, 2nd Floor
2:15 pm to 3:45 pm

Chair:

Janine Remillard, University of Pennsylvania

Participants:

The Development of Everyday Expertise: How Children and Families Learn Science and Technology Across Social Settings and Pursuits. *Philip L. Bell, University of Washington; Leah A. Bricker, University of Washington; Suzanne Reeve, University of Washington; Heather Toomey Zimmerman, University of Washington; Carrie T. Tzou, University of Washington*

From Home to School: Lost Mathematical Innovation. *Kara J. Jackson, University of Pennsylvania*

Setting Structure and Youth Engagement with Mathematics in Out-of-school Youth Development Programs. *Janine Remillard, University of Pennsylvania; John Baker, University of Pennsylvania; Christine M. Massey, University of Pennsylvania; Lynda B. Ginsburg, Rutgers University; Elaine Simon, University of Pennsylvania*

Language and Culture in Preparing to Teach Mathematics: Latina/o Prospective Teachers in a Nontraditional Field Experience. *Eugenia Vomvoridi-Ivanovic, University of Illinois - Chicago*

Frameworks for Examining Out-of-School Learning. *Bronwyn Bevan, Exploratorium; Gil Noam, Harvard University and Explorium; Vera Safa Michalchik, SRI International; Patrick M. Shields, SRI International*

Discussant:

Maureen A. Callanan, University of California - Santa Cruz

31.028. Development and Validation of Fine-Grained, Hierarchical Learning Maps for Cognitively Diagnostic Assessment. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Duffy/Columbia Room, 7th Floor
2:15 pm to 3:45 pm

Participants:

Development and Application of Learning Maps for Cognitively Diagnostic Assessment. *Sylvia Tidwell-Scheuring, CTB/McGraw-Hill; Dave Schultz, CTB/McGraw-Hill; Darlene Waddington-Lacey, CTB/McGraw-Hill*

Development and Validation of LMFAC: Estimation of Item and Person Parameters Within a Bayesian Inference Network. *Lihua Yao, CTB/McGraw-Hill LLC; Daniel M. Lewis, CTB/McGraw-Hill LLC*

Validation and Application of Learning Maps for Cognitively Diagnostic Assessment. *Daniel M. Lewis, CTB/McGraw-Hill LLC; Lihua Yao, CTB/McGraw-Hill LLC; Keith A. Boughton, CTB/McGraw-Hill LLC; Sylvia Tidwell-Scheuring, CTB/McGraw-Hill; Hillary R. Michaels, CTB/McGraw-Hill LLC; Jason Lewis Farris, CTB/McGraw-Hill*

Model-Based Issues for Cognitive Diagnosis Using a Rich Learning Model. *Louis V Di Bello, University of Illinois - Chicago; William F. Stout, University of Illinois*

Discussant:

*Huynh Huynh, University of South Carolina
Wim J. Van Der Linden, University of Twente*

31.029. Qualitative Inquiry with Youth. Division D-Measurement and Research Methodology co-sponsored with SIG-Qualitative Research
New York Marriott Marquis Times Square, Barrymore Room, 9th Floor
2:15 pm to 3:45 pm

Chair:

Douglas Ross Campbell, Michigan State University

Participants:

Methodological Reflections on Teenagers' Agency and Self-Disclosure in the Context of Two Different Qualitative Data-Collection Methods. *Mirka E. Koro-Ljungberg, University of Florida; Regina Bussing, University of Florida*

Fielding Adolescent Students in Fieldwork: Managing Roles, Smoothing Relationships, and Crafting Representations. *Annette B. Hemmings, University of Cincinnati*

Participatory Action Research: Collaborating in Processes of Reflection and Action with Latina Girls. *Alice E. McIntyre, Hellenic College*

Voice and Video: Video as a Means of Creating Critical Dialogue within the Participatory Research Process. *Mark P. Hadfield, University of Wolverhampton; Kaye F. Haw, University of Nottingham*

Discussant:

Aaron M. Kuntz, University of Alabama

31.030. Quantitative Methods and Statistical Modeling Paper Session. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Cantor Room, 9th Floor
2:15 pm to 3:45 pm

Chair:

Marilyn M. Seastrom, National Center for Education Statistics

Participants:

Fixed or Random Effects, That Is the Question: The Process and Impact of Model Selection on Meta-Analysis Results. *Gianna Rendina-Gobioff, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Kevin Coughlin, University of South Florida*

Performance of Confidence Intervals for Root Mean Square Standardized Effect Size in One-Way Fixed-Effects ANOVA. *Guili Zhang, East Carolina University; James Algina, University of Florida; Miguel A. Padilla, University of Alabama - Birmingham*

Random Intercept Models for Large-Scale Educational Survey Assessments. *Andreas H. Oranje, ETS; Deping Li, ETS*

The Application of P Values and Null Hypothesis Statistical Testing in Support of Educational and Psychological Research. *Steven Dale Lemire, University of North Dakota; Ronald C. Serlin, University of Wisconsin - Madison*

The Trouble with Non-Normal Data: Determining a Context-Appropriate Solution. *James A. Bovaird, University of Nebraska - Lincoln; Leslie Shaw, University of Nebraska - Lincoln; Frances Chumney, University of Nebraska - Lincoln*

Discussant:

*Ann A. O'Connell, Ohio State University
William Holmes Finch, Ball State University*

31.031. Improving Teacher Quality: What Promising Insights Can Be Learned from Developmental and Psychological Science? Division E-Counseling and Human Development
Crowne Plaza Hotel Times Square, Room 504, 5th Floor
2:15 pm to 3:45 pm

Chair:

Sara E. Rimm-Kaufman, University of Virginia

Participants:

The Role of Working Memory in Teachers' Selection of Pedagogical Strategies. *Daniel Thompson Willingham, University of Virginia*

Motivations, Perceptions, and Aspirations Concerning Teaching as a Career for Different Types of Beginning Teachers. *Helen M. G. Watt, Monash University; Paul W. Richardson, Monash University*

Psychological Profiles of Preschool Teachers and Classroom Quality. *Lauren Elizabeth Decker, University of Virginia*

Discussant:

Bridget K. Hamre, University of Virginia

31.032. Studies of Gender and Cultural Diversity. Division E-Counseling and Human Development
Crown Plaza Hotel Times Square, Room 1503, 15th Floor
2:15 pm to 3:45 pm

Chair:

Jody Worley, University of Oklahoma

Participants:

Examining the Gender Gap in Educational Outcomes in Public Education: Parental Perspectives in the United States and Korea. *Mary Ann Clark, University of Florida; Sang Min Lee,*

Cultural Values and Psychological Functioning Among Asian American Adolescents. *Michael M. Omizo, University of Hawaii - Manoa; Ryoji Matsuoka, University of Hawaii - Manoa*

An Examination of Cultural Identification, Social Relationships, and School Adjustment Among Immigrant Adolescents. *Chen-Su Chen, American Institutes for Research*

Road Map to the New Horizon: A Framework for Strengthening Asian American Youths and Families. *Annie Woo, Northwest Regional Educational Laboratory*

The Effects of Psychological and Biological Gender on Self-Esteem and Loneliness in Gay and Lesbian Individuals. *Kevin James Herdman, University of Louisville; Namok Choi, University of Louisville; Robin K Hinkle, University of Louisville; Amy S. Hirschy, University of Louisville; Joseph M. Petrosko, University of Louisville; John L. Keedy, University of Louisville; Ray Kennard Haynes, University of Louisville*

Discussant:

Joseph M. Petrosko, University of Louisville

31.033. Segregated Schools in the United States: Historical Perspectives. Division F-History and Historiography
New York Marriott Marquis Times Square, Westside Ballroom, Salon 3, 5th Floor
2:15 pm to 3:45 pm

Chair:

Christopher M. Span, University of Illinois - Urbana-Champaign

Participants:

African American Educators' Perceptions of the Sustaining Characteristics Associated With Segregated Schools. *Micha Jennine Jeffries, North Carolina State University*

The Way We Learned: African American Students' Memories of Schooling in the Segregated South. *Linda T. Coats, Mississippi State University*

Squeezed by Old and New: Factors Influencing the Closing of Missouri's Black Schools, 1865-1905. *Linda Morice, Southern Illinois University - Edwardsville; John W. Hunt, Southern Illinois University - Edwardsville*

Whose Compelling Interest?: Desegregation, Equal Educational Opportunity, and the Reinforcement of Inequality. *Jamel K. Donnor, California State University - Fullerton*

Discussant:

Vanessa Siddle Walker, Emory University

31.034. Case Studies of out-of-School Literacies: What Is Gained? Division G-Social Context of Education
New York Marriott Marquis Times Square, Majestic Complex, Palace Room, 6th Floor
2:15 pm to 3:45 pm

Chair:

Victoria Purcell-Gates, University of British Columbia

Participants:

"Let Me Show You How to Do the Homework": Child Literacy Brokering in and out of School. *Kristen H. Perry, Michigan State University*

Windows of Hope: Constructions of Literacy by Nicaraguan Immigrants Struggling in Costa Rica. *Victoria Purcell-Gates, University of British Columbia*

Rich Landscapes of Literacy Practice in Homes/Community of Underachieving Children in a Canadian Urban Neighborhood: A Case Study. *Maryam Moayeri, University of British Columbia*

Discussant:

Ernest D. Morrell, University of California - Los Angeles

31.035. Civic Engagement: A Southern CA Collaborative Initiative with Foster Youth Services and Higher Education. Division G-Social Context of Education
New York Marriott Marquis Times Square, Shubert Complex, Uris Room, 6th Floor
2:15 pm to 3:45 pm

Chair:

Ann Unterreiner, University of Redlands

Participant:

Randall B. Lindsey, Hank Rubin, Institute for Collaborative Leadership Michelle Lustig, San Diego County Office of Education Bernadette Pinchback, San Bernardino County Office of Education, Foster Youth Services John J. Halcon, California State University - San Marcos Lisa Urea, University of Redlands

31.036. Comparative Case Study of Technology Used as a Lever for Youth Development Within Three Community Contexts. Division G-Social Context of Education
New York Marriott Marquis Times Square, Marquis Ballroom, Salon A, 9th Floor
2:15 pm to 3:45 pm

Participant:

Lisa Bouillion, University of Illinois - Urbana-Champaign Carol Cuthbertson Thompson, Rowan University Donna Degennaro, Montclair State University

31.037. Improving Teaching Through Instructional Coaching: Lessons from the El Paso Math/Science Partnership. Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Harlem Room, 7th Floor
2:15 pm to 3:45 pm

Chair:

M. Susana Navarro, University of Texas - El Paso

Participants:

The Work of Instructional Coaches: Roles, Relationships, Tasks, and Tools. *Thomas B. Corcoran, University of*

Pennsylvania

Contextual Influences on the Work of Instructional Coaches: How Schools and Districts Matter. *Marian A. A. Robinson, Teachers College, Columbia University*
 Assessing Changes in Teacher Content Knowledge and Student Learning. *Henry May, University of Pennsylvania*

Discussant:

Barbara Neufeld, Education Matters, Inc.

31.038. What Are the Findings from Use of Growth Models in School Accountability?

Division H-School Evaluation and Program Development co-sponsored with SIG-School Indicators, Profiles, and Accountability
 New York Marriott Marquis Times Square, Empire Complex, Chelsea/Gotham Room, 7th Floor
 2:15 pm to 3:45 pm

Chair:

Rolf K. Blank, Council of Chief State School Officers

Participants:

Delaware Growth Model for School Accountability and Initial Findings from Application in the State. *Robin R. Taylor, Delaware Department of Education*

Measuring Annual Improvement in Student Achievement: Development of a Growth Model in Texas. *Kimberly J. O'Malley, Pearson Educational Measurement*

A Comparison of NCLB Growth Models: What Schools Are Being Identified? *Jessica C. Allen, University of Colorado; Jennifer L. Dunn, National Center for the Improvement of Educational Assessment, Inc.*

North Carolina's Adequate Yearly Progress Growth Results: A Two-Year Review. *Gary L. Williamson, North Carolina Department of Public Instruction*

Employing Measures of Growth for AYP and for School and District Classification Determinations. *Mitchell D. Chester, Ohio Department of Education; Jeanine W. Molock, School District of Philadelphia*

Discussant:

Pete G. Goldschmidt, California State University - Northridge

31.039. Current Perspectives for Improving Learning and Performance Through Cognitive Task Analysis and Instructional Design.

Division I-Education in the Professions
 Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level
 2:15 pm to 3:45 pm

Chair:

David F. Feldon, University of South Carolina

Participants:

The Current State of CTA in Research and Practice. *Kenneth Yates, University of Southern California*

Using CTA to Improve After Action Reviews (AAR) of Medical Events. *Richard E. Clark, University of Southern California; Carla Pugh, Northwestern University; Kenneth Yates, University of Southern California; Sean Francis Early, University of Southern California*

Automaticity in Teaching and Its Implications for CTA-Based Training. *David F. Feldon, University of South Carolina*

Whole-Task Models in Education: Implications for Cognitive Task Analysis and Instructional Design. *Jeroen Jg Van Merriënboer, Open University - The Netherlands; Bert Hoogveld, Open University of the Netherlands*

A Task-Centered Instructional Strategy. *M. David Merrill, Utah State University*

Discussant:

Richard E. Clark, University of Southern California

31.040. Community Colleges and Society.

Division J-Postsecondary Education
 New York Marriott Marquis Times Square, Jolson Room, 9th Floor
 2:15 pm to 3:45 pm

Chair:

Mark Giles, Miami University

Participants:

Philosophical Frameworks for the Community College's Diversionary Function: From Burton Clark to Giorgio Agamben. *Clifford P. Harbour, Colorado State University; Jennifer R. Wolgemuth, Colorado State University; Ozan Jaquette, University of Michigan*

Women's Studies in Community Colleges, Community Colleges in Women's Studies: Future Directions. *Nana Osei-Kofi, Iowa State University; Dina C. Maramba, SUNY - Binghamton*

Access to Community College for Homeless Youth. *Jarrett Gupton, University of Southern California*

The "Transfer Choice" Gap: Why Do High-Achieving Minority, Low-Income, Community College Students not Transfer to Highly Selective Colleges? *Estela M. Bensimon, University of Southern California; Alicia C. Dowd, University of Southern California*

Discussant:

Frankie Santos Laanan, Iowa State University

31.041. Fostering Hope: Actors and Actions Making a Difference in College Choices of Marginalized Students.

Division J-Postsecondary Education
 New York Marriott Marquis Times Square, Lyceum Complex, Booth/Edison Rooms, 5th Floor
 2:15 pm to 3:45 pm

Chair:

Tricia L. Bertram Gallant, University of California - San Diego

Participants:

An Analysis of the Roles of Schools and Families in African American Male College Enrollment. *Terrell Lamont Strayhorn, University of Tennessee; Monica P. Savoy, North Carolina Central University*

Caring Enough to Enact Change: Examining the Roles and Responsibilities of Counselors for College-Bound Black and Latina/o Youth. *Michelle G. Knight, Teachers College, Columbia University*

Developing and Testing a Model to Predict Underrepresented Students' Plans for Graduate Study: Analysis of the 1988-2006 Cohorts of a Summer Research Program. *Nicole Lewis, Duke University; Henry T. Frierson, University of Florida*

Examining the Dual Influences of Parents and Peers on African American Adolescents' College Aspirations. *Cynthia A. Hudley, University of California - Santa Barbara*

The Role of Schools in Developing Occupational Aspirations on the Road to College. *Heather T. Rowan-Kenyon, University of Virginia; Laura W. Perna, University of Pennsylvania*

Discussant:

Robert T. Teranishi, New York University

31.042. Saved by the Bell: Professional Development in Teaching.

Division J-Postsecondary Education
 New York Marriott Marquis Times Square, Majestic

Complex, Winter Garden Room, 6th Floor
2:15 pm to 3:45 pm

Chair:

Paula M. Short, Tennessee Board of Regents

Participants:

Connecting Senior Faculty Conceptions of Mentoring and Teaching. *Susanna Calkins, Northwestern University; Gregory J. Light, Northwestern University; Elizabeth Bartlam, Northwestern University*

Contextualized Professional Development of University Teachers' Instructional Skills Using the Teacher Feedback Method. *Mariska Knol, University of Amsterdam; Rachna in 't Veld, University of Amsterdam; Harrie Vorst, University of Amsterdam; Marc Schabracq, University of Amsterdam; Ab Dijksterhuis, Radboud University Nijmegen*

He Said, She Said: Understanding Effective Teaching Practice Through Student and Faculty Perspectives. *Neil A. Knobloch, Purdue University; Anna Leigh Ball, University of Florida; Eunyoung Kim, University of Illinois*

The Master Teacher Program: Professional Development for College Teachers. *Susan Ann Kerwin-Boudreau, McGill University*

Discussant:

Kelly A. Ward, Washington State University

31.043. Teacher Education Research and Practice. Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Room 1504, 15th Floor
2:15 pm to 3:45 pm

Chair:

Carmen Mccrirk, Barry University

Participants:

Belonging to the Academic Tribe of Teacher Educators: Faculty Identities, Knowledge Bases, and Academic Territories. *Jean M.F. Murray, University of East London; Patti Barber, Institute of Education - London*

Toward a Model of Formative Assessment of Faculty and Students in Higher Education: What Can We Learn from Teaching Portfolios? *Peter Rennert-Ariev, Loyola College - Maryland*

Using Messick's Framework to Validate a Teaching Performance Rubric for International Teaching Assistants. *Valerie Ruhe, University of Minnesota; Jane O'Brien, University of Minnesota*

A Graduate-Level Educational Research Course Facilitated by Online Peer Assessment. *Ying-Chih Chen, University of Iowa; Chin-Chung Tsai, National Taiwan University of Science and Technology*

Discussant:

Steven Yussen, University of Minnesota

31.044. The Media and Higher Education Researchers: Toward Better Communication. Division J-Postsecondary Education
Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
2:15 pm to 3:45 pm

Participant:

Steve Drummond, National Public Radio

Scott Jaschik, InsideHigherEd.com

Mary Beth Marklein, USA Today

Jeffrey Selingo, The Chronicle of Higher Education

Discussant:

Christopher C. Morphew, University of Georgia

31.045. An Inside Job: Promoting Research in Education Through Use of Descriptive Processes. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor

2:15 pm to 3:45 pm

Participants:

Learning to See: The Prospect School Teacher Education Program (1967-1990). *Carol R. Rodgers, University at Albany - SUNY*

The Place of Description in Understanding and Transforming Classroom Relationships. *Miriam B. Raider-Roth, University of Cincinnati*

Beginning With the Particular: Re-Imagining Teaching and Professional Development as Feminist Critical Social Practice. *Katherine Schultz, University of Pennsylvania*

Descriptive Work, Boredom, and the Discovery of a Thinking Other: Child Study in Teacher Education. *Dirck Roosevelt, Brandeis University*

Discussant:

Sharon Feiman-Nemser, Brandeis University

31.046. Complexities in Learning to Teach. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 1, 5th Floor
2:15 pm to 3:45 pm

Chair:

Tine F. Sloan, University of California - Santa Barbara

Participants:

Evidence for Conceptual Change in Preservice Teacher Belief Structures. *Brian Scott Fortney, University of Texas - Austin; James P. Barufaldi, University of Texas - Austin*

Learning About Learning to Teach: Balancing Views of Student Teachers. *Aviva B. Dorfman, University of Michigan - Flint*

Understanding the Complexity of Teacher Education through a Multiple-Perspectives Lens. *Christopher P. Brown, University of Texas - Austin*

Discussant:

Mary H. Sawyer, SUNY - New Paltz

31.047. Creating Equilibrium in the Compost Heap: The Contributions of African American Women in U.S. Academics and Society. Division K-Teaching and Teacher Education
Hilton New York, Concourse E, Concourse Level
2:15 pm to 3:45 pm

Participants:

An Echo in Her Soul: Septima Poinsette Clark, a Radical Humanist. *Karen Ann Johnson, University of Utah*

Speak the Truth and Shame the Devil: Autoethnographical Experiences of Racism, Classism, and Sexism in the Academy. *Adah L. Ward Randolph, Ohio University; Mary Elise Weems, Cleveland State University*

Stirrings Within the Sable Sea and Ivory Tower: Applying African American Female Intellectual History to Contemporary Academe. *Stephanie Evans, University of Florida*

Views from the Bridge: Examining the Barriers to Equitable Leadership Opportunities for African American Female Administrators in Academe. *Cathy Griffin-Famble, Winston-Salem State University; Cynthia Jackson Hammond, Winston-Salem State University*

Discussant:

Geneva Gay, University of Washington

31.048. Creating Powerful Field Experiences. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor
2:15 pm to 3:45 pm

Chair:

Timothy F. Hopper, University of Victoria

Participants:

Fieldwork With English-Language Learners: An Intervention and Its Impact on Mainstream Teacher Candidates. *Anne Homza, Boston College; Kara Mitchell, Boston College; Sarah M. Ngo, Boston College*

Laboratory Preschools: Bridging the Gap Between Theory and Practice for Early Childhood Teacher Education. *Lori E. Arnold-Grine, Heidelberg College*

Preservice Teacher Field Experience as Activity-Setting: Strengthening Partnerships and Boosting Conceptual Connections. *Gina Marlene Garner, Michigan State University; Cheryl L. Rosaen, Michigan State University*

Preservice Teachers Mentoring/Tutoring English Language Learners: A Community-Based Approach to Developing Pedagogy and Schooling Knowledge. *Reynaldo Reyes Iii, University of Texas - El Paso; Elena Izquierdo, University of Texas - El Paso*

Discussant:

Yasar Bodur, Georgia Southern University

31.049. Democracy, Deliberation, and Civic Responsibility. Division K-Teaching and Teacher Education
Hilton New York, Lincoln Suite, 4th Floor
2:15 pm to 3:45 pm

Chair:

Diana E. Hess, University of Wisconsin - Madison

Participants:

Addressing the Challenges of Deliberation in Staff Development. *Connie North, Constitutional Rights Foundation - Chicago*

Deliberating in a Democracy: An International Model to Increase Classroom Deliberations on Questions of Importance in Democracies. *Carolyn Pereira, Constitutional Rights Foundation Chicago*

A Case Study From Azerbaijan: Conducting Staff Development on Should Juveniles Be Prosecuted and Sentenced as Adults in Our Democracy??. *Elmina Kazimzade, Center for Innovations in Education*

A Case Study From the United States: The Effects of Staff Development on Deliberating "Should Our Democracy Permit Hate Speech?" *Stacey Gorman, Mundelein High School*

Results from a Three-Year Evaluation of Teachers and Students Participating in Deliberating in a Democracy. *Patricia G. Avery, University of Minnesota; Annette M.M. Simmons, University of Minnesota*

Discussant:

Carole L. Hahn, Emory University

31.050. Developing Strategies and Tools for Teacher Education and Development. Division K-Teaching and Teacher Education
Hilton New York, Concourse F, Concourse Level
2:15 pm to 3:45 pm

Chair:

Mario A. Kelly, Hunter College - CUNY

Participants:

Design and Pilot Study of the Inquiry-Based Observation Protocol (IBOP). *Alison Knight Billman, Michigan State University*

Educative Curriculum Materials for Reading Instruction: Determining the Professional Development Potential of a Teacher's Manual. *Helen J. Maniates, University of California - Berkeley; Sarah Woulfin, University of California - Berkeley*

Partnered Teacher Inquiry as a Method of Discerning Difficulties in Content Area Reading. *Peter R. Thacker, University of Portland; Sally Hood, University of Portland*

Why Aren't They Talking?: The Implications of the Observation Protocol for Academic Literacies (OPAL) and Professional Development of Teachers of English Learners. *Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University*

Discussant:

Mario A. Kelly, Hunter College - CUNY

31.051. Teacher Knowledge and Learning Across Schooling and Classroom Contexts. Division K-Teaching and Teacher Education
Hilton New York, Grand Ballroom, Grand Ballroom West, 3rd Floor
2:15 pm to 3:45 pm

Chair:

Brenda A. Martin, University of Arkansas - Pine Bluff

Participants:

A Framework for Analyzing Teacher Learning in Social Context. *Chrystal Dean, Clemson University; Paul A. Cobb, Vanderbilt University*

A Phenomenographic Study of Teachers' Data Use Within a Context of High-Stakes Accountability. *Diane Yendol-Hoppey, University of Florida; Jennifer Lynn Jacobs, Texas State University; Angela Gregory, University of Florida*

Examining the Empirical Impact of Teacher-Pupil Control Ideology on Student Outcomes: The Classroom Perspective. *Michael Millard Brame, University of Louisville; John L. Keedy, University of Louisville; Ellen McIntyre, North Carolina State University; Paul A. Winter, University of Louisville; Thomas G. Reio, Florida International University*

Those Who Entered through the Back Door: Teacher Knowledge and Teaching in Community-Based ESL Programs. *Fu-An Lin, University of Texas*

Discussant:

Paul A. Schutz, University of Texas - San Antonio

31.052. Toward a Theory of Teacher Learning: A Comparison of Lesson Study Practices across Multiple Sites. Division K-Teaching and Teacher Education
Hilton New York, Green Room, 4th Floor
2:15 pm to 3:45 pm

Chair:

Jennifer M. Lewis, University of Michigan

Participant:

Sherry Hix, University of Georgia

Shelley Friedkin, Mills College

Cecily Gottling, Washington Elementary School - New Jersey

Mary N. Leer, School District of Lancaster - Pennsylvania

Discussant:

Catherine C. Lewis, Mills College

31.053. Impact and Effectiveness of Alternative Routes and Career Paths of Teachers. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor
2:15 pm to 3:45 pm

Chair:

Matthew Wiswall, New York University

Participants:

Cost Effectiveness of Alternative Route Teacher Preparation. *Paul T. Sindelar, University of Florida; Nancy Corbett, University of Florida; Michael S. Rosenberg, Johns Hopkins University; David Denslow, University of Florida; James Dewey, University of Florida*

Teach For America Teachers' Careers: Whether, When, and Why They Leave Teaching. *Morgaen Lindsay Donaldson, Harvard University*

The Effectiveness and Career Paths of Teachers With Prior Career Experience. *Elena Grewal, Stanford University; Susanna Loeb, Stanford University; Pamela L. Grossman, Stanford University; Donald Boyd, State University of New York - Albany; Hamilton Lankford, SUNY - Albany; James H. Wyckoff, University at Albany - SUNY*

The Politics and Practice of Alternative Certification: The Case of California's Intern Teacher Program. *Douglas E. Mitchell, University of California - Riverside*

Discussant:

Eric R. Eide, Brigham Young University

31.054. New Approaches to Cost and Adequacy. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Gilbert Room, 4th Floor
2:15 pm to 3:45 pm

Chair:

Jesse D. Levin, American Institutes for Research

Participants:

A Geographically Weighted Regression Approach for Explaining Spatial Variation Among School Districts in Education Demand. *Mike Slagle, Blue Valley School District; Bo Yan, Blue Valley School District - Kansas; Bruce D. Baker, University of Kansas*

Addressing the Moving Target: Should Measures of Student Mobility Be Included in Education Cost Studies? *Kieran M. Killeen, University of Vermont; Bruce D. Baker, University of Kansas*

High School Size, Costs, and Student Performance. *Amy E. Schwartz, New York University; Leanna Stiefel, New York University; Patrice Iatarola, Florida State University; Colin Chellman, New York University - Steinhardt*

Improving Adequacy Funding Methodology Through A Mixed-Method Approach. *David T. Conley, University of Oregon; Kathryn C. Rooney, University of Oregon*

Discussant:

Thomas B. Timar, University of California - Davis

31.055. Using Data for Systemwide Reform: Lessons from School Districts, Communities, and Reform Support Organizations. Division L-Educational Policy and Politics

New York Marriott Marquis Times Square, Soho Complex, Soho Room, 7th Floor
2:15 pm to 3:45 pm

Chair:

Warren Simmons, Brown University

Participants:

Developing Leading Indicators Through Data-Informed Decisionmaking: A Study of Four School Districts' Data Use. *Ellen L. Foley, Brown University; Jacob Mishook, Brown University*

Data for the People: Public Education Data Use in a Community Base. *Deinya Phenix, Brown University*

How Organizing Groups Use Data to Stimulate Reform. *Seema Shah, Brown University*

Using Action Research to Build Smart Education Systems. *Heather A. Harding, Annenberg Institute for School Reform*

Discussant:

Meredith I. Honig, University of Washington

31.056. Vulnerability and Mastery: Lessons from the Teaching Life of Anne Sexton. SIG-Biographical and Documentary Research

Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor
2:15 pm to 3:45 pm

Chair:

Madeleine Grumet, University of North Carolina - Chapel Hill

Participant:

Critical Reviews of Anne Sexton: Teacher of Weird Abundance. *Madeleine Grumet, University of North Carolina - Chapel Hill; Wendy H. Atwell-Vasey, Mary Washington College; Robert V. Bullough, Brigham Young University; Susan Franzosa, Fairfield University; Louise DeSalvo, Hunter College*

Discussant:

Paula M. Salvio, University of New Hampshire

31.057. Moving Chairs, Patching Holes, or Jumping Ship? Reflections on Attempts to Save America's High Schools. SIG-Comprehensive School Reform

New York Marriott Marquis Times Square, Astor Ballroom Pre-Function, 7th Floor
2:15 pm to 3:45 pm

Chair:

David Ferrero, Bill and Melinda Gates Foundation

Participants:

Are There Enough Lifeboats? High School Reform in Baltimore City Public Schools. *Becky A. Smerdon, Urban Institute; Jennifer S. Cohen, Urban Institute*

New York City: Redesigning the Boat to Slow the Leaks. *Eileen M. Foley, Policy Studies Associates, Inc.; Elizabeth R. Reisner, Policy Studies Associates, Inc.*

Chicago: The Boat Isn't Sinking, but It's not Going That Fast Either. *Susan E. Sporte, University of Chicago; Joseph E. Kahne, Mills College; Maria Luisa De La Torre, University of Chicago; John Q. Easton, University of Chicago*

Houston: Creating a Bulwark Between the Ship and the Iceberg. *Pedro Reyes, University of Texas - Austin; Celeste Alexander, University of Texas - Austin*

Ohio High School Transformation: Rearranging the Deck Chairs and Then Some. *Monica R. Martinez, KnowledgeWorks Foundation; Sarah Jones, American Institutes for Research; Cindy Cai, American Institutes for Research*

Discussant:

Kathryn M. Borman, University of South Florida

31.058. Learning, Community, and Democracy: Beyond School

Reform to the Reconstruction of Public Education. SIG-Critical Educators for Social Justice
New York Marriott Marquis Times Square, Majestic Complex, Music Box Room, 6th Floor
2:15 pm to 3:45 pm

Chair:

Pia I. Wong, California State University - Sacramento

Participants:

Learning to Improve Schools and Communities and to Be Citizens: The Citizen School Project in Porto Alegre, Brazil. *Luis Armando Gandin, Federal University of Rio Grande do Sul*

From Learning in Communities and Schools to Teaching Policymakers and Shapers. *Pia I. Wong, California State University - Sacramento*

The Racial Politics of Vouchers: Identity and Subalternity in Unsettling Educational Times. *Thomas C. Pedroni, Oakland University*

Constructing Publics Through Collaborative Inquiry and Action. *Ronald D. Glass, University of California - Santa Cruz*

Participant:

Gustavo E. Fischman, Arizona State University

Discussant:

Nilton Bueno Fisher, Federal University of Rio Grande do Sul
Sandra Salas, Universidade Estadual de Rio de Janeiro

31.059. Race and Gender Disparities in Education. SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education
Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd Floor
2:15 pm to 3:45 pm

Chair:

Kimberly A. Scott, Arizona State University

Participant:

Kimberly A. Scott, Arizona State University
Theodora Regina Berry, Lewis University
Wanda J. Blanchett, University of Colorado - Denver
David R. Garcia, Arizona State University

Discussant:

Jacqueline J. Irvine, Emory University

31.060. Moral Dilemmas in School Settings: International Perspectives. SIG-Critical Perspectives on Early Childhood Education
Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
2:15 pm to 3:45 pm

Chair:

Mariana Souto-Manning, University of Georgia

Participants:

Kindergarten Teachers' Experiences With Accountability and Academic Pressure: Resistance, Compliance, Resilience. *Eric R. Gidseg, University at Albany - SUNY*

Schooling in Turkey: New Genealogies, Subjectivity, and Power. *Sabiha Bilgi, University of Wisconsin - Madison*

The Teacher's Perspective: How Can Teacher's Understanding of Conversation with Children Create a Deeper Understanding of an Early Childhood Community? *Jeanne Marie Iorio, University of Hawaii; Hema Visweswaraiyah, Teachers College, Columbia University*

What's Mean "Good" Teacher in Taiwan's Context?: A Cultural Analysis in a Preschool Teacher's Everyday Life. *Yin-Kun Chang, National Pingtung University of Education*

"Who Do We Think We Are, Telling Them They Have to Change That?" Urban Early Childhood Education Faculty Grapple with Culture in Student Teaching Placements. *Gay Wilgus, CUNY; Vicki Garavuso, CCNY; Amita Gupta, CCNY*

Discussant:

Suzanne M. Quinn, University of South Florida

31.061. Paradigms Lost and Found: Forms of Theory in Special Education and Their Consequences. SIG-Disability Studies in Education
Hilton New York, Nassau Suite A, 2nd Floor
2:15 pm to 3:45 pm

Participants:

Theory and the Construction of Pathology. *Gary Thomas, University of Birmingham*

Hiding in Plain Sight: The Nature and Role of Theory in Disability Labeling. *Deborah J. Gallagher, University of Northern Iowa*

Putting Theory into Practice: Producing Inclusive Teaching Professionals. *Derrick J. Armstrong, University of Sheffield; Linda Jayne Graham, University of Sydney*

Correlation, Causation, and Intervention: Policy as a Special Case of Theory. *Harry Torrance, Manchester Metropolitan University*

Discussant:

Maggie Maclure, Manchester Metropolitan University

31.062. Language Learners: Teaching Children With Language Differences. SIG-Early Education and Child Development
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act III, 4th Floor
2:15 pm to 3:45 pm

Chair:

Rafael Lara-Alecio, Texas A&M University

Participants:

Teaching Bilingual Kindergarten in the Shadow of NCLB: One Teacher's Successful Strategies. *Lisa S. Goldstein, University of Texas - Austin; Deborah K. Palmer, University of Texas - Austin*

Language of Instruction's Impact on Young Children's Math Knowledge Growth. *Lyn Scott, University of California - Berkeley*

An Investigation of the Special Education Referral, Evaluation, and Placement Practices for Preschool English-Language Learners. *Belinda J. Hardin, University of North Carolina - Greensboro; Marisa Roach Scott, University of North Carolina - Greensboro; Ellen S. Peisner-Feinberg, University of North Carolina - Chapel Hill*

Pretend Play in Children with and without Severe-to-Profound Hearing Loss: A Longitudinal Study at 22 Months, and Three and Four Years of Age. *Angela Love, Queens College - CUNY; Amy R. Lederberg, Georgia State University*

Discussant:

Kellie Rolstad, Arizona State University

31.063. Evolving Faculty Professional Roles and Their Influence on Faculty Development: Evidence-Based (Local and) Global Perspectives. SIG-Faculty Teaching, Evaluation and Development co-sponsored with Division J-Postsecondary Education
New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor
2:15 pm to 3:45 pm

Chair:

Bonnie B. Mullinix, Furman University

Participants:

From the Sidelines to the Frontlines: Reflections on the Shifting Status of Faculty Development. *Marilla D. Svinicki, University of Texas - Austin*

Understanding Reflection and Its Role in Faculty Development: A Framework for Analyzing the Literature. *Catherine Beauchamp, Bishop's University*

The Roles and Skills of Faculty in U.S. and U.K. Higher Education Institutions: What Faculty Need to Succeed. *Michael Theall, Youngstown State University; Raoul A. Arreola, University of Tennessee*

A Professional Priority: Preparing Educational Developers. *Nancy Chism, Indiana University Purdue University Indianapolis*

Discussant:

Jennifer L. Franklin, University of Arizona

31.064. Examining Different Avenues for Parent Engagement.

SIG-Family, School, Community Partnerships
New York Marriott Marquis Times Square, Lyceum Complex, Alvin Room, 5th Floor
2:15 pm to 3:45 pm

Chair:

Oscar Jimenez-Castellanos, San Diego State University

Participants:

Community Partnerships for Family Literacy in Diverse Neighborhoods. *Janette P. Pelletier, OISE/University of Toronto; Jing Zhang, OISE/University of Toronto; Antoinette Doyle, University of Toronto; Ashley Press, OISE/University of Toronto; Kathleen Hipfner-Boucher, OISE/University of Toronto*

Exploring the Promise of Community-Based Collective Parent Engagement in Enhancing Social Settings. *Michael A. Lawson, University of California - Davis; Tania Alameda-Lawson, California State University - Sacramento*

Enhancing Latino Parent Leadership Through Building Social and Intellectual Capital. *Jose Bolivar, University of California - San Diego; Janet A. Chrispeels, University of California - San Diego; Marisol A. Rodarte, University of California - Santa Barbara; Margarita Gonzalez, University of California - Santa Barbara*

"Whatever You Decide": An Exploration of Parent Silencing in the Student Study Team Process. *Rema Ella Reynolds, University of California - Los Angeles; Dayna Belvin, University of Southern California*

Discussant:

Kathryn Nakagawa, Arizona State University

31.065. Teachers, Students, and Academic Achievement: Navigating Success for English Language Learners. SIG-Hispanic Research Issues

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room L, Lower Lobby
2:15 pm to 3:45 pm

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

Participants:

Hispanic Culture Enhances Academic Achievement for at-Risk Latino/a Students. *Yvonne E. Gonzalez-Rodriguez, Rowan University*

Educating Latino English-Language Learners: Teacher Efficacy in the Mainstream Classroom. *Becky Perez, Indiana*

University; Ada B. Simmons, Indiana University

Issues and Possibilities in Dual-Language Immersion

Schooling: Learning From Graduates of K-12 Bilingual

Program. *Joel E. Dworin, University of Texas - El Paso*

Response to Intervention for English Language Latino

Learners: A School-Based Evaluation. *Michael John*

Orosco, Utah State University

The What Works Clearinghouse Review of Academic

Interventions for English Language Learners: Implications

for the Instruction of Spanish-Speaking Students and Future

Research. *Russell M. Gersten, Instructional Research*

Group; John H. Hitchcock, Caliber, an ICF Consulting Co.;

Shauna Harps, ICF International; Lana Edwards Santoro,

Pacific Institutes for Research

Discussant:

Monica Garcia, Whittier College

31.066. PowerPoint Unplugged: Toward a New Conversation.

SIG-Instructional Technology

New York Marriott Marquis Times Square, Shubert

Complex, Shubert Room, 6th Floor

2:15 pm to 3:45 pm

Chair:

George Buck, University of Alberta

Participants:

PowerPoint and the Media Ecology of the Classroom. *Ellen*

Rose, University of New Brunswick

Experiencing PowerPoint in College Classrooms. *Catherine*

Adams, University of Alberta

PowerPoint as Theater: The Longest-Running Show on

Earth.... *O'Neil Jamie, Canisius College*

31.067. Mentoring Implications for Teacher Retention

Through the Examination of Mentor Effectiveness, Developmental Mentor Training, and Use of Mentoring Skills. SIG-Mentorship and Mentoring Practices

New York Marriott Marquis Times Square, Lyceum

Complex, Lyceum Room, 5th Floor

2:15 pm to 3:45 pm

Chair:

Elizabeth S. Foster, Texas A&M University

Participants:

Examining the Role of the Principal as a Leader of Induction

and Professional Development. *Lucy E. Larrison, Bryan ISD*

Next Steps in the Use of Developmental Tools to Examine

Mentor Effectiveness. *Barbara S. Hollingshead, Rockwall*

Independent School District - Texas

Views of a Graduate Student Prepared to Mentor through a

Cognitive Developmental Lens. *Matt Clark, Magnolia ISD -*

Texas

Establishing Productive Mentoring Relationships Through

Experiential Year-Long Urban Teaching Internships. *John P.*

Helfeldt, Texas A&M University

Mentoring: The Training Model That Yields Developmental

Growth and Supports Retention. *Elizabeth S. Foster, Texas*

A&M University; Amy E. Anderson, College Station ISD -

Texas

Discussant:

Norvella P. Carter, Texas Southern University

31.068. Motivation Invited Address: The Development of a Situative Perspective on Motivation to Learn. SIG-Motivation in Education

New York Marriott Marquis Times Square, Westside

Ballroom, Salon 1, 5th Floor

2:15 pm to 3:45 pm

Participant:

Susan B. Nolen, University of Washington

31.069. Extended Day, After School, Extended Learning Opportunities, and Out-of-School Time: Opportunities and Challenges. SIG-Out-of-School Time

Hilton New York, Concourse D, Concourse Level

2:15 pm to 3:45 pm

Chair:

Tara S. Donahue, Learning Point Associates

Participant:

Hal F. Smith, New York City Department of Youth and Community Development

Sam Piha, Temescal Associates

Heidi Harris-Lemmel, Annenberg Institute for School Reform

Discussant:

Mary Bleiberg, After School Corporation

31.070. Peace Education in Intractable Conflict: Outcomes in Context. SIG-Peace Education

Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor

2:15 pm to 3:45 pm

Chair:

Haggai Kupermintz, University of Haifa

Participant:

Wurud Mohamad Jayusi, University of Haifa - Israel

Yaara Zisman, University of Haifa - Israel

Hava Schechter, Yizrael Valley College - Israel

Yigal Rosen, Ben Gurion University

Irit Bar-Natan, University of Haifa - Israel

Baha Zoubi, University of Haifa, Israel

Discussant:

Gavriel Salomon, University of Haifa

31.071. Ecriture Feminine: French Feminist Writers and Their Significance in Education. SIG-Philosophical Studies in Education

Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room H, Lower Lobby

2:15 pm to 3:45 pm

Chair:

Delores D. Liston, Georgia Southern University

Participant:

Marina Basu, Louisiana State University

Marianne Fry,

Hillary Procknow, Louisiana State University

Jared Wall, Louisiana State University

Discussant:

Wendy R. Kohli, Fairfield University

31.072. Building a Research Community Through Duoethnographic Writing. SIG-Qualitative Research

New York Marriott Marquis Times Square, Shubert

Complex, Royale Room, 6th Floor

2:15 pm to 3:45 pm

Chair:

Joe Norris, Saint Francis Xavier University

Participants:

An Articulation of the Emergent Tenants of a Dialogic-and-Pedagogic Curriculum Research Methodology. *Joe Norris, Saint Francis Xavier University*

The Curriculum of Beauty. *Morna M. Mcdermott, Towson University; Nancy Rankie Shelton, University of Maryland - Baltimore County*

The Curriculum of Writing. *Joe Norris, Saint Francis Xavier University; Jim Greenlaw, University of Ontario Institute of Technology*

Post-Colonial Education and Research. *Richard D. Sawyer, Washington State University - Vancouver; Tonda Liggett, Washington State University - Vancouver*

Political Activism on Sexual Orientation. *Darren E. Lund, University of Calgary*

Discussant:

Leslie S. Cook, University of North Carolina - Charlotte

31.073. Queer(ing) Studies of Self and Place. SIG-Queer Studies Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room I, Lower Lobby

2:15 pm to 3:45 pm

Chair:

Janet L. Miller, Teachers College, Columbia University

Participant:

Adam Howard, Hanover College

Reta Ugena Whitlock, Kennesaw State University

Bruce Parker, Louisiana State University

Nina Asher, Louisiana State University

31.074. The Challenge of Mathematics Teacher Education to Inform Policy, Practice, and Research. SIG-Research in Mathematics Education

New York Marriott Marquis Times Square, Marquis

Ballroom, Salon B, 9th Floor

2:15 pm to 3:45 pm

Chair:

Terry L. Wood, Purdue University

Participant:

Peter Arnold Sullivan, Monash University

Konrad Krainer, University of Klagenfurt

Barbara Jaworski, Oxford University

Dina Tirosh, Tel-Aviv University

31.075. Evidence of Effective Elementary Social Studies Teaching Under NCLB. SIG-Research in Social Studies Education

Sheraton New York Hotel & Towers, Park Suite 3, 5th Floor

2:15 pm to 3:45 pm

Participant:

Andrea S. Libresco, Hofstra University

Janet E. Alleman, Michigan State University

Sherry L. Field, University of Texas

Mary Lee Webeck, University of Texas - Austin

Discussant:

Jeff Passe, University of North Carolina - Charlotte

31.076. Social Studies Research from Diverse Perspectives. SIG-Research in Social Studies Education

Sheraton New York Hotel & Towers, Executive Conference

Center, Conference Room B, Lower Lobby

2:15 pm to 3:45 pm

Chair:

Jennifer Ponder, California State University - Fullerton

Participants:

Cultural Relevance in Action: Practice-Based Trial and Error.

Beth R. Giles, University of Wisconsin - Madison

"Trying to Look at Both Sides": Negotiating School and Community History in Northern Ireland. *Keith C. Barton, University of Cincinnati*; *Alan McCully, University of Ulster*
Coalition, Cooperation, Controversy, and Challenge: The Bryn Mawr Summer School for Women Workers in Industry. *Ellen M. Santora, University of Rochester*
Purpose into Practice: The Possibility of Rationale-Based Practice in Social Studies. *Todd S. Hawley, University of Georgia*

Discussant:

Kevin D. Vinson, University of Arizona

31.077. Factors Influencing Gifted Students' Motivation and Achievement in Math and Reading. SIG-Research on Giftedness and Talent

Hilton New York, Midtown Suite, 4th Floor
2:15 pm to 3:45 pm

Chair:

Michael S. Matthews, University of South Florida

Participants:

The Impact of Advanced Curriculum on the Achievement of Mathematically Promising Elementary Students from Culturally Diverse Backgrounds. *M. Katherine Gavin, University of Connecticut*; *Tuitta M. Casa, University of Connecticut*; *Susan R. Carroll, Words and Numbers Research*

Are Parent Perceptions of Their Child's Mathematical Talent Meaningful? *Eric L. Mann, Purdue University*

The Effects of Clustering and Curriculum Development on Gifted Learners' Math Ability. *Rebecca L. Pierce, Ball State University*; *Jerrell C. Cassady, Ball State University*; *Cheryll M. Adams, Ball State University*

A Validation Study of Instruments for Measuring Student and Teacher Perceptions of Reading Instructional Practices. *Patti Wood, Samford University*; *Carol L. Tieso, College of William and Mary*

The Reading First Initiative: What Options Are Available for Advanced Readers? *Maureen Murphy, University of Virginia*; *Thomas Michael Atkinson, University of Virginia*; *Tonya R. Moon, University of Virginia*

Discussant:

Kirsi A. Tirri, University of Helsinki

31.078. Rethinking Resistance and Agency: What Comes After Girl Power? SIG-Research on Women and Education

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby
2:15 pm to 3:45 pm

Participants:

Regulation and Resistance?: Exploring Post-Feminist Discourses of Girlhood and Girls' Negotiations of Heteronormative Femininity. *Jessica Lenore Ringrose, Institute of Education - London*; *Emma Renold, Cardiff University*

"It's Better than Like Barbie": Resisting American Girl. *Elizabeth Marshall, Simon Fraser University*

Cultural Memory, Resistance, and Representations of Girls. *Marnina Gonick, Mount Saint Vincent University*

M.I.A.: Border Crossing and Girlhood Studies. *Lisa Weems, Miami University*

31.079. New Perspectives on Conceptual Change in Science.

SIG-Science Teaching and Learning
New York Marriott Marquis Times Square, Odets Room, 4th

Floor
2:15 pm to 3:45 pm

Chair:

Xiufeng Liu, University at Buffalo - SUNY

Participants:

Conceptual Change: Still a Powerful Framework for Science Education Research and Development? *Reinders Duit, University of Kiel*; *David Treagust, Curtin University of Technology*

Effects of Prediction-Discussion-Based Learning Cycle, Conceptual Change Text, and Traditional Instruction on Students' Understanding of Genetic Concepts and Self-Regulated Learning. *Diba Yilmaz, Middle East Technical University*; *Ceren Tekkaya, Middle East Technical University*; *Semra SUNGUR, Middle East Technical University*

Focusing on Representation in Learning in Middle-School Science Classrooms. *Bruce G. Waldrip, University of Southern Queensland*; *Vaughan Prain, Latrobe University*; *Russell W. Tytler, Deakin University*

Looking for a Pattern Between Students' Contributions to Argumentation and Their Conceptual Understanding. *Feral Ogan-Bekiroglu, Marmara University*; *Handan Eskin, Cemberlitas High School*

Discussant:

David Klahr, Carnegie Mellon University

31.080. Supporting Self-Study Research by Teacher

Educators. SIG-Self-Study of Teacher Education Practices
Hilton New York, East Suite, 4th Floor
2:15 pm to 3:45 pm

Chair:

Fred A.J. Korthagen, Vrije University - Amsterdam

Participants:

Supporting Self-Study Research by Teacher Educators. *Stefinee E. Pinnegar, Brigham Young University*; *Mary Lynn Hamilton, University of Kansas*; *Hafdis Gudjonsdottir, Iceland University of Education*; *Jonina Vala Kristinsdottir, Iceland University of Education*; *J. John Loughran, Monash University*; *Rosanne Zwart, VU University*; *Mieke L. Lunenberg, VU University - Amsterdam*; *Fred A.J. Korthagen, Vrije University - Amsterdam*

A Topography of Collaboration: Methodology, Identity, and Community in Self-Study Research. *Stefinee E. Pinnegar, Brigham Young University*; *Mary Lynn Hamilton, University of Kansas*

Collaboration in Self-Study Research and Team Teaching. *Hafdis Gudjonsdottir, Iceland University of Education*; *Jonina Vala Kristinsdottir, Iceland University of Education*

The Difficulties in "Coaching" Self-Study Research. *J. John Loughran, Monash University*

Coaching Teacher Educators in Performing Self-Study. *Rosanne Zwart, VU University*; *Mieke L. Lunenberg, VU University - Amsterdam*; *Fred A.J. Korthagen, Vrije University - Amsterdam*

Discussant:

Renee T. Clift, University of Illinois - Urbana-Champaign

31.081. Conflict Resolution Education in Teacher Education

(CRETE). SIG-Social and Emotional Learning
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
2:15 pm to 3:45 pm

Chair:

Kristien Marquez-Zenkov, Cleveland State University

Participants:

Historical Foundations for Conflict Resolution Education in Teacher Education Programs. *Jennifer Batton, Cuyahoga Community College; Sarah Wallis, Ohio Commission for Dispute Resolution and Conflict Management*

The CRETE Project: Theoretical Foundations and Program Specifics. *Tricia S. Jones, Temple University; Lynnette K. Mawhinney, Lincoln University*

Proven Benefits of Conflict Resolution Education: Impacts on Students' Anti-Social Behavior. *Wendy Garrard, Vanderbilt University; Mark W. Lipsey, Vanderbilt Institute for Public Policy Studies*

Participants' Evaluations of CRETE. *Lynnette K. Mawhinney, Lincoln University*

Discussant:

Janet Patti, Hunter College - CUNY

31.082. Secondary and Postsecondary Transition in Special Education. SIG-Special Education Research
Sheraton New York Hotel & Towers, Park Suite 1, 5th Floor
2:15 pm to 3:45 pm

Chair:

Jeanne B. Repetto, University of Florida

Participants:

A Comparative Analysis of Students With Disabilities Standard and Nonstandard Diploma Earning Patterns in Virginia. *Lisa M. Abrams, Virginia Commonwealth University; Paul Gerber, Virginia Commonwealth University*

Youth Voices: Perceptions and Expectations of Youth with Disabilities. *Lynn A. Newman, SRI International*

School Inclusion and Classroom Practices for Autistic Spectrum Students in Secondary Mainstream U.K. Schools. *Sarah Lewis, University of Manchester; Neil Humphrey, University of Manchester*

How Student Attitudes Toward Requesting Accommodations Are Related to Academic Achievement in Postsecondary Education. *Lucy M. Barnard, Texas Tech University; William Y. Lan, Texas Tech University; DeAnn Lechtenberger, Texas Tech University*

Post-School Outcomes of Adults Recently Diagnosed with Learning Disabilities. *Cheryll A. Duquette, University of Ottawa; Stephanie Elizabeth Fullarton, University of Ottawa*

Discussant:

David Scanlon, Boston College

31.083. Game Learning Designs: ICT for "New Learners" Empowered With Technology. SIG-Technology as an Agent of Change in Teaching and Learning
Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
2:15 pm to 3:45 pm

Chair:

Meredith E. Houle, Boston College

Participants:

Power Users of Technology: The 'New Learners' of the 21st Century. *Joyce Malyn-Smith, Education Development Center, Inc.; Suzanne Reynolds-Alpert, Education Development Center, Inc.*

Participation and Learning: Two Sides of the Information Technology Coin. *Meredith E. Houle, Boston College; Michael Barnett, Boston College*

Global Challenges and the New Learners. *David Gibson, University of Vermont*

Female and Latina Students Learning by Game Design. *Steven Bean, ETR Associates; Jacob Martinez, ETR Associates; Jill Denner, Education, Training, and Research Associates*

31.084. TICL 1: Learners Challenging ID - Unobtrusive Views on the Use of Instructional Interventions in CBE. SIG-Technology, Instruction, Cognition & Learning
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor
2:15 pm to 3:45 pm

Chair:

Klaus U. Breuer, University of Mainz

Participants:

Using Log Data to Study Cognitive Tool Use Patterns: What Can They Tell Us? *Min Liu, University of Texas - Austin; Lucas Horton, University of Texas - Austin*

Tool Use in Computer-Based Learning Environments: The Role of Prior Knowledge and Goal Orientation. *Lai Jiang, Catholic University of Leuven - Belgium; Geraldine B. Clarebout, Katholieke Universiteit Leuven; Jan M. Elen, Catholic University of Leuven*

Gaming the System: Evidence From Data Mining and Human Observation on Affect, Attitudes, and Learning. *Ryan S. Baker, Carnegie Mellon University; Ma. Mercedes T. Rodrigo, Ateneo de Manila University; Neil T Heffernan, Worcester Polytechnic; Albert T. Corbett, Carnegie-Mellon University; Ido Roll, Carnegie Mellon University; Vincent Alevan, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*

Students' Use of Metacognitive Prompting during Hypermedia Learning. *Maria A. Bannert, Chemnitz University of Technology*

Discussant:

Philip H. Winne, Simon Fraser University

31.085. Applied Research in the Schools: 3. Division H-School Evaluation and Program Development
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
2:15 pm to 2:55 pm

Tables:

1. Building a Large-Scale Community of Data Teams: A Six-District Case Study. *Edward McLain, University of Alaska - Anchorage; Diane B. Hirshberg, University of Alaska - Anchorage; Susan A. Tucker, E and D Associates; Alexandra R. Hill, University of Alaska - Anchorage*
2. Building Process Measures of Student Engagement: A District/University Collaboration. *Renee M. Clark, University of Pittsburgh; Jennifer Zoltners Sherer, University of Pittsburgh; Happy Haynes, Denver Public Schools; Glenna Norvelle, Denver Public Schools; Mary Besterfield-Sacre, University of Pittsburgh*
3. Developing a Common Language for School Connectedness: Development of the School Connectedness Scale (SCS). *Melanie Parker, University of Kansas; Steven Lee, University of Kansas; Jill H. Lohmeier, University of Massachusetts - Lowell*
4. Empowering Communities to Study Geospatial and Social Contexts of Schools, Teachers, and Students. *Mark Hogrebe, Washington University - St. Louis; Li Zou, Washington University in St. Louis; Lydia Kyei-Blankson, Washington University - St. Louis*
5. Gaining Traction: Urban Educators' Perspectives on Factors Influencing Achievement in High-and Low-Performing

Schools. *Steven F. Ellis, University of Massachusetts Donahue Institute; Robert Gaudet, University of Massachusetts; Joseph Rappa, Mass. Office of Educational Quality and Accountability*

6. Mandated by NCLB: Do School-Sponsored Tutoring Programs Significantly Improve Student Achievement on Standardized Tests? *Mary Henderson, Monmouth University; Terri Rothman, Monmouth University*
7. Toward a More Accurate and Nuanced Approach to Program Effectiveness Assessment: Hierarchical Linear Models (HLM) in K-12 Program Evaluation. *Xiaoxia A. Newton, University of California - Berkeley; Lorena Llosa, New York University*

31.086. Language, Liberation, and Socialization. Division G-Social Context of Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
2:15 pm to 2:55 pm

Tables:

8. School Quality Problem or Social and Cultural Influence? The Impact of Prestige Orientation on Shadow Education in South Korea. *Soojeong Lee, Korean Educational Development Institute*
9. There's No One Here That Looks Like Me: A Liberation Agenda in the Sciences. *Latasha Renee Thompson, Morgan State University*
10. Classroom Talk: Exploring How Elementary-Level Language Learners are Influenced by Their Bilingual Teachers' Speech Patterns in a Dual-Language Classroom. *Yi-Sheng Lin, Teachers College, Columbia University*
11. Comparing Short-Term and Working-Memory Differences in Monolingual and Bilingual Children. *Judith Wylie, Queen's University - Belfast; Gerry Mulhern, Queen's University - Belfast*
12. How Bilingual Families Use and Lose Languages. *Victoria Isabel Puig, Teachers College, Columbia University*
13. Language Socialization in the Absence of Language and Society? *Natalia Collings, Central Michigan University*
14. "We're Gonna Roll Through this Together": Beals Community School, Creating a Context for Critical Scholarship, Organizing, and Equitable Teacher Practice. *Susan Gregson, University of Illinois - Urbana-Champaign*

31.087. Roundtable Discussion: Collaborative Action, Conflicting Discourse, and Emerging Civic Responsibility in Action Research. SIG-Action Research
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
2:15 pm to 2:55 pm

Chair:

Jessica Krim, Montana State University

Tables:

15. Constructing a Blueprint for Professional Learning: Creating Collaborative Action Research Living Theory. *Jill B. Farrell, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools*
16. Scaffolding Teacher Understanding of Action Research: Conflicting Discourses. *Kevin M. Carr, George Fox University*
17. The Individual Action Research Process: Fostering the Emergence of Civic Responsibility in Preservice Teachers. *Teresa Michel, Ithaca College*

31.088. SIG Instructional Technology Roundtables: Session 1. SIG-Instructional Technology
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
2:15 pm to 2:55 pm

Chair:

William A. Kealy, University of South Florida

Tables:

18. First-Year Results of a One-to-One Computing Program: Changes in the Student Experience. *Kevin M. Oliver, North Carolina State University; Lori B. Holcomb, North Carolina State University*
19. Learner-Learner Interaction in Online Learning Environment. *Bude Su, California State University - Monterey Bay; Curtis J. Bonk, Indiana University*
20. PowerPoint Games in a Secondary Laptop Environment. *Michael Kristopher Barbour, Wayne State University; Jim Kinsella, University High School; Lloyd P. Rieber, University of Georgia*
21. Scientific Evidence in Support of Technology: Impact of Professional Development and Technology Resources on Student Achievement. *Dianna L. Newman, University at Albany - SUNY; Anna Valentinova Valtcheva, University at Albany - SUNY; Haiyan Zhang, University at Albany - SUNY; Kathy A. Gullie, University at Albany - SUNY*
22. The Effects of Response Modes in Web-Based Second Language Learning. *Paul Chamness Miller, University of Cincinnati; Seongchul Yun, University of Cincinnati*
23. The Impacts of the ICT (Information and Communication Technologies) Convergence on Learner-Centered Instructional Theories. *Nari Kim, Indiana University*

31.089. Teacher Education for a Multilingual Democratic Society: Research on Pre-Service and In-Service Educators. SIG-Bilingual Education Research
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
2:15 pm to 2:55 pm

Chair:

Clara C. Park, California State University - Northridge

Tables:

24. Domestication or Liberation: Better Prepared Educators. *Claudia Peralta Nash, Boise State University; Arturo Rodriguez, Boise State University*
25. Impact of NCLB Highly Qualified Provisions on Bilingual/ESL Teachers. *Toni Griego-Jones, University of Arizona; Teri Martinez, University of Arizona*
26. Indigenous Teachers' Views on the Implementation of the Native Language Program in Taiwanese Elementary Schools. *Hsiu-Mei Hsieh, University of Texas - Austin; Sherry L. Field, University of Texas*
27. On Becoming a Bilingual Teacher: Preservice Teacher Perceptions of Teaching and Learning. *Jorge P. Osterling, George Mason University*
28. Retrospection of Preservice Spanish Bilingual Teachers: Their Role as Cultural and Intellectual Educators and Reclaiming Language. *Josephine Arce, San Francisco State University*
29. Studying Sheltered Instruction through the Theories of Practice of Novice Bilingual Teachers. *Nancy E. Dubetz, Lehman College - CUNY*
30. Teachers' Words and Practices in Bilingual Intercultural Programs: An Ethnographic Study. *Laura A. Valdiviezo, University of Massachusetts*

Discussant:

Enrique G. Murillo, California State University - San Bernardino
Aria Razfar, University of Illinois - Chicago
Richard Ruiz, University of Arizona
Ellen M. Rintell, Salem State College
Bertha Perez, University of Texas - San Antonio
Maria Eugenia Lozano, University of Massachusetts - Amherst
Debra Suarez, College of Notre Dame

31.090. The Multiple Contexts and Purposes of Literacy Development. Division G-Social Context of Education
 New York Marriott Marquis Times Square, Broadway
 Ballroom, Broadway North, 6th Floor
 2:15 pm to 2:55 pm

Tables:

31. Civic Responsibility and Self-Representation: A Multilingual Middle School Morality Tale. *Courtney Ryan Kelly, Ohio State University*
32. First-Language Use in Second-Language Literacy Development. *Irene C. Pompetti-Szul, New York University*
33. Interculture Development and the Second-Language Classroom. *Fernando Naiditch, Montclair State University*
34. Social Identity Negotiations in Critical Literacy Learning: A Case Study in a Heritage Language Classroom. *Miwa Takeuchi, OISE/University of Toronto*
35. The Development of Pre-Reading and Reading Knowledge in English and Spanish in a Dual Language Education Context. *Lisa R. Figueroa, University of California - Santa Barbara*
36. Language-Minority Students' Ability to Comprehend Text: A Case for Needed Research Using the Educational Longitudinal Study 2002. *Tara Mastroilli, CUNY*
37. Urban Elementary Bilingual Students Read and Write Science in English: Examples from Two Classrooms. *Nadine Bryce, Hunter College - CUNY; Kathryn E. McIntosh Ciechanowski, Oregon State University*

31.091. Current Topics for Discussion in Educational Leadership. SIG-Leadership for School Improvement
 Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 2:15 pm to 2:55 pm

Table:

1. Leadership and Context: A Study of AASA's National Superintendents of the Year. *Bonnie Carol Fusarelli, North Carolina State University*

31.092. Legal, Policy, and Practical Challenges to Providing Education Quality. SIG-Law and Education
 Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 2:15 pm to 2:55 pm

Tables:

2. Alma Mater/Austerus Pater: Defining the Legal Responsibility of the Nation's Universities for the Safety of Its Clinically Depressed Students and Their Peers. *Charles A. McCullough, National Board for Professional Teaching Standards; Ella F. Cleveland, National Board for Professional Teaching Standards*
3. It Takes a Law to Raise a Teacher: Drafting State Laws That Increase the Number of the Nation's Most Accomplished Teachers in Rural and Urban Areas. *Charles A. McCullough, National Board for Professional Teaching Standards; Ella F. Cleveland, National Board for Professional Teaching Standards*

4. Legal Knowledge and Legal Instruction in Principal Preparation Programs. *Stacey Edmonson, Sam Houston State University; Alice Fisher, Sam Houston State University; Rebecca Schlosser, Sul Ross State University*
5. More Than Friends: The Experience and Influence of Peer Mentoring in Law School. *Meera E Deo, University of California - Los Angeles; Kimberly Griffin, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles; A. T. Panter, University of North Carolina - Chapel Hill; Charles Daye, University of North Carolina - Chapel Hill; Linda F. Wightman, University of North Carolina - Greensboro*
6. Special Education Teacher Retention and Attrition: The Impact of Increased Legal Requirements. *Erica Nance, Wichita State University; Raymond L. Calabrese, Wichita State University*
7. A Dramatic Use of Law to Remap a School System: The Case of England's Two Decades of Law-Based Reform. *Dan Gibton, Tel Aviv University*

31.093. Postcolonial Studies in Education: Paper Discussion Session. SIG-Postcolonial Studies and Education
 Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 2:15 pm to 2:55 pm

Tables:

8. "Educating the Uprooted: Education, Language and Politics in Sindh, Pakistan (1947-2007). *Ghazala R. Rafiq, University of California - Santa Barbara*
9. Beyond Orientalism in Comparative Education: Challenging the Binary Opposition Between Japanese and Anglo-American Education. *Keita Takayama, University of Wisconsin - Madison*
10. Linguistic Imperialism and the English-Learning Boom in Korea: A Case Analysis of Weekend Korean Schools in the U.S. *Hyu-Yong Park, University of Wisconsin - Madison*
11. NCLB, Standardized Testing, and the "Allegory of Modernity." *Theodora A. Lightfoot, University of Illinois - Chicago*
12. Recontextualizing the Post-Colonial World: From Colonial to Neocolonial Forms of Education and Domination. *Pierre W. Orelus, University of Massachusetts - Amherst; Jean Grimard Blaise, University of Massachusetts - Amherst*
13. Recovering Traditional Ecological Knowledge (TEK): Is It Always What It Seems? *Lyn Catherine Carter, Australian Catholic University; Philip C. Clarkson, Australian Catholic University*
14. The Structure of Inequality of Services for Special Education Students in Puerto Rico: Does the Full Spectrum of IDEA 04 Apply to the Education System of Puerto Rico? *Nilsa J. Thorsos, Azusa Pacific University; Ruth Cotto-Silva, Azusa Pacific University*

31.094. Professional Development Models in Teacher Education. Division K-Teaching and Teacher Education
 Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
 2:15 pm to 2:55 pm

Tables:

15. A Community of Learners: The Professional Development School (PDS) Partnership's Impact on Training Future Teachers. *Sharon Damore, DePaul University; Kathie Kapustka, DePaul University*
16. Critical Reflective Practice in Initial Teacher Education: A Comparative Study Between Programs From Canada and Northern Ireland. *Mike John McCabe, Nipissing University;*

Steve Walsh, Newcastle University - UK; Eileen Winter, Queen's University Belfast; Ronald Wideman, Nipissing University

17. Equity, Empowerment, and Student Learning in PDS: A Review of Literature. *Rick A. Breault, Kennesaw State University; Brian Lack, Georgia State University*
18. Helping Beginning Teachers to a Good Start With Supervision and Professional Development. *Benjamin Kutsyuruba, University of Saskatchewan*
19. Exemplars in PDS Research. *Rick A. Breault, Kennesaw State University; Donna A. Breault, Georgia State University*
20. Exploring Early Professional Development: Applying the Work of Dall'Alba and Sandberg. *Hope Robann Longwell-Grice, University of Wisconsin - Milwaukee; Felicia Saffold, University of Wisconsin - Milwaukee*
21. Impacting Student Achievement: One School's Journey Through a Dynamic Professional Development Model. *David S. Allen, Kansas State University; Melisa Jean Hancock, Kansas State University*

31.095. SIG: Research in Reading and Literacy: Directions in Reading and Literacy Research I. SIG-Research in Reading and Literacy
Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor
2:15 pm to 2:55 pm

Tables:

22. Improving Literacy Opportunities for Students and Teachers in the University Literacy Clinic and the Classroom. *Cassie F. Zippay, Western Kentucky University*
23. Examining the Relation Between Core Reading Program Adoption and Achievement: A Case Study of Florida. *Anne McGill-Franzen, University of Tennessee; Courtney C. Zmach, American Institutes for Research; Katie Solic, University of Tennessee - Knoxville; Jacqueline Love Zeig, University of Florida*
24. Elementary Students' Literacy Activities and Reading Habits Outside of School. *Laurie Sue Zimmerman, Houston Independent School District - Texas; Carla Stevens, Houston Independent School District; Renmin Ye, Houston ISD; Yuan Zhu, Science-Technology University of China*
25. "I try to make the story make sense": Describing six first graders' use of strategies to understand text. *Sherry E. Kragler, University of South Florida - Lakeland; Linda E. Martin, Ball State University*
26. Matching Texts and Instructional Strategies for Struggling Readers: The Decisions of Teachers in an After-school Tutoring Program. *Jenny Tuten, Hunter College - CUNY; Deborah Jensen, Hunter College - CUNY*

31.096. Cognition & Instruction: Modeling, Measuring, Evaluating, & Explaining. Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
2:15 pm to 3:45 pm

Posters:

1. Social Mental Models and Problem-Solving. *Florence R. Sullivan, University of Massachusetts - Amherst; Xiaodong Lin, Teachers College, Columbia University*
2. Macroscopic and Molecular Representations of Diffusion: A Sequential Analysis of Eye Movements. *Michelle Patrick Cook, Clemson University; Eric N. Wiebe, North Carolina State University; Glenda S. Carter, North Carolina State University*

3. Developing Critical Thinking Skills in Online Criminal Justice Class Through Case Study Teaching Approach. *Yang Yang, Penn State; Priya Sharma, Pennsylvania State University*
4. The Role of Basic Spatial Concepts in Education: What Learners Bring to the Classroom. *Lynn S. Liben, Penn State; Kim A Kastens, Columbia University; Adam E Christensen, Penn State*
5. Thinking Aloud Interferes with Application of the Control of Variables Strategy. *Elizabeth P. Lorch, University of Kentucky; Benjamin Dunham Freer, University of Kentucky; Emily C. Hodell, University of Kentucky; Emily E. Dunlap, University of Kentucky; William J. Calderhead, University of Kentucky; Robert F. Lorch, University of Kentucky*
6. Annotations for Knowledge Structures: Quantitative Measurability of Propositions in Concept Maps and New Approaches to Mental Model Assessment. *Pablo Nicolai Pirnay-Dummer, University of Freiburg; Katharina Rauh, University of Freiburg*
7. Adolescent School Engagement: A Comprehensive Examination of Change Across the Transition to High School. *Aprile Benner, University of California - Los Angeles*
8. Developing Cognitive Load Measurement Scales Based on Three Types of Cognitive Load. *Minjeong Kim, Hanyang University; Hyewon Kim, Florida State University*
9. Measuring Everyday Mindreading: Evaluating a Social Perspective-Taking Assessment. *Maureen Elizabeth Brinkworth, Harvard University; Ming Te Wang, Harvard University; Chris Wynne, Harvard University; Hunter Gehlbach, Harvard University*
10. Studying Thinking and Decision-Making Processes of Online Peer Tutors through Stimulated Recall Interviews. *Marijke De Smet, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*
11. Learning From Others' Errors: The Benefits of Explicit Explanation and Reflection. *Antonios Saravanos, Columbia University; Na Liu, Teachers College, Columbia University; JooHee Byun, Columbia University; Yu-Ling Chung, Columbia University; Renee Lan, Columbia University; Carol Lu, Columbia University*
12. Toward a Generic Self-Explanation Training Intervention for Example-Based Learning. *Alexander Renkl, University of Freiburg; Carolin Busch, University of Freiburg; Silke Schworm, University of Regensburg*

Discussant:

Ellen B. Mandinach, CNA Corp.

31.097. Division C, Section 5 Posters: Learning Environments. Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
2:15 pm to 3:45 pm

Posters:

13. Addressing Gender Gap in Literacy Through Knowledge Building: An Analysis of Different Content Areas. *Yanqing Sun, SUNY - Albany; Jianwei Zhang, University at Albany - SUNY; Marlene Scardamalia, OISE/University of Toronto*
14. Deconstructing Dropout Behavior Among Black, Latino, and White Students. *Al Ramirez, University of Colorado - Colorado Springs; Dick M. Carpenter, University of Colorado*
15. Environmental Education of Senior Citizens Through Inquiry and Videoconferencing. *Hilarie B. Davis, Technology For Learning Consortium; Angela Cristini, Ramapo College; Bradford T. Davey, Pepperdine University*

16. Looping In the Middle Grades and the Usefulness of Disaggregating Test Scores. *Nicole L. Thompson, Mississippi State University; Dwight Hare, Mississippi State University; Bob D Fuller, Starkville School District*
17. Online Tutoring: Complexity, Community, and Calculus. *Carla Van De Sande, University of Pittsburgh; Gaea Leinhardt, University of Pittsburgh*
18. Characteristics of Dyadic Discourses in a Natural History Museum: Through the Lens of ZPD System. *Kisang Kim, Seoul National University; Sun-Kyung Lee, Seoul National University; Saeyeol Yoon, Seoul National University; Junyoung Heo, Seoul National University; Chan-Jong Kim, Seoul National University*
19. Computer-Synthesized Narration in a Multimedia Environment: Does Voice Gender Impact Student Learning? *Caroline J. Harrison, Arizona State University; Robert K. Atkinson, Arizona State University; Alan Koenig, Arizona State University*
20. Design Decisions: Using Representational Tools for Scientific Inquiry With Virtual Laboratories. *Eva E. Toth, Duquesne University*
21. Does Choice Improve Intrinsic Motivation in Korean Students? The Effect of Task Choice, Competition, and Self-Efficacy. *Yeonhee So, Kyungnam University; Sung-Il Kim, Korea University*
22. Empirical Images of Scientists, Their Representational Systems, and Their Joint Development: Implications for the Design of Learning Environments in Science. *J. Antonio Torralba, University of Hawaii - Manoa*
23. Environmental Checklist for Preschool Classroom Mathematics Correlates With Teaching Practices. *Jennifer S. Mccray, Erikson Institute*
24. Images of the Garden: Unearthing the Relationship Among Empathy, Exploration, and Learning in Local Contexts. *Annie Grugel, University of Wisconsin - Madison*
25. The Impact of Academic Teaming in a Middle School: A Qualitative Study. *Amber Pittmon Daub, Hallsville High School; Kamiar Kouzekanani, Texas A&M University - Corpus Christi*
26. Does Participation in Signature Service-Learning Positively Impact Students' Test Scores? *Mary D. McCarthy, University of Massachusetts - Lowell*
27. Understanding Educators' Views on the Role of Informal Learning and Outreach in the Visual Arts. *Angela L. Eckhoff, Clemson University*
- 31.098. Effect of Culture and Ethnicity on Motivation and Achievement.** Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
2:15 pm to 3:45 pm
- Posters:
28. A Cross-Cultural Investigation of the Effect of Academic Failure, Evaluative Feedback, and Negative Affectivity on Shame and Guilt. *Temi Bidjerano, Furman University*
29. The Effects of Three Psychological Needs on Korean College Students' Self-Regulated Learning and Emotion. *Hyunjin Kim, University of Texas - Austin; Hyunjin Kim, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin*
30. Cultural Continuity and Student Outcomes: The Role of Student, Family, and Teacher Perceptions. *Marika Ginsburg-Block, University of Delaware; Kristen Bogner Warzon, University of Notre Dame*
31. International Analysis of Students' Knowledge Structure Coherence. *Douglas B. Clark, Arizona State University; Cynthia D'Angelo, Arizona State University; Sharon Schleigh, Arizona State University; Gokhan Ozdemir, Nigde University; Muhsin Menekse, Arizona State University; Zhihui Zhang, University of California - Berkeley; Corpuz Edgar, University of Texas - Pan American*
32. Chinese Students' Critical Thinking: Validation of the Factorial Structure of a Critical Thinking Assessment. *Kit-Tai Hau, Chinese University of Hong Kong; Irene T. Ho, University of Hong Kong; Yee Lai, Kelly Ku, University of Hong Kong; Natalie H H Hui, Chinese University of Hong Kong*
33. Children in an American High School From Different Ethnic/Cultural Backgrounds: Parents' Role in Achievement Motivation. *Jung-In Kim, University of Texas - Austin*
34. NAEP, PISA, and ECLS-K: Noncognitive Factors and Academic Performance. *Jihyun Lee, Educational Testing Service*
35. Motivational Factors Contributing to Turkish High School Students' Achievement in Gases and Chemical Reactions. *Cansel Kadioglu, Middle East Technical University; Esen Uzuntiryaki, Middle East Technical University*
36. Causal Attribution and Culture: How Similar are American and Chinese Thinking? *Yan Yang, University of Cincinnati*
37. Parental Academic and Racial Socialization: Motivation as a Mediator of College Adjustment for African Americans. *Marie-Anne Suizzo, University of Texas - Austin; Lisa Marie Yarnell, University of Texas - Austin; Erin Pahlke, University of Texas; Louise Tedfprd, University of Texas - Austin; Kuan-Yi Chen, University of Texas; Sylvia Romero, University of Texas at Austin*
38. High School Physics Students' Motivation and Learning in Japan and the United States. *Meiko Negishi, University of North Florida*
39. Epistemological and Mathematical Beliefs of Students in a Culturally Diverse Institution. *Matthew G. Jones, California State University - Dominguez Hills; Marlene A. Schommer-Aikins, Wichita State University*
40. Social-Cultural Differences in Metacognitive Self-Regulation between Students in High Tracks of Secondary Education. *Sarah V. Blom, University of Amsterdam; Dirk Hoek, Open University Utrecht; Geert Ten Dam, University of Amsterdam*
41. School Experiences as Adolescents and Later Parent School Involvement: Mediating and Moderating Effects of Adult Social Support Systems. *Diane S. Kaplan, Texas A&M University; Ruth X. Liu, San Diego State University; Howard B. Kaplan, Texas A&M University*
42. The Complex Relationship between Homework and Achievement: A Cross-Cultural Study in 40 Countries. *Swantje Pieper, Max Planck Institute for Human Development; Ulrich Trautwein, Max Planck Institute for Human Development; Oliver Luedtke, Max Planck Institute for Human Development*
43. Cross-Cultural Comparison of Self-Regulated Learning Skills Between Korean and Filipino College Students. *Joanne Pacheco Turingan, Andong National University; Yong-Chill Yang, Andong National University*
- Discussant:
David Yun Dai, University at Albany - SUNY
- 31.099. Posters in Language Arts and Literacy.** Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor

2:15 pm to 3:45 pm

Posters:

44. Effects of Comprehension Instruction: Comparing Strategies and Content Approaches. *Margaret G. Mckeown, University of Pittsburgh; Isabel Beck, University of Pittsburgh; Ronette Gabriel Killcrece Blake, University of Pittsburgh; Maria Almendarez Barron, University of Pittsburgh*
45. The Improvement of Children's Comprehension of Scientific Text by Systematic Revision: Interaction of Text Coherence, Reading Ability, and Age. *Chi-Shun Lien, Teachers College, Columbia University; Chih-Huang Tsai, Department of educational Psychology and counseling, National Taiwan Normal University*
46. Gender Differences in Elaborative Inferences. *Virginia E. Clinton, University of Minnesota; Ben Seipel, University of Minnesota*
47. Oral Language Teaching Strategies and Aboriginal Student Success for Students JK - 6. *Jonathan Blair Friesen, Lakehead University; Christina Van Barneveld, Lakehead University; Maury Swenson, NOEL; Jackie Neall, NOEL*
48. Web-Based Intelligent Tutoring Technologies to Improve Reading Comprehension with Struggling Readers in Middle and High Schools: Design, Research. *Kausalai K. Wijekumar, Penn State; Bonnie J. Meyer, Penn State*
49. A Longitudinal Study of the Development of Reading Fluency and Comprehension in the Early Elementary School Years. *Paula J. Schwanenflugel, University of Georgia; Melanie R. Kuhn, Rutgers Graduate School of Education; Elizabeth Benton Meisinger, University of Georgia; Robin D Morris, Georgia State University; Patricia Foels, University of Georgia; Deborah Gee Woo, New Jersey City University; Soyoung Kim, University of Georgia*
50. Books, Films, and Multimodal Literacies in Quebec's English Language Arts Program. *Sandra Chang-Kredl, McGill University*
51. Gaps in Learning: The Impact of Family and Center Characteristics on Children in Head Start. *Catherine Darrow, Vanderbilt University*
52. Middle School Students: Comprehending, Analyzing, and Evaluating Persuasive Text. *Tina M. Leon, Maple Avenue Middle School*
53. Reading for Revision. *Amy Stornaiuolo, University of California - Berkeley*
54. Relating Temperament and Emergent Literacy Skills in Preschoolers Attending Head Start. *Mary C. Wagner, University of Notre Dame; Jeanne Day, University of Notre Dame*
55. Relevance of English Language Textbooks to Turkish Learners of English. *Sultan Turkan, University of Arizona*
56. The Dimensionality of Syntactic Awareness Measurements in English-Speaking Adults. *Ying Guo, Florida State University; Alysia D. Roehrig, Florida Center for Reading Research*
57. The effects of comprehensive text structure strategy instruction on students' ability to revise persuasive essays. *Ekaterina Midgette, University of Delaware*
58. Tracking Planning through the Writing Process. *Douglas J. Hacker, University of Utah; Susan Holbrook, Weber State University*

Discussant:

Cheri Williams, University of Cincinnati

31.100. Self-Regulated Learning and Epistemology: What's

New? Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
2:15 pm to 3:45 pm

Posters:

59. A Mixture Model Approach to the Examination of Self-Regulated Learning. *Beau William Abar, Penn State; Eric Loken, Penn State University*
60. Does Motivation Moderate the Relation Between Metacognitive Judgment and Metacognitive Control in Self-Regulated Learning? *Li Sha, Simon Fraser University; Philip H. Winne, Simon Fraser University; Stephen R. Campbell, Simon Fraser University; John Cale Nesbit, Simon Fraser University*
61. Enhancing Self-Regulated Learning in Primary School: Process Evaluation of a Student's Training Based on Learning Diaries. *Barbara Otto, University of Frankfurt; Franziska Perels, Technical University of Darmstadt*
62. What Is the Relationship between Self-Regulated Learning and Executive Functions? *Joanna Garner, Penn State*
63. Classroom Contexts and Children's Cognitive Growth: A Longitudinal Picture of Memory Strategies and Academic Achievement. *Jennifer L. Coffman, University of North Carolina - Chapel Hill; Pooja Gupta, University of North Carolina - Chapel Hill; Jennie K. Grammer, University of North Carolina - Chapel Hill; Peter A. Ornstein, University of North Carolina - Chapel Hill*
64. Validation of Scores on the Homework Management Scale for Middle School Students. *Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University*
65. Improving Self-Regulated Learning of Preschool Children: Evaluation of Training for Kindergarten Teachers. *Franziska Perels, Technical University of Darmstadt; Barbara Otto, University of Frankfurt*
66. Fostering Metacognitive Control Skills in the Kindergarten Classroom Using Concept Maps. *Amy E. Cassata-Widera, University of Rochester*
67. Identifying Factors That Influence Metacognitive Monitoring Judgment Accuracy. *Brett D. Campbell, University of Nevada - Las Vegas*
68. Layers of Self-Regulation: Teachers Working Strategically to Improve Practice so as to Foster Student Self-Regulation. *Deborah L. Butler, University of British Columbia; Leyton Schnellert, University of British Columbia; Sylvie C. Cartier, University of Montreal*
69. Investigating the Effects of Strategy Training on the Self-Evaluative Judgments of Middle School Students. *Darshanand Ramdass, CUNY*
70. Epistemic Profiles and Self-Regulated Learning: Support for the Consistency Hypothesis. *Krista R. Muis, McGill University; Gina Franco, McGill University*
71. Setting the Standards: The Role that Epistemic Beliefs Play in Self-Regulated Learning. *Krista R. Muis, McGill University; Michael Joseph Foy, McGill University; Gina Franco, McGill University*
72. Epistemic Profiling: Making the Case for Mixed-Methodology in a Personal Epistemology Investigation. *Denise Lynne Winsor, University of Nevada - Las Vegas; Lisa D. Bendixen, University of Nevada - Las Vegas; Florian C. Haerle, University of Nevada - Las Vegas; Jennifer Ann Keller, University of Nevada - Las Vegas; Laura Marie Zemp, University of Nevada - Las Vegas; Alexandru Spataru, Georgetown College*
73. Topic-Specific Epistemic Beliefs Predict Sourcing when Students Read Documents about Global Warming. *Helge Stromso, University of Oslo; Ivar Braten, University of Oslo*

74. Examining Epistemological and Ontological Measures. *Michelle L. Vander Veldt, California State University - Fullerton; Lori J. Olafson, University of Nevada - Las Vegas; Gregory Schraw, University of Nevada - Las Vegas*

Discussant:

Nancy E. Perry, University of British Columbia

Tuesday, 3:05 pm

32.010. Current Topics in Adolescence and Youth

Development. SIG-Adolescence and Youth Development (formerly: Adolescence)

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
3:05 pm to 3:45 pm

Tables:

- Using Propensity Score Matching to Evaluate the Effect of Parenting Style on the Delinquency Trajectories of Early Adolescents. *Chueh-An Hsieh, Michigan State University; Kimberly S. Maier, Michigan State University*
- Text-Bullying among New Zealand Adolescents. *Juliana L. Raskauskas, California State University - Sacramento*
- The Influence of Family Structure on the Development of Adolescents Attending College. *Sherrell Tamia Hicklen, University of Pittsburgh*
- The Relationship between Parenting Style and Gendered Delinquency. *Stacey J. Bosick, Harvard University; Christopher Wimer, Harvard University*
- Toward a Deeper Understanding of the Role of Schools and Communities in Promoting Youth Resiliency: Insights from Life History Research. *Toney Bissett Ford, University of Northern Iowa*
- Caught in the Middle: Parallels Between Middle-Born Children and Middle School Students. *Milan Jelenic, University of Nevada - Las Vegas; Robin M. Roberts, University of Nevada - Las Vegas*

32.011. Innovations in Applied Educational Evaluation

Methods. Division H-School Evaluation and Program Development

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
3:05 pm to 3:45 pm

Tables:

- A Didactic Explanation of Using HLM-Based Value Added Accountability Systems to Evaluate Large-Scale Educational Reform Initiatives. *Cindy M. Walker, University of Wisconsin - Milwaukee*
- Changing Policy and Practices: A Pilot Professional Development School (PDS) Partnership. *Barbara Cozza, University of Scranton*
- Investigating the Impact of Accountability on Mathematics Programs Through Collaborative Evaluation Communities in Urban Schools. *Kelli R. Thomas, University of Kansas; Douglas W. Huffman, University of Minnesota; Karen Ann Lombardi, University of Kansas; Danielle Barker, University of Kansas*
- Pilot Test of the Edvantia Instruction and Learning Appraisal. *Georgia K. Hughes-Webb, Edvantia, Inc.; Sharon Harsh, Edvantia*
- Reinterpreting "Teach For America" Evaluation Results about Teacher Effects on Student Academic Achievement: Two Cautions in Analyzing Randomized Experiments.

Nianbo Dong, University of Pennsylvania

- Teacher Progress Monitoring to Inform Pre-Kindergarten Early Literacy Instruction: Process and Outcomes. *Joey A Fronheiser, University of Oklahoma; Priscilla L. Griffith, University of Oklahoma; Susan Kimmel, University of Oklahoma; Belinda Biscoe, University of Oklahoma*
- Understanding the Diminishing Benefits of Full Day Kindergarten. *Randall S. Davies, Indiana University - South Bend*

32.012. Research on the Education of Asian and Pacific

Americans, Roundtable I. SIG-Research on the Education of Asian and Pacific Americans

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
3:05 pm to 3:45 pm

Tables:

- Asian American and Pacific Islander Serving Institutions: An Uphill Journey for Policymakers. *Julie Jinwon Park, University of California - Los Angeles*
- Breaking Barriers, Building Communities: Understanding Asian American College Freshmen, 1971-2005. *Monica H. Lin, University of California - Los Angeles; Julie Jinwon Park, University of California - Los Angeles; Oiyun Anita Poon, University of California - Los Angeles; Mitchell J. Chang, University of California - Los Angeles; Don T. Nakanishi, University of California - Los Angeles*
- Exploring Chinese American Youths' Subjective Silences in Literacy Practices Across Contexts. *Ellen Cei-Der Wang, Northwestern University*
- Influence of Asian Values on Asian American College Student Leadership Involvement. *Melissa L. Kwon, University of California-Santa Barbara; Vichet Chhuon, University of California - Santa Barbara*
- Japanese Teachers in Two Generations: The Search for Identity, Voice, and Motivation Through Teaching. *Gumiko Monobe, Ohio State University*
- The Ties that Bind: Heritage Language in the Lives of 1.5 Generation Khmer College Students. *Ravy S. Lao, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara*

32.013. Sociology of Education SIG: Roundtables Session 1.

SIG-Sociology of Education

New York Marriott Marquis Times Square, Broadway
Ballroom, Broadway North, 6th Floor
3:05 pm to 3:45 pm

Tables:

- Creating Communities of Learners at the Boundaries of Disciplines: A Mixed-Methods Approach to Studying Today's Students--Tomorrow's Leaders--as Catalysts of Change. *Pamela Jean Theroux, University at Albany - SUNY; Francesca T. Durand, University at Albany - SUNY*
- Development of the Attributions for Scholastic Outcomes Scale-Black (ASO-B). *Rick Sperling, University of Texas - Austin*
- Educational Advantages: Race, Class, and Teacher-Student Relationships. *Melanie T. Jones, University of California - Davis*
- Gender Differences in Academic Attitudes and Expectations in Gender-Segregated National School Systems. *Alexander W. Wiseman, Lehigh University*
- Neighborhoods and Schools as Contexts of Adolescent Goal Formation. *Ann Owens, Harvard University*

25. Paralysis at the Top of a Roaring Volcano: Israel and Schooling in East Jerusalem. *Gad Yair, Hebrew University - Jerusalem; Samira Alayan, Hebrew University*

Tuesday, 4:05 pm

AERA Governance Meetings and Events

33.001. Journal of Educational and Behavioral Statistics: Closed Management Committee and Editorial Board Meeting. AERA

Sheraton New York Hotel & Towers, Executive Conference Center, Executive Boardroom, Lower Lobby
4:05 pm to 6:05 pm

Participant:

Eric T. Bradlow, University of Pennsylvania
Gregory Camilli, Rutgers University
Hua-Hua Chang, University of Illinois - Urbana-Champaign
Andrew Gelman, Columbia University
Marc E. Gessaroli, National Board of Medical Examiners
Harvey Goldstein, University of Brighton - United Kingdom
Irina Grabovsky, National Board of Medical Examiners
Edward Ip, University of Southern California
Matthew S. Johnson, CUNY - Baruch College
David Kaplan, University of Wisconsin - Madison
Stephen W. Raudenbush, University of Chicago
Juliet P. Shaffer, University of California - Berkeley
Judith D. Singer, Harvard University
Dylan Small, University of Pennsylvania
Kimberly A. Swygert, National Board of Medical Examiners
David M. Rindskopf, CUNY
Todd Reitzel, American Educational Research Association
Wei Pan, University of Cincinnati
Lawrence M. Rudner, Graduate Management Admission Council
Michael H. Seltzer, University of California - Los Angeles

33.010. Continued Conversations with Senior Scholars on Advancing Research and Development Related to Black Education. Presidential Session

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
4:05 pm to 6:05 pm

Chair:

Henry T. Frierson, University of Florida

Participants:

Women of Color in Academe: Continuing the Discussion. *Mary H. Futrell, George Washington University; Olga M. Welch, Duquesne University*
Quantitative Methodology Will Always Be Critical and Important: Let's Discuss Why. *Lloyd Bond, Carnegie Foundation for Advancement of Teaching; Vinetta C. Jones, Howard University*
The Importance of Culture and Ensuring It Is Properly Addressed in Educational Research. *Geneva Gay, University of Washington; Carol D. Lee, Northwestern University*
Men of Color in Academe: The Need and Roles. *James D. Anderson, University of Illinois; Kofi Lomotey, Fisk University*
The Critical Role of Research in Politics and Policy Decisions. *Walter R. Allen, University of California - Los Angeles;*

William T. Trent, University of Illinois

Cracking the Academy Code: Strategies to Build the Next Generation of Administrators of Color. *Howard C. Johnson, University of North Texas; John L. Taylor, University of Arizona*

Career Opportunities to Conduct Educational Research Influencing National Policy Decisions and Constructing National Research Agendas. *Mary E. Dilworth, National Board for Professional Teaching Standards; Ronald D. Henderson, National Education Association; Barbara Williams, Westat*

Generating External Funding for Research: A Means to Control Your Professional Direction and Budgetary Autonomy. *Vivian L. Gadsden, University of Pennsylvania; Sandra Graham, University of California - Los Angeles; Deborah C. Saldana, St. John's University*

Effective and Efficient Methods for Publishing. *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Vanessa Siddle Walker, Emory University*

Academic and Professional Expectations of Graduate Students: Establishing Foundations for Productive Careers. *Carol Camp-Yeakey, Washington University - St. Louis; Edgar G. Epps, University of Wisconsin - Milwaukee*

Identifying, Addressing, and Dealing With Academic Politics That May Affect You: The Asa Hilliard Table. *Carl A. Grant, University of Wisconsin - Madison; Willie Pearson, Georgia Institute of Technology*

Strategic Means for Developing Meaningful University-Public School Partnerships. *Charles I. Rankin, Kansas State University; Elmima C. Johnson, National Science Foundation; Edward Mallinckrodt, Washington University*

Program Evaluation: A Very Viable Professional Path within and outside Academe. *Rodney K. Hopson, Duquesne University; Stafford Hood, Arizona State University*

33.011. Making a Difference in Policy & Practice: Communication, Education Research, and Civic Responsibility. Presidential Session

Sheraton New York Hotel & Towers, New York Ballroom, New York Ballroom East, 3rd Floor
4:05 pm to 5:35 pm

Chair:

William F. Tate, Washington University

Participant:

Susan Fuhrman, Columbia University
Alex J. Molnar, Arizona State University
Diane Ravitch, New York University

33.012. The Future of Learning: New Paradigms for the 21st Century. Presidential Session

Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
4:05 pm to 5:35 pm

Chair:

Constance Yowell, J.D. & C.t. Macarthur Foundation

Participants:

The Shift from Consumption and Transfer to Participatory Learning in a Networked Society. *Mizuko Ito,*
From Proprietary to Open Resources: Transforming the Production, Distribution, and Use of Knowledge. *Marshall S. Smith, William and Flora Hewlett Foundation*
Virtual Worlds: A New Infrastructure for Learning Environments and Collaboration. *Daniel Atkins, National Science Foundation*

Discussant:

John Seely Brown, Xerox PARC

33.013. Aligning Institutional Review Boards (IRBs) and the Ethics of Research: A Town Hall Meeting. AERA Sessions

Hilton New York, Gramercy Suite B, 2nd Floor
4:05 pm to 5:35 pm

Chair:

Lizanne Destefano, University of Illinois - Urbana-Champaign

Participant:

Ivor A. Pritchard, United States Department of Health and Human Services

Discussant:

Melissa Anderson, University of Minnesota

33.014. Reflections on Richard Dershimer: The Vision of AERA's First Executive Director. AERA Sessions

Hilton New York, Gramercy Suite A, 2nd Floor
4:05 pm to 5:35 pm

Chair:

Gerald Sroufe, American Educational Research Association

Participant:

Eva F. Baker, University of California - Los Angeles

David R. Krathwohl, Syracuse University

Greta Morine-Dershimer, University of Virginia

33.015. GSC Division A Fireside Chat: Engaging the Possibilities - Partnerships Between k-12 and Higher Education in Addressing the Needs of the Schools and Community. Graduate Student Council

New York Marriott Marquis Times Square, Shubert Complex, Shubert Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

Cristi Ford, University of Missouri - Columbia

Danielle C. Hayes, University of Texas - Austin

Participant:

Lenoar Foster, Washington State University

George Theoharis, Syracuse University

Augustina Reyes, University of Houston

Kathryn Bell Mckenzie, Texas A&M University

33.016. Poverty and Literacy in Developing Countries: Culturally-Based Alternatives. International Relations Committee

Hilton New York, Murray Hill Suite A, 2nd Floor
4:05 pm to 5:35 pm

Chair:

Sandra Hollingsworth, University of California - Berkeley

Participant:

Luis Crouch, RTI International

Amber K. Gove, RTI International

Rukmini Banerji, Rukmini Banerji

Penelope A. Bender, World Bank

Alfari Djibo, Plan International

Discussant:

Marilyn J. Adams, Soliloquy Learning

33.017. Social Justice and Language Rights: What Does the Research Say about the Impact of Restrictive Language Policies on Students, Schools, and Communities? Social Justice Action Committee

New York Marriott Marquis Times Square, Westside Ballroom, Salon 1, 5th Floor
4:05 pm to 5:35 pm

Chair:

Patricia C. Gandara, University of California - Los Angeles

Participants:

The Impact of Restrictive Language Policies on Special Education Placement of English Learners. *Alfredo J. Artiles, Arizona State University; Janette K. Klingner, University of Colorado - Boulder; Amanda L. Sullivan, Arizona State University*

The Impact of Restrictive Language Policies on Teachers and Classrooms. *R. Holly Yettick, University of Colorado - Boulder*

Restrictive Language Policies and Best Instructional Practices for ELs: Match or Mismatch. *Diane L. August, Center for Applied Linguistics; Claude N. Goldenberg, Stanford University*

An Overview of NAEP Data and English Learners: Have EL Students' Civil Rights Been Violated? *Daniel Losen, Charles Hamilton Houston Institute for Race and Justice*

Discussant:

Kris Gutierrez, University of California - Los Angeles

33.018. Exploring the Emotional Dimensions of Educational Leadership: Implications for Preparation Programs.

Division A-Administration, Organization, and Leadership Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
4:05 pm to 5:35 pm

Chair:

Fenwick W. English, University of North Carolina - Chapel Hill

Participants:

A Reappraisal of the Dominance of Rational Choice Theory in the Preparation of Educational Leaders in the United States and United Kingdom. *Cheryl Lesley Bolton, Staffordshire University - United Kingdom; Fenwick W. English, University of North Carolina - Chapel Hill*

The Disruption of Gender Norms in Educational Organizations: Antidote to Organizational Theory in Canadian Preparation Programs. *Janice A. Wallace, University of Alberta*

Creating Coping Strategies for Competing Loyalties in Accountability Schemes: Research on Flemish Primary School Principals. *Geert Kelchtermans, University of Leuven; Katrijn Ballet, University of Leuven*

Backward Mapping Issues of Narcissism, Organizational Effectiveness, and Culture in Canadian Higher Education. *Eugenie A. Samier, Simon Fraser University*

Discussant:

Jeffrey S. Brooks, Florida State University

33.019. Partnering for Change: Lessons Learned. Division A-Administration, Organization, and Leadership

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
4:05 pm to 5:35 pm

Chair:

Peter M. Miller, Duquesne University

Participants:

Partnering for Pluralism: Harnessing the Power of Educational and School Health Systems in Promoting Equity. *Robin Fleming, University of Washington*

Perspectives of School Communities on the Educational Needs of Children and Youth in Foster Care. *Elaine R. Mac Leod,*

California State University - Los Angeles; Andrea G. Zetlin, California State University - Los Angeles; Lois A. Weinberg, California State University - Los Angeles; Nancy Shea, African/Culturally Centered Schools as Sites of Hope: Community Building Through Culture and School Leadership. Kmt G Shockley, George Mason University; Rona M. Frederick, University of Maryland - College Park

Placing Out-of-School Time in Context: Geography and the Public and Nonprofit Provision of OST Programs in New York City. *Meryle Weinstein, New York University*

Discussant:

Alex J. Bowers, University of Texas - San Antonio

33.020. Cross-Cultural Teacher Perspectives in the Curriculum. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
4:05 pm to 5:35 pm

Chair:

Jenelle R. Reeves, University of Nebraska - Lincoln

Participants:

Reviewing World War II from an Asian Perspective in the American Context. *Kyung-Hee Shin, Korean Educational Development Institute*

Beyond Heroes and Holidays: A Grade 6 Reading Teacher's Enactment of Multicultural Education Throughout the Year. *Kirsten D. Hill, University of Michigan - Dearborn*

We Don't Have Harmony If We All Sing The Same Note: Diversity Pedagogy in a One-Note Society? *Ilene Ingram, Oakland University; Toni S. Walters, Oakland University*

Appropriateness of Teacher Self-Disclosure: Chinese and American Preservice Teachers' Perceptions. *Shaoan Zhang, University of Nevada - Las Vegas; Qingmin Shi, Hebei Normal University - China; Shiqi Hao, University of Massachusetts - Boston; Xueyu Ma, Xingtai University - China*

"Some Say the Present Age Is Not the Time for Meditation": Thoughts on Things Left Unsaid in Contemporary Invocations of "Traditional Learning." *Rahat Naqvi, University of Calgary; David W. Jardine, University of Calgary*

Discussant:

Edmund T. Hamann, University of Nebraska

33.021. School Subjects, Conceptions of Curriculum, and Pedagogical Practice: An Empirical Investigation.

Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
4:05 pm to 5:35 pm

Chair:

M. Bruce King, University of Wisconsin - Madison

Participants:

An Examination of the Quality and Conceptualization of English Teaching. *Wendy Anne Amosa, University of Newcastle; Cheryl A. Williams, University of Newcastle; Tom Griffiths, University of Newcastle; Jennifer M. Gore, University of Newcastle; James G. Ladwig, University of Newcastle*

Pedagogical Inertia and Reform in NSW School Mathematics. *James G. Ladwig, University of Newcastle; Jennifer M. Gore, University of Newcastle; Tom Griffiths, University of Newcastle; Wendy Anne Amosa, University of Newcastle*

Scientific Method, Content Coverage, and Pedagogy. *James G.*

Ladwig, University of Newcastle; Hywel Ellis, University of Newcastle; Wendy Anne Amosa, University of Newcastle; Tom Griffiths, University of Newcastle; Jennifer M. Gore, University of Newcastle

Conceptions of Historical and Geographical Knowledge:

Assessing the Impact on Pedagogical Reform. *Tom Griffiths, University of Newcastle; Robert J. Parkes, University of Newcastle; Jennifer M. Gore, University of Newcastle; Wendy Anne Amosa, University of Newcastle; James G. Ladwig, University of Newcastle*

Physical Education: Teacher Capacity, Curriculum Structure, and Pedagogical Relationships. *Jennifer M. Gore, University of Newcastle; Wendy Anne Amosa, University of Newcastle; James G. Ladwig, University of Newcastle; Tom Griffiths, University of Newcastle*

Participant:

*Jennifer M. Gore, University of Newcastle
James G. Ladwig, University of Newcastle
Tom Griffiths, University of Newcastle
Wendy Anne Amosa, University of Newcastle
Cheryl A. Williams, University of Newcastle
Robert J. Parkes, University of Newcastle
Hywel Ellis, University of Newcastle*

Discussant:

M. Bruce King, University of Wisconsin - Madison

33.022. Diverse Perspectives on the Development, Assessment, and Validation of Learning Progressions in Science.

Division C-Learning and Instruction
Hilton New York, Bryant Suite, 2nd Floor
4:05 pm to 6:05 pm

Chair:

*Alicia C. Alonzo, University of Iowa
Amelia Wenk Gotwals, Michigan State University*

Participants:

A Learning Progression Focusing on the Role of Carbon in Environmental Systems. *Lindsey Mohan, Michigan State University; Hsin-Yuan Chen, Michigan State University; Charles W. Anderson, Michigan State University*

Studying a Genetics Learning Progression. *Ravit Golan Duncan, Rutgers University*

MoDeLS: Articulating a Learning Progression for Scientific Modeling. *Brian J. Reiser, Northwestern University; Christina V. Schwarz, Michigan State University; Yael Shwartz, University of Michigan; Lisa Kenyon, Wright State University; David L. Fortus, Weizmann Institute of Science; Joseph S. Krajcik, University of Michigan; Elizabeth A. Davis, University of Michigan; Brandy Evans Buckingham, Northwestern University; Barbara G. Ladewski, University of Michigan*

Development of Models and Modeling in the Life Sciences. *Richard Lehrer, Vanderbilt University; Leona Schauble, Vanderbilt University*

Using Students' Representations and Explanations for Assessment within a Learning Progression. *Jodi Asbell-Clarke, TERC; Susan Doubler, Terc*

The Process of Developing and Validating Learning Progressions: Two Case Studies. *Derek C. Briggs, University of Colorado*

Using Assessment to Validate a Learning Progression of Biodiversity. *Amelia Wenk Gotwals, Michigan State University; Nancy B. Songer, University of Michigan*

Validating Levels of a Force and Motion Learning Progression. *Alicia C. Alonzo, University of Iowa*

Empirical Validation of a Learning Progression (Using the BEAR Assessment System). *Karen L. Draney, University of California - Berkeley; Jinnie Choi, University of California - Berkeley; Yongsang Lee, University of California - Berkeley* Measuring Progressions. *Mark R. Wilson, University of California - Berkeley*

Discussant:

Janice H. Earle, National Science Foundation
James W. Pellegrino, University of Illinois - Chicago
Carol L. Smith, University of Massachusetts - Boston

33.023. Improving Adolescents' Literacy Skills: What Do We Know and What Do We Have to Learn? Division C-Learning and Instruction
Hilton New York, Concourse G, Concourse Level
4:05 pm to 6:05 pm

Chair:

Jacy C. Ippolito, Harvard University
Jennifer L. Steele, Harvard University
Jennifer F. Samson, Harvard University
Sabina Rak Neugebauer, Harvard University

Participants:

The Implications of Adolescent Literacy. *Timothy E. Shanahan, University of Illinois - Chicago*
Toward a More "Anatomically" Complete Model of Literacy Development for Male Adolescents. *Alfred W. Tatum, Northern Illinois University*
Cognitive Strategies for Adolescents: What We Know About the Promise, What We Don't Know About the Potential. *Mark William Conley, Michigan State University*
Adolescent Literacy Motivation and Development in and out of School: Examining the Role of Texts and Contexts in Young People's Literate Practice. *Elizabeth B. Moje, University of Michigan*

Discussant:

Catherine Snow, Harvard University

33.024. Tangible Media and Mathematical Imagination-Invited Session. Division C-Learning and Instruction
Hilton New York, Sutton Complex, Sutton Center, 2nd Floor
4:05 pm to 6:05 pm

Chair:

Mitchell J. Nathan, University of Wisconsin - Madison

Participant:

Ricardo Nemirovsky, San Diego State University

Discussant:

Mitchell J. Nathan, University of Wisconsin - Madison

33.025. Investigations in Computer-Based and Computer-Adaptive Testing. Division D-Measurement and Research Methodology
New York Marriott Marquis Times Square, Barrymore Room, 9th Floor
4:05 pm to 6:05 pm

Chair:

Andrew Poggio, Computerized Assessments and Learning

Participants:

Investigation of Practical Constraints on Item-Selection Procedures for Certification and Licensure Exams Using SPRT Computerized Classification Tests. *Aimee M. Boyd, ACT, Inc.*
Effectiveness of Testlet Model Estimation With Weighted Least Squares. *Jessalyn Smith, University of South Carolina; Brian T. Habing, University of South Carolina*

Item-Selection Strategies in Computerized Adaptive Testing Under the Rasch Testlet Model. *Ching-Lin Shih, National Taichung University; Wen-Chung Wang, National Chung Cheng University*

Evaluation of the Impact of Exposed Items on Final Proficiency Estimate in Computerized Adaptive Testing. *Qi Diao, Michigan State University; Mark D. Reckase, Michigan State University*

Discussant:

G. Gage Kingsbury, Northwest Education Association
Tim Davey, ETS

33.026. Incorporating Voices: Stories of Assimilation, Integration, and Acculturation. Division F-History and Historiography
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act IV, 4th Floor
4:05 pm to 5:35 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

Jewish Assimilation. The Role of the Argentinean Educational System: 1890-1920. A Comparative Analysis. *Maria F. Astiz, Canisius College*
From Political Solidarity to Moral Witness: Grace Lonergan Lorch and the Integration of Central High School. *Daniel Perlstein, University of California - Berkeley*
Integration by Accretion: The Public Schooling of on-Reserve Aboriginal Learners in British Columbia, 1951-1981. *Helen S. Raptis, University of Victoria*
Voices of American Indians: Educational Experiences during the 1950s and 1960s. *Jennifer LuMae Penland, Dickinson State University; Sandra L. Harris, Lamar University*

Discussant:

Eileen H. Tamura, University of Hawaii

33.027. Critical Literacies and Liberatory Pedagogy: Agency Through Literacy. Division G-Social Context of Education
New York Marriott Marquis Times Square, Lyceum Complex, Lyceum Room, 5th Floor
4:05 pm to 5:35 pm

Chair:

Carmen I. Mercado, Hunter College - CUNY

Participants:

Literacy Practices in the Linguistic Black Market: Multiple Ideologies and the Meaning of Resistance. *Shlomy Kattan, University of California - Berkeley*
Promoting Literacies and Civic Responsibility: A Visiosemiotic Analysis of Graffiti Art in the Streets of Brazil. *Ana C. Iddings, University of Arizona; Steven G McCafferty, University of Nevada - Las Vegas*
Aboriginal Students' Engagement and Struggles in Learning Critical Multiliteracies. *Fatima Pirbhai-Ilich, University of Regina; Valerie Mulholland, University of Regina; Meredith Cherland, University of Regina*
Beyond Civic Responsibility: A Liberatory Pedagogy of "Comunalidad." *Lois M. Meyer, University of New Mexico*

Discussant:

Carmen I. Mercado, Hunter College - CUNY

33.028. Education Across Picket Fences, in Black and White: Diverse Suburban Contexts of African American Student Achievement. Division G-Social Context of Education
New York Marriott Marquis Times Square, Empire

Complex, Chelsea/Gotham Room, 7th Floor
4:05 pm to 5:35 pm

Chair:

Michelle Allen Purdy, Emory University

Participants:

The Impact of Parent-Student-Teacher Interactions on Black Student Academic Achievement. *Glynis Sabrina O'Garro Joseph, Washington University in St. Louis*

The Politics of Schooling Black Children in Black Suburbia: Perspectives and Beliefs of Key Stakeholders. *Jerome E. Morris, University of Georgia*

"All Eyes on Me": Black Achievers' Experiences with Racial Spotlighting and Ignoring in a Predominantly White High School. *Dorinda Joy Carter, Michigan State University*

Abolishing the Color Line? A Critical Race Ethnography of Black Schooling in White Suburbia. *Garrett Albert Duncan, Washington University - St. Louis*

Discussant:

John B. Diamond, Harvard University

33.029. Education for Liberation in Local Contexts: Applying Theory to Practice. Division G-Social Context of Education
New York Marriott Marquis Times Square, Harlem Room,
7th Floor
4:05 pm to 5:35 pm

Chair:

Carlos REC McBride, University of Massachusetts - Amherst

Participants:

The Truth Will Set Us Free: Steps for and Impact of Liberatory Education. *Salina Tynese Gray, Los Angeles USD*

Insights From Ground Level: A Grassroots Approach to Liberatory Education. *Susan Wilcox, Brotherhood/Sister Sol*

Teaching Their World and Their Word: Critical Literacy on Students' Terms. *Patrick Camangian, University of California - Los Angeles*

Discussant:

David O. Stovall, University of Illinois - Chicago

33.030. Framing Dropouts Revisited. Division G-Social Context of Education
New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor
4:05 pm to 6:05 pm

Chair:

Greg James Dimitriadis, SUNY - Buffalo

Participants:

"The Dropout Problem": Historical Roots and Liberatory Possibilities. *Enora R. Brown, DePaul University*

Re-Theorizing "School Dropout": Toward a New Discourse and Praxis of School Non-Completion. *Jessica A. Ruglis, CUNY*

Reacting against Exclusion: Potential School Leavers Speaking Out. *Judy A. Radigan, Rice University*

"It Wasn't for Me in the First Place": Complexities of School Push out Experiences. *Eve Tuck, CUNY*

Discipline Policies, School Climate, and Push Out. *Liz Sullivan, National Economic and Social Rights Initiative*

Participant:

Enora R. Brown, DePaul University

Jessica A. Ruglis, CUNY

Judy A. Radigan, Rice University

Eve Tuck, CUNY

Liz Sullivan, National Economic and Social Rights Initiative

Discussant:

Michelle Fine, CUNY

33.031. Networks, Linkages, and Trajectories: Emerging Concepts for Explaining Learning and Social Identification. Division G-Social Context of Education
New York Marriott Marquis Times Square, Cantor Room,
9th Floor
4:05 pm to 6:05 pm

Chair:

Stanton Wortham, University of Pennsylvania

Participants:

Kids Incorporated: Corporate Nicknaming Trajectories in an Asian American Cram School. *Angela R. Reyes, University of Pennsylvania*

Bilingual Language Minority Education in Corsica. *Alexandra Jaffe, California State University - Long Beach*

Models of Personhood for Mexican Immigrant Students in the Latino Diaspora: A Networks and Trajectories Account.

Stanton Wortham, University of Pennsylvania; Elaine Cristina Allard, University of Pennsylvania; Katherine Mortimer, University of Pennsylvania

Civic Responsibility and Research Complicity. *Martin J. Packer, Duquesne University*

Learning and Heterogeneity. *Reed R. Stevens, University of Washington*

Discussant:

Kevin M. Leander, Vanderbilt University

33.032. It's Not Rocket Science: New Metaphors for Educational Research in the Professions. Division I-Education in the Professions
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act III, 4th Floor
4:05 pm to 5:35 pm

Chair:

Kevin W. Eva, McMaster University

Participant:

Glenn Regehr, University of Toronto

Discussant:

Lee S. Shulman, Carnegie Foundation for Advancement of Teaching

33.033. Higher Education Pipelines Through the Concrete Jungle: Pre-College and College Experiences of Urban Students. Division J-Postsecondary Education
New York Marriott Marquis Times Square, Juilliard Complex, Juilliard/Imperial Rooms, 5th Floor
4:05 pm to 6:05 pm

Chair:

Noah Daniel Drezner, University of Pennsylvania

Participants:

Measuring the Mattering Construct With Diverse, Urban College Students: Development and Validation of Model.

Esau Tovar, Santa Monica College; Merrill A. Simon, California State University - Northridge; Alma Zaragoza, California State University - Northridge

Pathways from Middle School to College: Examining the Impact of an Urban, Pre-College Preparation Program.

Karen Ann Lombardi, University of Kansas; Jennifer C. Ng, University of Kansas; Lisa E. Wolf-Wendel, University of Kansas

Recruiting Geographically Place-Bound Students: The

Influence of Location on the College Choice of High School Seniors. *Amanda L. Nolen, University of Arkansas - Little Rock; Darryl B. Holloman, University of Arkansas - Little*

Rock

The Neglected Majority: Non-Residential Student Experiences in Urban Institutions. *Anna M. Ortiz, California State University - Long Beach; Johanna Masse, California State University - Long Beach*

Discussant:

Shawn Renee Woodhouse, University of Missouri - St. Louis

33.034. Postsecondary Institutions as Sites for Organizational Change, Leadership, and Assessment.

Division J- Postsecondary Education
New York Marriott Marquis Times Square, Juilliard Complex, Belasco/Broadhurst Rooms, 5th Floor
4:05 pm to 5:35 pm

Chair:

Kristan M. Venegas, University of Southern California

Participants:

Accreditation: An Opportunity For Organizational Transformation in a Graduate School of Education. *Joanne Elaine Gilbreath, Azusa Pacific University; Susan R. Warren, Azusa Pacific University; Gail P. Houghton, Azusa Pacific University*

Beyond Feedback: Investigating and Developing Formative Assessment in Higher Education. *John B. Pryor, University of Sussex; David James, University of the West of England; Barbara M. Crossouard, University of Sussex*

Third Shift Organizing: Effective Strategies and Challenges of Grassroots Leadership Teams. *Jaime R. Lester, Old Dominion University; Adrianna Kezar, University of Southern California*

Transformational Leadership from a Feminist Perspective: A Case Study of ELAM Fellows. *Teresa Metzger, George Washington University; Sharon A. McDade, George Washington University; Lorraine Sloma-Williams, The George Washington University*

Discussant:

Judith S. Glazer-Raymo, Teachers College, Columbia University

33.035. Senior Leadership in Higher Education.

Division J- Postsecondary Education
Crowne Plaza Hotel Times Square, Room 1507, 15th Floor
4:05 pm to 5:35 pm

Chair:

Cassandra Lewis, University of Maryland - University College

Participants:

Bottom up Meets Top Down Leadership: Exploring New Models of Distributed Leadership in Higher Education. *Adrianna Kezar, University of Southern California*

Managing and Leading New Professionals in the Millennial Generation: A Delphi Study. *Darnell G. Cole, University of Southern California; Judette Tobes, Boston College*

Advocating for the Public Good: A Study of Presidential Communication. *Emily A. Ronning, University of Minnesota; Brianne Elizabeth Keeney, University of Minnesota; Thomas Sanford, University of Minnesota*

Senior Managers in Higher Education Studying Their Own Organizations Using Qualitative Methods. *J. Douglas Toma, University of Georgia; Matthew Hartley, University of Pennsylvania; Lisette Montoto, University of Georgia*

Discussant:

Brian Pusser, University of Virginia

33.036. Achievement and the Gender Gap Amongst Black

Students: A Conversation. Division K-Teaching and Teacher Education
Hilton New York, New York Suite, 4th Floor
4:05 pm to 5:35 pm

Chair:

Adah L. Ward Randolph, Ohio University

Participant:

Linda M. Perkins, Claremont Graduate University

33.037. Addressing Issues of Transformation, Empowerment, and Proficiency Through Technology-Oriented Professional Development.

Division K-Teaching and Teacher Education
Hilton New York, Hudson Suite, 4th Floor
4:05 pm to 5:35 pm

Chair:

Lisa A. Scherff, University of Alabama

Participants:

Access and Advancement: Teacher Transformation and Student Empowerment Through Technology Mentoring. *Steven Dagustino, Fordham University; Kathleen P. King, Fordham University*

Preparing Technology-Proficient Teachers in Jordan: An Examination of the ICTE Program. *Teresa J. Franklin, Ohio University*

The Impact of a NCLB-EdTech Funded Professional Development Program on Teacher Self-Efficacy and Resultant Implementation. *Richard C. Overbaugh, Old Dominion University; Ruiling Lu, Old Dominion University; Shana L. Pribesh, Old Dominion University*

How Are They Helped? Content Analysis of Assistance Types Provided to Teachers in an Online Professional Development Program. *Ugur Kale, West Virginia University*

The Impact of a Statewide Online Reading Professional Development on Content Area Teachers' Knowledge and Practice in Secondary Schools. *Vicky Zygouris-Coe, University of Central Florida; Bonnie Swan, University of Central Florida*

Discussant:

Brian P. Yusko, Cleveland State University

33.038. Division K Mentoring and Networking Reception.

Division K-Teaching and Teacher Education
Hilton New York, Murray Hill Suite B, 2nd Floor
4:05 pm to 5:35 pm

Chair:

Andrew M.A. Allen, University of Windsor

33.039. GYO Teachers: Organizing in the Community and Schools.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor
4:05 pm to 5:35 pm

Chair:

Elizabeth A. Skinner, Illinois State University

Participants:

Organizing for the Schools in the Community. *Jhatayn Travis, Kenwood Oakland Community Organization*
The Role of Colleges of Education in GYO Programs. *Maria T. Garretton,*

State Support for GYO Teachers. *Linda Jamali, Illinois State Board of Education*

Participant:

Anne C. Hallett, Grow Your Own Illinois

Daniel Silva, Chicago State University

Discussant:

Charles M. Payne, Duke University

33.040. Innovative Pedagogies in the Preparation of Teachers.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 1, 5th
Floor
4:05 pm to 5:35 pm

Chair:

Jenny E. Denyer, University of Toledo

Participants:

An Investigation of Change in PSTs' Confidence of Evidence-
Based Decisions That Completed Inquiry Projects. *Mary
Patricia Truxaw, University of Connecticut; Tutita M. Casa,
University of Connecticut; Jill L. Adelson, University of
Connecticut*

Preparing Teachers for a New Era by Anchoring Content
Knowledge Preparation in Pedagogy. *Barbara L. Bales,
University of Wisconsin - Milwaukee; Jennifer J. Mueller,
University of Wisconsin - Milwaukee; Felicia Saffold,
University of Wisconsin - Milwaukee*

Promoting Learning through Concept Map Analysis. *Raymond
W Francis, Central Michigan University; Teresa T. Field,
Johns Hopkins University*

Using Embedded Assessments to Promote Pedagogical
Reasoning Among Secondary Teaching Candidates. *Peter A.
Youngs, Michigan State University; Thomas D. Bird,
Michigan State University*

The Problem with Inquiry: Teaching Science Teachers with
Authentic Investigations. *David S. Lustick, University of
Massachusetts - Lowell*

Discussant:

Mary C. Dalmau, Victoria University

**33.041. Institutionalizing Social Justice Education: Courses
and Curricula in Teacher Education Programs.**

Division K-Teaching and Teacher Education
Hilton New York, East Suite, 4th Floor
4:05 pm to 5:35 pm

Chair:

Elizabeth D. Cramer, Florida International University

Participants:

Biology/Science Curriculum for Social Justice: The Need for a
"Political Knowledge Landscape". *Katherine Sandra
Bellomo, OISE/University of Toronto*

Learning to Teach About Religion in Public Schools:
Perspectives of Student Teachers in the Program for
Religion and Secondary Education at Harvard Divinity
School. *Michael P. Evans, Boston College*

The Preparation of Teacher Educators: Meeting the Challenge
of Teacher Preparation for Diverse Populations. *Etta R.
Hollins, University of Southern California; Christina Luna,
Chapman University*

The Short-Term Effect of a Race-Related Course on Racial
Identity Attitudes of White Students. *Laurel D. Puchner,
Southern Illinois University; Zsuzsanna R. Szabo, Southern
Illinois University*

Discussant:

Catherine Cornbleth, University at Buffalo - SUNY

**33.042. Latina Teachers Engaging in Civic Responsibility:
Teacher Education for Cultural and Linguistic Diversity.**

Division K-Teaching and Teacher Education

Hilton New York, Concourse C, Concourse Level
4:05 pm to 5:35 pm

Chair:

Linda Prieto, University of Texas - Austin

Linda Guardia Jackson, University of Texas - Austin

Sandra Rodriguez-Arroyo, Penn State

Alexandria Estrella, Arizona State University

Discussant:

Sofia A. Villenas, Cornell University

33.043. Preparing Teachers to Teach ELLs: Recent

Sociocultural Research. Division K-Teaching and Teacher
Education

Hilton New York, Sutton Complex, Sutton South, 2nd Floor
4:05 pm to 6:05 pm

Chair:

M. Beatriz Arias, Arizona State University

Participants:

Examining the Attitudes and Preparedness of Mainstream
Teachers to Teach English-Language Learners. *Tamara F.
Lucas, Montclair State University; Alina Reznitskaya,
Montclair State University; Ana Maria Villegas, Montclair
State University*

In Search of Individual Freedom Within a Collective Structure:
The Case of Bilingual Teachers-to-Be. *Maria E. Torres-
Guzman, Teachers College, Columbia University; Rosa
Delgado, Teachers College, Columbia University*

Bilingual Teacher Preparation Models in Texas: Strengths and
Challenges. *Rosa Hernandez Sheets, Texas Tech University;
Dora L. Salazar, Texas Tech University*

"As Long as They Feel Welcome": Preservice Teachers'
Assumptions About Effective Practices for English
Language Learners. *Ester J. Dejong, University of Florida;
Candace Ann Harper, University of Florida*

Professional Development Alliance. *Jerri Willett, University of
Massachusetts; Doris M. Correa, University of
Massachusetts - Amherst*

Preparing Secondary Teachers for English Language Learners
(ELLs): Learning from Teachers. *M. Beatriz Arias, Arizona
State University*

Strategies for Involving All Teachers in the Education of
English Language Learners at the University Level. *Flora V.
Rodriguez-Brown, University of Illinois - Chicago*

Discussant:

Eugene E. Garcia, Arizona State University

Lidia Pellerano, PS 210, Manhattan, 21st Century Academy

**33.044. The Art of Critical Pedagogy: The Challenges and
Possibilities of Moving from Theory to Practice.**

Division K-Teaching and Teacher Education
Hilton New York, Rendezvous Trianon, 3rd floor
4:05 pm to 6:05 pm

Chair:

Elizabeth A. Meador, California Polytechnic State University

Roberta J. Herter, California Polytechnic State University

Participants:

Enemy of the State? A Master Plan for the "Massa's" Plan.
*Jeffrey M. R. Duncan-Andrade, San Francisco State
University*

Barangay Pedagogy: Decolonizing Teacher Recruitment and
Training. *Allyson Goce Tintiangco-Cubales, San Francisco
State University*

Discipline or Punish? Building Rigorous Learning
Communities in Urban Schools. *K. Wayne Yang, University*

of California - San Diego

Critical Pedagogy in a High School English Classroom: Literacy, Advocacy, and Small Spaces for Revolutionary Love. *Ernest D. Morrell, University of California - Los Angeles*

Discussant:

Pedro A. Noguera, New York University

33.045. The Role of the State in Formative Assessment.

Division K-Teaching and Teacher Education
Hilton New York, Concourse E, Concourse Level
4:05 pm to 5:35 pm

Chair:

Cynthia Tocci, ETS

Participant:

Donald Long, Education and Democracy for Learners and Leaders

Courtney M. Bell, University of Memphis

Cynthia Tocci, ETS

E. Caroline Wylie, ETS

Elliot H. Weinbaum, University of Pennsylvania

Gail Taylor, Vermont Department of Education

Greg Wylde, Vermont Department of Education

Discussant:

Margaret Heritage, University of California - Los Angeles

33.046. NCLB and Systemic Reform in Context.

Division L- Educational Policy and Politics
New York Marriott Marquis Times Square, Duffy/Columbia Room, 7th Floor
4:05 pm to 5:35 pm

Chair:

John M. Weathers, University of Colorado - Colorado Springs

Participants:

Framing the Debate: Newspaper Portrayals of Teachers and Parents in the Context of NCLB. *Corey Drake, Iowa State University; Michelle Cirillo, Iowa State University; Denise L. Lindstrom, Iowa State University*

Beyond Comprehensive School Reform: Managing and Mediating Environments to Support Systemic, School-Level Improvement. *Joshua L. Glazer, University of Michigan; Donald J. Peurach, Michigan State University*

Centralized District Instructional Management: Tracing Policy to Practice. *Tina M. Trujillo, University of California - Los Angeles*

Coordinating Instruction in Comprehensive School Reforms. *Danae De Los Rios, University of Michigan; Kristi R. Holmstrom, University of Michigan*

Discussant:

Carolyn D. Herrington, University of Missouri - Columbia

33.047. Organization and Effectiveness of High-Intensity Induction Programs for New Teachers.

Division L- Educational Policy and Politics
New York Marriott Marquis Times Square, Odets Room, 4th Floor
4:05 pm to 5:35 pm

Chair:

Thomas M. Smith, Vanderbilt University

Laura M. Desimone, University of Pennsylvania

Participants:

Teacher Induction Policy: It's about School Climate. *Daniel C. Humphrey, SRI International; Marjorie E. Wechsler, SRI International; Kristin R. Bosetti, SRI International*

The Role of Induction Policy in Supporting Serious Mentoring. *Cynthia L. Carver, Michigan State University; Sharon Feiman-Nemser, Brandeis University*

The Impact of Subject-Specific Induction Programs: The Example of Science Induction Programs. *Julie A. Luft, Arizona State University*

New York City Mentoring: How Teachers and Schools Jointly Determine the Implementation of a District-Wide Mentoring Program. *Pamela L. Grossman, Stanford University; Susanna Loeb, Stanford University; Jeannie Myung, Stanford University; Donald Boyd, State University of New York - Albany; Hamilton Lankford, SUNY - Albany; James H. Wyckoff, University at Albany - SUNY*

Impacts of High-Intensity Teacher Induction on Student and Teacher Outcomes. *Steven Glazerman, Mathematica Policy Research, Inc.; Sarah Dolfin, Mathematica Policy Research; Martha Bleeker, Mathematica Policy Research; Amy Johnson, Mathematica Policy Research; Mary Grider, Mathematica Policy Research; Julieta Lugo-Gil, Mathematica Policy Research; Eric J. Isenberg, Mathematica Policy Research, Inc.*

Discussant:

Andrew C. Porter, University of Pennsylvania

33.048. Using Accountability Data to Move Beyond Compliance: Results from a State-University Demonstration Partnership to Use State Data for Enhanced Educational Decision-Making.

Division L- Educational Policy and Politics
New York Marriott Marquis Times Square, Marquis Ballroom, Salon B, 9th Floor
4:05 pm to 5:35 pm

Chair:

Steven M. Cantrell, Learning Point Associates

Participants:

Constructing Profiles: Students at Risk for not Meeting Performance Standards and Areas of Remediation for Targeted Curriculum Reform. *Barbara L. Schneider, Michigan State University; Adam Edward Wyse, Michigan State University*

Using the Impact of Confounding Variables to Compare Randomized and Quasi-Experiments. *Kenneth A. Frank, Michigan State University; Venessa Ann Keesler, Michigan State University*

Teaching Resources, Finances, and Student Performance in Elementary Schools. *Kimberly S. Maier, Michigan State University; Spyros Konstantopoulos, Northwestern University; Nathan Jones, Michigan State University*

Beyond Compliance: Exploring Strategies for Using State Data to Enhance Educational Practices and Policies. *Sarah-Kathryn McDonald, University of Chicago; Venessa Ann Keesler, Michigan State University*

Discussant:

Sharif M Shokrani, National Assessment Governing Board

Edward D. Roeber, Michigan Department of Education

33.049. Adulthood and Aging.

SIG-Adulthood and Aging
New York Marriott Marquis Times Square, Gilbert Room, 4th Floor
4:05 pm to 5:35 pm

Chair:

Ken E. Martin, University of Cincinnati

Participants:

Coming to Age in Inner-City Pittsburgh. *Stacey J. Bosick,*

Harvard University

Doing Well: A SEM Analysis of the Relationships Between Various Activities of Daily Living and Geriatric Well-Being. *James A. Katt, University of Central Florida; Linda M. Speranza, Valencia Community College; Wendy Shore, Johns Hopkins University; Karen Saenz, University of Alabama - Birmingham; E. Lea Witt, University of Central Florida*

Educational Behavior and Interests of Older Adults. *Bernhard Schmidt, Ludwig Maximilian University of Munich*

Modeling Cognition in the Elderly: The Influence of Covariates. *E. Lea Witt, University of Central Florida*

Seniors and Computers: A Love/Hate Relationship. *Deborah L. Duay, Florida Atlantic University; Valerie Bryan, Florida Atlantic University*

Discussant:

Dennis N. Thompson, Georgia State University

33.050. SIG - Advanced Technologies for Learning SIG Business Meeting. SIG-Advanced Technologies for Learning

New York Marriott Marquis Times Square, Westside Ballroom, Salon 2, 5th Floor
4:05 pm to 5:35 pm

Chair:

Brian J. Foley, California State University - Northridge

Participant:

James Gray, LeapFrog

33.051. Examination of Methodology, Instruction, and

Assessment in Arts Education. SIG-Arts and Learning
New York Marriott Marquis Times Square, Soho Complex, Soho Room, 7th Floor
4:05 pm to 6:05 pm

Chair:

Robert A. Horowitz, Teachers College, Columbia University

Participants:

A Randomized Study of the Effects of Arts Integration on Teacher and Student Outcomes. *Elaine M. Walker, Seton Hall University; Martin Finkelstein, Seton Hall University; Lauren Bosworth-McFadden, Seton Hall University*

Dance Education in Utah: Effects on Students, Teachers, Schools, and Dance Organizations. *Robert A. Horowitz, Teachers College, Columbia University*

Impact of Rater Accuracy on Performance Task Scores. *Katherine A. Halladay, University of South Carolina; Ching Ching Yap, University of South Carolina; Ashlee A. Lewis, University of South Carolina; Min Zhu, University of South Carolina*

Online Learning in Art Education: Implications for Post-Secondary Art Appreciation Pedagogy. *Robert Daniel Quinn, East Carolina University*

Discussant:

Read M. Diket, William Carey University

33.052. Girls of Color: Performance Ethnography, Education, and Empowerment. SIG-Arts-Based Educational Research
Sheraton New York Hotel & Towers, Carnegie Suite West, 3rd Floor

4:05 pm to 5:35 pm

Participants:

Act One: BlackLightLove. *Aimee Cox, University of Michigan*

Act Two: viBeTheater. *Dana Edell, viBeTheater*

Act Three: Saving Our Lives Hear Our Truths (SOLHOT). *Ruth*

Nicole Brown, University of Illinois - Urbana-Champaign
Participant:

Aimee Cox, University of Michigan

Dana Edell, viBeTheater

Ruth Nicole Brown, University of Illinois - Urbana-Champaign

Claudine Olivia Taaffe, University of Illinois - Urbana-Champaign

33.053. Assessing the Testing of Bilingual Learners' Achievement: What We Know Now and What Remains to be Learned. SIG-Bilingual Education Research

co-sponsored with SIG-Bilingual Education Research
New York Marriott Marquis Times Square, Westside Ballroom, Salon 3, 5th Floor
4:05 pm to 6:05 pm

Chair:

Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

Assessing Academic English Language Proficiency: Clarifying the Construct. *Anja Romhild, University of Nebraska - Lincoln; Dorry M. Kenyon, Center for Applied Linguistics; David MacGregor, Center for Applied Linguistics*

Initial Primary Language Fluency and Future Schooling Success of Hispanic English-Language Learners. *Jeffrey B. Kritzer, University of Nebraska - Kearney*

Phonological Awareness and Spanish Literacy: Considerations for Assessment. *Magaly C Gonzalez, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

Research on Mathematics Literacy for Elementary-Age English Language Learners. *Rene S. Parmar, St. John's University; Yvonne Angelastro, New York City Schools; Smita Guha, Temple University*

The Achievement of Arizona's English Language Learners Under Proposition 203: Testing Castañeda's Third Requirement. *Kate S. Mahoney, SUNY - Fredonia; Jeff Macswan, Arizona State University; David R. Garcia, Arizona State University; Thomas Haladyna, Arizona State University*

Giftedness in Hispanic English-Language Learners: Early Stages of Identification. *J. Joy Esquierdo, University of Texas - Pan American; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University*

33.054. (Dis)located Narratives: Membranous Lines of Autobiographical Narrative and Transnational Inquiry.

SIG-Biographical and Documentary Research co-sponsored with SIG-Narrative and Research
Hilton New York, Harlem Suite, 4th Floor
4:05 pm to 5:35 pm

Chair:

Antoinette A. Quarshie, Teacher's College, Columbia University

Participant:

(Dis)located Narratives: Membranous Lines of Autobiographical Narrative and Transnational Inquiry. *Naoko Akai, Teachers College, Columbia University; Chinelo Ejueyitchie, Teachers College, Columbia University; Leigh Jonaitis, Teachers College, Columbia University; Jungah Kim, Teachers College, Columbia University; Joseph D. Lewis, Hamline University; En-Shu Robin Liao, SUNY - Fredonia; Janet L. Miller, Teachers College, Columbia University; Pamela Jean Murphy, Teachers College, Columbia University; Antoinette A.*

Quarshie, Teacher's College, Columbia University; Mary Alexandra Rojas, Teachers College, Columbia University; Mary E. Sefranek, University of Puerto Rico - Mayaguez

33.055. Utilizing Classroom Observations in School-Based Intervention Research. SIG-Classroom Observation
New York Marriott Marquis Times Square, Majestic Complex, Majestic Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

Bridget K. Hamre, University of Virginia

Participants:

Variation in Classroom Climate within and across Settings: Links to Instructional, Developmental, and Relational Characteristics of Classrooms. *Maria D. LaRusso, New York University; Joshua L. Brown, Fordham University; Stephanie Margaret Jones, Fordham University; John Lawrence Aber, New York University*

Links to Learning: Teacher Practices and Student Social Networks in Urban Classrooms. *Elise Cappella, New York University; Jenna Watling Neal, University of Illinois - Chicago; Marc Atkins, University of Illinois - Chicago*

MyTeachingPartner: Prediction of Variation in Teacher Participation and Associations With Observed Teaching Quality. *Bridget K. Hamre, University of Virginia; Jennifer Locsale-Crouch, University of Virginia; Jason Downer, University of Virginia; Robert W. Pianta, University of Virginia*

Discussant:

Edward Seidman, William T. Grant Foundation

33.056. An Examination of Powerful Levers for Promoting Effective Comprehensive School Reform. SIG-Comprehensive School Reform
New York Marriott Marquis Times Square, Majestic Complex, Music Box Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

James Pierpont Comer, Yale University

Participants:

Strong, Courageous, and Collaborative Leadership: Building Capacity. *M. Ann Levett, Yale University; Daniel Boyd, Lowndes County Public Schools; Vivian Loeth, Youth Guidance*

Relevant and Embedded Professional Development. *Jan Stocklinski, Comer School Development Program; Sheila Jackson, Prince George County Public Schools - Maryland; Camille Cooper, Yale University; Jeffery German, Yale University*

Creating and Maintaining a Child Development-Based Culture. *Christine L. Emmons, Yale University; Fay E. Brown, Yale University*

Cultural Relevance and Cultural Competence: A Case Study at Ponce, Puerto Rico. *Edna Negron, Interamerican University of Puerto Rico; Ray Petty, Universidad Interamericana de Puerto Rico; Juan Alegria, Youth Guidance*

33.057. Constructivist Approaches to Teacher Development Through Inquiry. SIG-Constructivist Theory, Research and Practice
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room E, Lower Lobby
4:05 pm to 5:35 pm

Chair:

David B. Slavit, Washington State University - Vancouver

Participants:

Teachers' Situated Learning in Communities of Inquiry and Practice: Understanding Teacher Study Group as Cultural Historical Activity. *Patrick M. Jenlink, Stephen F. Austin State University*

Generating Evidence From Practice: Students' Situational Constructions of Scientific Theories About Teaching and Learning. *Lily Orland-Barak, Haifa University; Michal Zeller Mayer, Levinsky College of Education*

Using Drawing to Reconstruct Notions about Learning to Read: Student Teachers' Construction of Understanding Who Will Encounter Difficulties. *Linda R. Kroll, Mills College; Frederica B Breuer, Piedmont USD*

Discussant:

Bruce Alan Marlowe, Roger Williams University

33.058. District System Learning From Foundation-Sponsored Initiatives. SIG-Education and Philanthropy
New York Marriott Marquis Times Square, Times Square Room, 7th Floor
4:05 pm to 6:05 pm

Chair:

Paul D. Goren, Spencer Foundation

Participant:

Joan E. Talbert, Stanford University

Jennifer A. O'Day, American Institutes for Research

John Q. Easton, University of Chicago

Pascal D. Forgione, Austin Independent School District - Texas

Eugene J. Flores, California Department of Education

Robert B. Schwartz, Harvard University

Warren Simmons, Brown University

33.059. Evaluation Research on Student Learning in Online Environments. SIG-Education and the World Wide Web
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby
4:05 pm to 5:35 pm

Chair:

Steven R. Terrell, Nova Southeastern University

Participants:

Online Course Evaluations: An Investigation of Factors Affecting Student Learning Outcomes Using Structural Equation Modeling. *Yunyun Dai, University of Maryland; Cassandra Lewis, University of Maryland - University College; Husein Abdul-Hamid, University of Maryland University College*

Does ACCESS Mean Educational Quality? Results of the Alabama ACCESS Statewide Virtual School Evaluation. *Margaret D. Roblyer, University of Tennessee - Chattanooga; John A. Freeman, University of Tennessee - Chattanooga; Martha B. Donaldson, Alabama State Department of Education*

Comparing Outcomes of Virtual School Courses Offered in Synchronous and Asynchronous Formats. *Margaret D. Roblyer, University of Tennessee - Chattanooga; John A. Freeman, University of Tennessee - Chattanooga; Martha B. Donaldson, Alabama State Department of Education; Melinda Maddox, Alabama State Department of Education*

Community College Online Course Retention and Final Grade: Predictability of Social Presence. *Joel Gomez, George Washington University; Simon Y. Liu, George Washington University*

Discussant:

Donna Alley Phillips, University of Tennessee - Chattanooga

33.060. Leadership and Change. SIG-Educational Change
Sheraton New York Hotel & Towers, Executive Conference
Center, Conference Room L, Lower Lobby
4:05 pm to 5:35 pm

Chair:

Edith A. Rusch, University of Nevada - Las Vegas

Participants:

A Case Study of Enabling Factors in the Technology
Integration Change Process. *Pi-Sui Hsu, Northern Illinois
University*

Lessons in Academic Leadership and Systemic Change: A Case
Study Analysis of a Private, Catholic Institution of Higher
Education. *Karen Symms Gallagher, University of Southern
California; Felicia April Hunt, California Institute of
Technology; Helen Kim, University of Southern California;
Steve Martinez, Columbia College Hollywood; Marie
Therese Panec, Moorpark College; Leah A. Schueler,
Hollins University*

Principal Influence: A Study of Its Affects on Three Aspects of
School Change. *Sean Kearney, University of Texas - San
Antonio; Page A. Smith, University of Texas - San Antonio*

Principals' Perceptions of Educational Change in Post-Katrina
New Orleans. *Brian Robert Beabout, Penn State*

Discussant:

Anthony C. Townsend, Florida Atlantic University

**33.061. Symposium II: Advances in Techniques for the
Synthesis of Multivariate Linear Models.** SIG-Educational
Statisticians
Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd
Floor
4:05 pm to 5:35 pm

Chair:

Jeffrey C. Valentine, University of Louisville

Participants:

Synthesis of Multiple Linear Models. *Ariel M. Aloe, Florida
State University; Betsy J. Becker, Florida State University*

Synthesizing Regression Slopes from Diverse Measures of
Variables in Latent Variable Framework. *Ahn Soyeon,
Michigan State University*

A Maximum Likelihood Estimator of the Pooled Correlation
Matrix. *Betsy J. Becker, Florida State University; Ingram
Olkin, Stanford University*

Methods for Synthesizing the Results of Regression. *Meng-Jia
Wu, Loyola University - Chicago; Therese D. Pigott, Loyola
University - Chicago*

Selection of an Appropriate Sample Size for Meta-Analytic
Structural Equation Modeling with Missing Data. *Carolyn F.
Furlow, Georgia State University; Susan Natasha Beretvas,
University of Texas - Austin*

Participant:

Ariel M. Aloe, Florida State University

Betsy J. Becker, Florida State University

Ahn Soyeon, Michigan State University

Carolyn F. Furlow, Georgia State University

Therese D. Pigott, Loyola University - Chicago

Meng-Jia Wu, Loyola University - Chicago

Susan Natasha Beretvas, University of Texas - Austin

Discussant:

Ingram Olkin, Stanford University

33.062. Community Partnerships to Involve Diverse and

Minority Families. SIG-Family, School, Community
Partnerships

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

4:05 pm to 5:35 pm

Chair:

Sally M. Wade, University of South Florida

Participants:

Academic Success via Neighborhood Engagement: A Chicago
Community School Case Study. *Samuel Paul Whalen,
University of Illinois - Chicago*

Impact of Community Parent Support Groups on Home-School
Partnerships. *Lusa Lo, University of Massachusetts - Boston*

Community Partnerships to Prepare Teachers for Low-Income
Schools: The Experience of the Teacher Corps. *Carl R.*

Egner, University of Wisconsin - Madison

Parent Involvement Strategies: An Integrative Approach in
Preservice Teacher Education. *Margaret M. Ferrara,*

University of Nevada - Reno

Discussant:

Edward M. Olivos, University of Oregon

33.063. Teacher Education Holistically. SIG-Holistic Education
New York Marriott Marquis Times Square, Lyceum
Complex, Booth/Edison Rooms, 5th Floor
4:05 pm to 6:05 pm

Participants:

Teachable Moments in the Zone of Complexity. *Dan W. Rea,
Georgia Southern University*

Possibilities of Joy in School Improvement Processes. *Delores
D. Liston, Georgia Southern University*

That Which Lies Beneath: Unearthing the Unconscious,
Symbol Systems, and Fantasy-Images in Classrooms
through Arts Engagement. *P. Bruce Uhrmacher, University*

of Denver; Cassandra A. Trousas, University of Denver

Between Constructivism and Connectedness. *Mordechai
Gordon, Quinnipiac University*

A Proposal for Education for Human and Spiritual
Development. *Lucila Telles Rudge, Ohio State University;*

Anna O. Soter, Ohio State University

How Complex Is a Whole Human Being? *Ton Jorg, Utrecht
University*

The Whole Person Dancing: Becoming an Active Agent in
Dance and through Dancing. *Heli Kauppila, Theatre*

Academy of Finland

**33.064. Informal Science Education: Assessing Learning,
Attitudes, Family Inquiry, and K-12 Reform.** SIG-

Informal Learning Environments Research

Hilton New York, Green Room, 4th Floor

4:05 pm to 5:35 pm

Participants:

Using Personal Meaning Mapping to Assess Learning at a
Natural History Museum. *Gary M. Holliday, Illinois Institute*

of Technology; Norman G. Lederman, Illinois Institute of

Technology; Judith S. Lederman, Illinois Institute of

Technology

Teaching Families to Do Inquiry in Science Museums: An
Experimental Study. *Sue Allen, Exploratorium; Joshua P.*

Gutwill, Exploratorium

Informal Learning and Students' Attitudes Toward Science.

Lisa E. Szechter, Tulane University; John R. Thacker, LIGO

Livingston

Involving Informal Science Institutions in K-12 STEM Reform:

Case Study Findings. *Gary P. Silverstein, Westat; Kimberley Raue, Westat*

Discussant:

Doris B. Ash, University of California - Santa Cruz

33.065. International Perspectives on Leadership and Change in Education. SIG-International Studies

Hilton New York, Concourse F, Concourse Level
4:05 pm to 5:35 pm

Chair:

Tak C. Chan, Kennesaw State University

Participants:

Ethnographic Futures Research on Ukraine's Educational and Political Systems: Insights From Youth Activists. *Vitaliy Shyyan, University of Minnesota - Twin Cities*

Romani Educational and Cultural Centers in Ukraine: Creating the Uplift, Advancing the Civic Capacities. *Tatiana N. Gabrielson, University of Texas - Austin*

Basic Education Leadership Training in Northwest China: A Preliminary Needs Assessment. *Joseph Berger, University of Massachusetts; Matthew C. Militello, University of Massachusetts - Amherst*

Perceptions of the Roles and Challenges of Academic Deans in Bangladesh: A Case of Private Universities. *Nasrin Fatima, CanChem Dealings*

Discussant:

Forrest W. Parkay, Washington State University

33.066. Issues in Large-Scale Assessment. SIG-Large Scale Assessment

New York Marriott Marquis Times Square, Shubert Complex, Royale Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

Jennifer L. Dunn, National Center for the Improvement of Educational Assessment, Inc.

Participants:

Examining Population Invariance in Equating and Linking Functions in Statewide Large-Scale Assessment Programs. *Yi Du, Data Recognition Corp.*

Examining the Impact of Omitted Responses on Equating. *Seon-Hi Shin, California State University - Long Beach; Jie Lin, Harcourt Assessment, Inc.*

Measuring the Validity of the Placement of a State Standard Onto the NAEP Scale. *Victor P. Bandeira de Mello, American Institutes for Research; Jill J. Crowley, American Institutes for Research; Shannon L. Madsen, University of California - Los Angeles; Don H. McLaughlin, American Institutes for Research; Paul William, American Institutes for Research*

Validity of Comparing Test Scores on State Assessments with the Results of National Achievement of Educational Progress (NAEP). *Liru Zhang, Delaware Department of Education*

Discussant:

Kristen L. Huff, College Board
Stuart R. Kahl, Measured Progress

33.067. Academic Decisions and the Law: Where Has the First Amendment Taken Higher Education? SIG-Law and Education

Hilton New York, Holland Suite, 4th Floor
4:05 pm to 5:35 pm

Chair:

Bonnie Maureen Barnett, McGill University

Participants:

The Constitutional Definition of Academic Freedom. *Jeffrey C. Sun, Teachers College, Columbia University; Joseph Flanders, Thorne Grodrik, LLP*

A History of Academic Deference (Apart From Academic Freedom). *John A. Lanear, University of Wisconsin - Milwaukee*

Academic Freedom and Ethnic Diversity: Lessons From Parents Involved in Community Schools v. Seattle School Dist. No. 1. *Karen L. Miksch, University of Minnesota*
Academic Freedom and University/K-12 Partnerships. *Philip T.K. Daniel, Ohio State University*

The First Amendment, Free Speech, Qualified Immunity, and the College Student Press: An Analysis of *Hosty v. Carter*. *Kerry Brian Melear, University of Mississippi*

Discussant:

Benjamin Baez, Florida International University

33.068. Investigating Learning Environments to Enhance Science & Inquiry Learning. SIG-Learning Environments

New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor
4:05 pm to 5:35 pm

Chair:

Martin M. Valcke, Ghent University

Participants:

Assessing Elementary School School Support for Inquiry.

Penny Anne Vandeur, Flinders University

Enhancing Students' Interests in Learning Science by Creating Innovative Learning Environments: The Berlin-Paris Project "Bio-Energy Sources". *Claus F. Bolte, Freie Universitaet Berlin*

Subject or Style?: Differences in Teacher-Student Interpersonal Behavior between Science Teachers and Teachers of Other (School) Subjects. *Perry Den Brok, Eindhoven University of Technology; Ruurd Taconis, Eindhoven University of Technology; Darrell L. Fisher, Curtin University of Technology*

The Impact of the Learner-Centered Simulated Learning Environment (LCSILE) on Middle School Students' Science Learning. *Ching-Huei Karen Chen, Wheeling Jesuit University; Bruce C. Howard, Wheeling Jesuit University*

Discussant:

Charlotte R. Zales, Moravian College

33.069. Preparing Teachers for the Moral Nature of Their Work. SIG-Moral Development and Education

New York Marriott Marquis Times Square, Majestic Complex, Winter Garden Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

Matthew N. Sanger, Idaho State University

Participant:

Hugh T. Sockett, George Mason University
Richard D. Osguthorpe, Boise State University
Darcia F. Narvaez, University of Notre Dame
Daniel K. Lapsley, University of Notre Dame

33.070. Is Autonomy Support Important for All School Children and Adolescents--Irrespective of Social or Cultural Context? SIG-Motivation in Education

New York Marriott Marquis Times Square, Jolson Room, 9th Floor

4:05 pm to 5:35 pm

Participants:

- Is Autonomy Support Important for Students in All Global Classrooms? *Johnmarshall Reeve, University of Iowa*
- Can Self-Determination Theory Explain What Underlies the Productive, Satisfying Learning Experiences of Collectivistically Oriented Korean Students? *Hyungshim Jang, University of Wisconsin - Milwaukee; Ahyoung Kim, Ewha Womans University*
- Motivational Profiles From a Cross-Cultural Perspective: Do All Types of Students Benefit From Autonomy-Supportive Contexts? *Maarten Vansteenkiste, University of Leuven; Willy A. Lens, University of Leuven; Bart Soenens, University of Leuven*
- Parents' Sensitivity to Adolescents' Temperament-Related Dispositions as Autonomy Support: Effects among Bedouins and Jews. *Avi Assor, Ben Gurion University; Shosh Pariente, Ben Gurion University*
- Autonomy-Supportive Teaching and Students' Functioning: Is Autonomy Important for Low SES Students? *Haya P. Kaplan, Kaye Academic College of Education; Avi Assor, Ben Gurion University; Guy Roth, Ben Gurion University; Yaniv Kanat-Maymon, Ben Gurion University*

Discussant:

Richard M. Ryan, University of Rochester

33.071. Moving Into the Academy as Narrative Inquirers:

Exploring Methods in Narrative Inquiry. SIG-Narrative and Research

Sheraton New York Hotel & Towers, Central Park East, 2nd Floor

4:05 pm to 5:35 pm

Chair:

Cathy A. Coulter, Arizona State University
Brian D. Schultz, Northeastern Illinois University

Participants:

- Poetic Lives: Poetic Representations within Spaces of Narrative and Feminist Research. *Joy L. Wiggins, University of Texas - Arlington*
- Subjectivity Portrait Analysis: A Strategy for Analyzing the Construction of Selves. *Jennifer R. Wolgemuth, Colorado State University*
- Who Is the Teacher Educator?: The Collective Story in the Professional Narratives of Teacher Educators. *Hanna Ezer, Levinsky College of Education; Miriam Mevorach, Levinsky College of Education*
- International Crosstalk: Videoconferencing, Belief Systems, and Preservice Teachers. *Nikoletta Christodoulou, Frederick University; Walter S. Gershon, Kent State University*
- The Ground I Walk On: Photo-Elicitation and Narrative Inquiry. *Diane P. Ketelle, Mills College*
- Developing Habits of Reflection and Responsibility: Incorporating Narrative and Visual Data in Preservice Teacher Education. *Cathy K. Zeek, Lasell College; Carole L. Walker, Texas A&M University - Commerce; Amy J. Maynard, Lasell College*
- The Damn Yankee from Virginia: The Miss-Education of an American Girl. *Carolyn Frances Chryst, SUNY - Oneonta*
- Self-Education: An Autobiographical Exploration of One Teacher's Learning. *Jaime Lynn Quackenbush, Teachers College, Columbia University*

Discussant:

Cathy A. Coulter, Arizona State University
Brian D. Schultz, Northeastern Illinois University

33.072. Issues of Social Justice in the Qualitative Research

Context. SIG-Qualitative Research

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

4:05 pm to 6:05 pm

Chair:

Mirka E. Koro-Ljungberg, University of Florida

Participants:

- Talking Forward: Critical Participant-Researcher Collaboration. *Christine Keller Lemley, Northern Arizona University*
- Studying Chinese Women by Using Transnational Feminism Together with Endarkened Feminism. *Shujun Chen, Lindsey Wilson College*
- Wrestling with Reflexivity in Feminist Research: A Review of Qualitative Studies of Poor Women. *M. Carolyn Clark, Texas A&M University; Jennifer April Sandlin, Arizona State University*
- HWCUs: A Qualitative Analysis of Institutional Racism at Historically White Colleges and Universities. *Sandy M. Grande, Connecticut College; Dalia Rodriguez, Syracuse University*
- Working Class Parents' Deliberate Self-Positioning within the Discursive Practice of Involvement. *Melissa A. Freeman, University of Georgia*

Discussant:

Cynthia Gerstl-Pepin, University of Vermont

33.073. Developing Mathematical Understanding. SIG-

Research in Mathematics Education

Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor

4:05 pm to 5:35 pm

Chair:

Jae Meen Baek, Arizona State University

Participants:

- Facilitating The Transition From Empirical Arguments to Proof in Mathematics Teacher Education. *Gabriel J. Stylianides, University of Pittsburgh; Andreas J. Stylianides, University of Oxford*
- The Role of Comparison in the Development of Flexible Knowledge of Computational Estimation. *Jon R. Star, Harvard University; Bethany Rittle-Johnson, Vanderbilt University*
- Young Children's Abilities to Recognize and Generalize Functional Relationships. *Janet G. Eisenband, Teachers College, Columbia University*
- Spontaneous Focusing on Numerosity at Kindergarten Is a Domain-Specific Predictor of Arithmetical Skills at Grade 2. *Minna M. Hannula, University of Turku; Janne Lepola, Department of Education; Erno A. Lehtinen, University of Turku*

33.074. Perspectives on Literacy Development in Students who are Deaf or Hard of Hearing. SIG-Research on the

Education of Deaf Persons

Hilton New York, Nassau Suite A, 2nd Floor

4:05 pm to 6:05 pm

Participants:

- Connected Literacy Learning: Deaf Adolescents' Language Learning. *Anne Gregory, Boise State University; Elizabeth Holt, Idaho School for Deaf and Blind; L. Janet Stout, Idaho School for the Deaf and Blind; Heather Fultz, Idaho School for the Deaf and Blind*
- Deaf Children's Phonological Sensitivity and Emergent

Literacy Skills During Early Childhood: Strengths and Weaknesses. *Amy R. Lederberg, Georgia State University; Susan Easterbrooks, Georgia State University; Carol M. Connor, Florida State University; Elizabeth Malone Miller, Georgia State University; Jessica Robin Page, Georgia State University*

Guided Reading Approach as an Instructional Intervention Model With Elementary Deaf Students. *Barbara R. Schirmer, University of Detroit; Laura Schaffer, Michigan School for the Deaf*

Self-Correction and Strategic Activity in Beginning Readers Who Are Deaf. *Susan King Fullerton, Clemson University*

College Students' Learning With C-Print's Educational Software and Automatic Speech Recognition. *Lisa B. Elliot, Rochester Institute of Technology; Michael S. Stinson, Rochester Institute of Technology; Donna Easton, Rochester Institute of Technology; Jennifer Bourgeois, Louisiana State University*

Rethinking Reading Instructional Practices for Students Who Are Deaf or Hard of Hearing. *Beverly J. Trezek, DePaul University; Ye Wang, Teachers College, Columbia University; John L. Luckner, University of Northern Colorado; Peter V. Paul, Ohio State University*

Discussant:

Cheri Williams, University of Cincinnati

33.075. Safe Schools and Communities: Focus on the Interface of Policy and Practice. SIG-Safe Schools and Communities
New York Marriott Marquis Times Square, O'Neill Room, 4th Floor
4:05 pm to 5:35 pm

Chair:

April Z. Taylor, California State University - Northridge

Participants:

Book-Smart and Safe: Academic Achievement as a Protective Factor for Latino and African American Youth. *Billie Gastic, Temple University*

Reducing and Preventing High-Risk Behaviors the Problem-Solving Way: A Five-Year Longitudinal Study. *Myrna B. Shure, Drexel University*

Reducing Suspension for General and Special Education Students: Impact of SWPBIS. *Samuel Digangi, Arizona State University; Amanda L. Sullivan, Arizona State University; Yadira Flores, Arizona State University*

Understanding the Zero Tolerance Discipline Net: A Content Analysis of Codes of Student Conduct. *Decoteau J. Irby, Temple University*

Discussant:

*Charol Shakeshaft, Virginia Commonwealth University
Dominique E. Johnson, Temple University*

33.076. A Demonstration of Individually Administered Tests of Children's Social-Emotional Learning Ability. SIG-Social and Emotional Learning
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby
4:05 pm to 5:35 pm

Participant:

*Clark Mckown, Rush NeuroBehavioral Center
Laura M. Wood, Rush NeuroBehavioral Center
Meryl Lipton, Rush NeuroBehavioral Center*

33.077. Measuring Stress and Coping from a Developmental and Theoretical Perspective. SIG-Stress and Coping in

Education
New York Marriott Marquis Times Square, Marquis Ballroom, Salon A, 9th Floor
4:05 pm to 5:35 pm

Chair:

Julie P. Combs, Sam Houston State University

Participants:

Adolescent Coping: Conceptualization and Measurement. *Erica Frydenberg, University of Melbourne*

Stress and Coping Bullying Measure (SCBM). *Rebecca A. Robles-Pina, Sam Houston State University*

Assessing Psychosocial Risk Factors for Heart Disease. *Maria Tortorice, The University of Texas at Austin; Minda M Markle, University of Texas - Austin*

Development of a Brief Form of the Coping Resources Inventory for Stress. *William L. Curlette, Georgia State University; Kenneth B Matheny, Georgia State University*

Development of the Preventive Resources Inventory. *Richard G. Lambert, University of North Carolina - Charlotte; Christopher J. McCarthy, University of Texas - Austin*

Discussant:

Rachel T. Fouladi, Simon Fraser University

33.078. Practicing What We Preach: Teaching Educational Psychology for Strengthening Schools and Building Community. SIG-Teaching Educational Psychology
New York Marriott Marquis Times Square, Majestic Complex, Palace Room, 6th Floor
4:05 pm to 5:35 pm

Chair:

Rick R. Mccown, Duquesne University

Participants:

Incidental Becomes Visible: A Comparison of School- and Community-Based Field Experience Narratives. *K. C. Holder, Northern Michigan University; Jayne A. Downey, Montana State University*

Educational Psychology Students' Awareness of Moral Issues in Classroom Instruction: A Developmental Analysis. *Paul Eggen, University of North Florida; Suzanne Schellenberg, University of North Florida*

Reframing through Perspective-Taking: Case Studies in Educational Psychology. *Mary Gozza Gozza-Cohen, University at Albany - SUNY; Yun Dai, SUNY - Albany; Joanne M. Malkani, University at Albany - SUNY; Anna Valentinova Valtcheva, University at Albany - SUNY*

Teaching Educational Psychology: Using a Classroom Response System for Summative Group Assessments and to Enhance Interactivity. *Andri Ioannou Nicolaou, University of Connecticut; Anthony R. Artino, University of Connecticut*

Discussant:

Virginia Navarro, University of Missouri - St. Louis

33.079. TICL 2: Knowledge Representation, Associated Theories and Implications for Instructional Systems - Dialog on Deep Structures. SIG-Technology, Instruction, Cognition & Learning
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor
4:05 pm to 6:05 pm

Chair:

Sara G. Mcneil, University of Houston

Participants:

Production Systems: Fidelity and Efficiency of Knowledge Representation for Intelligent Tutoring Systems. *Antonija*

Mitrovic, University of Canterbury; Stellan Ohlsson, University of Illinois - Chicago; Susanne P. Lajoie, McGill University

Relational Networks: Graphical Ontology Modeling Language for Learning Environments. *Gilbert Paquette, Tele Universite*

Hierarchies: Knowledge Representation in Structural Learning Theory and Relationships to Adaptive Learning and Tutoring Systems. *Joseph M. Scandura, University of Pennsylvania*

Discussant:

Neil T Heffernan, Worcester Polytechnic

M. David Merrill, Utah State University

Wellesley R. Foshay, Texas Instruments, Inc.

Valerie J. Shute, Florida State University

Norbert M. Seel, University of Freiburg

Allen Munro, University of Southern California

Peter Fadde, Southern Illinois University

Tom Boyle, London Metropolitan University

J. Michael Spector, Florida State University

Jan M. Elen, Catholic University of Lueven

Jeroen Jg Van Merriënboer, Open University - The Netherlands

Richard F. Schmid, Concordia University

Arthur C. Graesser, University of Memphis

John H. Durnin, Villanova University

Amy B. Adcock, Old Dominion University

David H. Jonassen, University of Missouri

Klaus U. Breuer, University of Mainz

Ryan S. Baker, Carnegie Mellon University

Stephen Alessi, University of Iowa

Wallace H. Wulfbeck, Space and Naval Warfare Systems Center

Ingo Dahn, University of Koblenz - Germany

33.080. Educational Field Stations: A Model for Achieving Diversity, Civic Responsibility, and Access to Higher Education. SIG-Tracking and Detracking
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
4:05 pm to 5:35 pm

Chair:

Hugh Mehan, University of California - San Diego

Participants:

Educational Field Stations in the Context of the Civic Responsibility Mission of Land Grant Colleges. *Cecil Lytle, University of California - San Diego*

The Preuss School: De-Tracking as a Strategy for Educational Excellence, Civic Responsibility, and Equity. *Doris Alvarez, The Preuss School, University of California - San Diego*

Adapting Principles From the Preuss Model School to a Neighborhood School: Possibilities and Limitations of Detracking. *Vince Riveroll, Gompers Charter Middle School; Hugh Mehan, University of California - San Diego*

The Challenge of Teacher Retention in Detracked Schools. *Barbara Edwards, University of California - San Diego; Allison Kenda, Gompers Charter Middle School*

Students' Perceptions of Small Schools Conversion. *Larry McClure, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego; Makeba Jones, University of California - San Diego; Betsy Strick, University of California - San Diego*

Discussant:

Jeannie Oakes, University of California - Los Angeles

33.081. Traditional and Progressive Urban High Schools. SIG-

Urban Learning, Teaching, and Research
New York Marriott Marquis Times Square, Lyceum Complex, Alvin Room, 5th Floor
4:05 pm to 5:35 pm

Participant:

Traditional and Progressive Urban High Schools: What Struggling Students Say about Support. *Camille Farrington, University of Illinois - Chicago*

33.082. Knowledge and Learning at Work. SIG-Workplace

Learning
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room H, Lower Lobby
4:05 pm to 5:35 pm

Chair:

Bridget N. O'Connor, New York University

Participants:

Conceptualizing Negotiated Workplace Learning. *Raymond John Smith, Griffith University*

Conceptualizing the Transition From Education to Work as Vocational Practice: Lessons From the Creative and Cultural Sector. *David John Guile, Institute of Education - London*

Losing Sight of Quality Apprenticeships: "Getting People Through and Making it Easier". *Bonnie Watt-Malcolm, University of Alberta*

Practical Wisdom and the Worker Researcher. *Paul Thomas Gibbs, Middlesex University; Carol Costley, Middlesex University*

The New Competence Concept in Higher Education: Error or Enrichment? *Martin Mulder, Wageningen University; Harm Biemans, Wageningen University; Judith Gulikers, Wageningen University; Renate Wesselink, Wageningen University*

Evaluation of Workplace Learning in Finnish VET System.

Paivi A. Tynjala, University of Jyväskylä; Veikko Maatta, Oulu Vocational College; Anu Raisanen, Finnish Education Evaluation Council

33.083. Contexts, Transfer, and Extra-Situational Sequentiality: Longitudinal Microanalyses of Learning and Identity. Nordic Educational Research Association
Hilton New York, Midtown Suite, 4th Floor
4:05 pm to 6:05 pm

Chair:

Fritjof Sahlström, Helsinki Collegium for Advanced Studies

Participant:

Lejf Moos, University of Aarhus

William Corsaro, Indiana University

Ann-Carita Evaldsson, Uppsala University

Helen Melander, Uppsala University

Michaela Pörn, Åbo Akademi University

Anna Slotte-Lüttge, Åbo Akademi University

Veslemoy Rydland, Institute of Educational Research

Vibeke G. Aukrust, University of Oslo

33.084. Division J Paper Discussion (Roundtable) 4. Division J-
Postsecondary Education
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
4:05 pm to 4:45 pm

Tables:

1. Looking Within: Are Pretenure Faculty Being Caught in an "Upward Drift"? *Katherine O'Connor, East Carolina University; Carol Greene, East Carolina University; Amy J*

Good, East Carolina University; Guili Zhang, East Carolina University

2. Major Choices and Major Decisions: The Impact of Major Choices on Student Persistence for African American Students in a Public State Higher Education System. *John A. Kuykendall, Marquette University; Robyn Clarke, Marquette University*
3. Making Progress: Perceptions of Organizational Performance Based on the Baldrige Criteria for Performance Excellence. *Sandra L. Dika, University of Puerto Rico - Mayaguez; Anand D. Sharma, University of Puerto Rico - Mayaguez*
4. Measuring College-Going Results in Schools With Multiple College-Bound Programs. *Lilia Margarita Tanakeyowma, University of California - Irvine; Silvia Swigert, University of California - Irvine*
5. NetGen Learners, Technology, and Neoliberal Reform in Higher Education. *Alan R. Foley, University of Wisconsin*
6. Out-of-State Tuition and Reciprocity Policy: Alternative Strategies for College Access and Affordability. *Mikyong Minsun Kim, George Washington University*
7. Para Crecer: Successful Latina College Student Strategies. *Pamela Hernandez, University of Oregon; Amber E. Garrison, University of Oregon; Diane M. Dunlap, University of Oregon; Aimee D. Clott, University of Oregon*

33.085. Improving Capacity Building and Retention. SIG-Mentorship and Mentoring Practices
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
4:05 pm to 4:45 pm

Tables:

8. Impact Data on the Effects of a Metropolitan District's Mentor Program on Teacher Retention and Student Achievement. *MaryAnn Blank, University of Tennessee; Rodney E. Russell, Knox County Schools; Cheryl A. Kershaw, University of Tennessee; Jennifer Koch Lubke, University of Tennessee - Knoxville*
9. Mentoring Through Professional Development: Developing a Master Mentor Teacher Certificate Program. *Connie Anderson, Texas Tech University; Susan D. Myers, Texas Tech University*
10. Participation in School-Based Mentoring: African American and Latina Girls Speak. *Horace R. Hall, DePaul University; Andrea Brown, Concordia University - Chicago*
11. Perceptions of "Big Sisters" and Their "Little Sisters" Regarding Mentoring Relationships. *Nancy Maldonado, Virtual Sage Publishers; Alice Quarles, Miami-Dade County Schools; Candace H. Lacey, Nova Southeastern University; Steve Dikos Thompson, University of Miami*
12. Promoting Experienced Teachers' Professional Development: Examining Issues in Engaging Online Mentors in a Research Group. *Aline M. Reali, Federal University of Sao Carlos; Regina Tancredi, Federal University of São Carlos; Maria Da Graca N. Mizukami, Presbyterian University Mackenzie*
13. The Alabama Teacher Mentoring Program. *Phillip Feldman, University of South Alabama; Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama*
14. Upholding Our Civic Duty as Teacher Educators: Providing Effective Mentoring in Our Neediest Schools. *Emily R. Smith, Fairfield University; Corey Griffin, Kennedy High School*

33.086. Relationships with Media: Snapshots of Struggle, Perceptions, Cultural Sensitivity, Responsibility, and Transformation. SIG-Media, Culture and Curriculum
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
4:05 pm to 4:45 pm

Tables:

15. Print Media and Images of the Struggling Reader. *Karla Ruth Scornavacco, University of Colorado - Boulder*
16. Asian Graduate Students' Perceptions of the Computer-Mediated Communication Learning Environment. *Yuelu Sun, Georgia State University*
17. Scientific Literacy: What Do Students Recognize When Reading Media Reports of Science? *Connie A. Korpan, Grande Prairie Regional College*
18. A Cultural Sensitivity: African American Female Students' Participation in Online Collaborative Learning. *Jianxia Du, Mississippi State University; James H. Adams, Mississippi State University; Linda F. Cornelious,*
19. Digital Responsibility: The Parent-Child Disconnect. *Elizabeth Langran, Fairfield University; Judy van der Togt, Fairfield University; Jennifer Cirino, Fairfield University*
20. Teachers, Technology, and Transformation: The Revolution. *Aliya E. Holmes, St. John's University*

33.087. Research Leaders Roundtables: Discussions with Leaders in the Field. SIG-Instructional Technology
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
4:05 pm to 4:45 pm

Tables:

21. Technological Pedagogical Context Knowledge (TPCK): Discussions with Leaders in the Field. *Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University; Andrew B. Polly, University of North Carolina - Charlotte*
22. Human Performance Technology (HPT): Discussions With Leaders in the Field. *James D. Klein, Arizona State University; Scott Schaffer, Purdue University*
23. Game-Based Technologies & Simulations: Discussions With Leaders in the Field. *Kurt D. Squire, University of Wisconsin - Madison; William R. Watson, Purdue University*
24. Open-Ended Learning Environments: Discussions with Leaders in the Field. *Michael J. Hannafin, University of Georgia; Krista D. Glazewski, New Mexico State University*
25. Pedagogical Agents in Learning and Instruction: Discussions with Leaders in the Field. *Amy L. Baylor, Florida State University; Charles Hodges, Virginia Tech University; Shelley Henson, Utah State University*
26. Problem-Based Learning (PBL): Discussions with Leaders in the Field. *Peggy A. Ertmer, Purdue University; Robert L. Bangert-Drowns, University at Albany - SUNY*
27. Web 2.0 and Social Networking--Educational Possibilities of YouTube, Second Life, and Wikis: Discussions with Leaders in the Field. *Curtis J. Bonk, Indiana University; Mimi Miyoung Lee, University of Houston; Johannes Strobel, Purdue University*

33.088. The Evolution of Educational Theory and Practice.
Division F-History and Historiography
New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor
4:05 pm to 4:45 pm

Tables:

28. The Origins Debate: Literacy and Its Evolution in the African American Experience, 1790-1865. *Christopher M. Span, University of Illinois - Urbana-Champaign*
29. From ZPD to Cognizance in Learning: Vygotskian Educational Psychology Evolution in the 1930-40s. *Anton Yasnitsky, OISE/University of Toronto*
30. Moving Back to the Country: Romantic Agrarianism and the Science of Learning Disabilities. *Scot Danforth, Ohio State University*
31. Cosmopolitan Nation Building: The Japanese State of Education Since 1945. *Hiro Saito, University of Michigan*
- Discussant:
Barry M. Franklin, Utah State University
Blythe F. Hinitz, College of New Jersey
Andrea Jennifer De Forest, University of Virginia
- 33.089. Motivation & Emotions: Considerations of Self, Contexts, Classrooms, & Control.** Division C-Learning and Instruction
 Hilton New York, Americas Hall, 3rd Floor
 4:05 pm to 6:05 pm
- Posters:
1. Mathematics Self-Efficacy: Stereotype Threat Versus Fortitude. *Amy Schweinle, University of South Dakota; Grace A. Mims, University of South Dakota*
 2. Peer-Perceived Dominance in the Classroom: Predictors, Environmental Effects, and Heterogeneity. *Kathrin Jonkmann, Max Planck Institute for Human Development - Berlin; Ulrich Trautwein, Max Planck Institute for Human Development; Oliver Luedtke, Max Planck Institute for Human Development*
 3. Big Fish in Big Ponds: A Multilevel Analysis of Test Anxiety and Achievement in Special Gifted Classes. *Thomas Goetz, University of Konstanz; Franzis Preckel, University of Trier; Moshe Zeidner, University of Haifa*
 4. Control Antecedents of Students' Emotional Experiences: An Experimental Study. *Martina Kaufmann, University of Erfurt*
 5. Cheating and Effort in Different Domains and Their Relation to Goal Orientations and Conscientiousness. *Nicole Husemann, Max-Planck-Institute for Human Development; Ulrich Trautwein, Max Planck Institute for Human Development; Oliver Luedtke, Max Planck Institute for Human Development*
 6. Understanding the Antecedents of Academic Procrastination. *Xiongyi Liu, University of Maine - Orono; Lan Li, Bowling Green State University; Ling Li, Zhejiang Gongshang University - China*
 7. Examining Reader Beliefs, Situational Interest, and Monitoring Accuracy Across Texts. *Li Cao, University of West Georgia; Kristin Fisher Hoffmann, North Carolina State University; Jessica D. Huff, North Carolina State University; John L. Nietfeld, North Carolina State University*
 8. Students' Perceived Teacher-Directedness, Omniscent Authority Beliefs, and Communication in Cooperative Learning: Inspiration from a Cross Culture Study. *Feng Zhou, Florida State University; Jeannine E. Turner, Florida State University*
 9. High School Absenteeism and Its Relation With Perceived Social Support, Socioeconomic Status, and Student Ethnicity. *Sarita Yogesh Shukla, University of Kentucky; Jennifer L. Allen, University of Kentucky; Katharine J. Hahn, University of Kentucky*
 10. The Influence of Group Goal Orientations on Students' Evaluation of Group Work in a Collaborative Environment. *Myoungsook Kim, University of Texas - Austin; Jung-In Kim, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin*
 11. Self-Concept Instability in Everyday Classroom Learning. *Yi-Miau Tsai, Max Planck Institute for Human Development; Mareike Kunter, Max Planck Insititute for Human Development - Berlin; Oliver Luedtke, Max Planck Institute for Human Development; Ulrich Trautwein, Max Planck Institute for Human Development*
 12. Engagement and Emotional Exhaustion in Teachers: Does the School Context Make a Difference? *Uta Klusmann, Max Planck Institute for Human Development; Mareike Kunter, Max Planck Insititute for Human Development - Berlin; Ulrich Trautwein, Max Planck Institute for Human Development*
 13. Investigating Motivation for Continuing Teaching in Relationship With Motivation for Engaging in Professional Development. *Margareta Maria Pop, Florida State University; Jeannine E. Turner, Florida State University*
 14. Predicting Students' Growth in Self-Efficacy in Learning Problem- Solving: Roles of Feedback and Monitoring Errors. *T. Simin Hall, University of North Carolina - Greensboro*
 15. Effects of Goal-Directed Feedback on Learning and Motivational Outcomes Moderated by Trait Goal Orientation. *Jude Higdon, University of Minnesota; Dennis Hocevar, University of Southern California; Richard S. Brown, University of Southern California*
 16. "I think I can, but I'm afraid to try": The influence of self-efficacy and anxiety on problem-solving efficiency. *Bob Hoffman, University of Central Florida; Jessica L Davis, University of Central Florida*
- Discussant:
Jenefer E. Husman, Arizona State University
- 33.090. New Uses of Technology for Learning and Motivating.** Division C-Learning and Instruction
 Hilton New York, Americas Hall, 3rd Floor
 4:05 pm to 6:05 pm
- Posters:
17. Motivation and Reading Comprehension in 5th Grade Students Using a Web-Based Tutoring System for the Structure Strategy. *Kausalai K. Wijekumar, Penn State; Bonnie J. Meyer, Penn State*
 18. Effects of Playing Rate When Learning With Animated Displays. *Katja Meyer, Koblenz-Landau University; Thorsten Rasch, University of Koblenz-Landau, Landau, Germany*
 19. Expertise Reversal Effect of Positive Emotions in Multimedia-Based Learning. *Hyuksoon S. Song, New York University; Eun Joon Um, New York University; Jan L. Plass, New York University*
 20. Examining the Validity of a Video-Based Assessment: Distributed Representations, Scaffolding, and the Expertise Reversal Effect. *Girlie C. Delacruz, University of California - Los Angeles; John J. Lee, University of California - Los Angeles; Jesse Elmore, University of California - Los Angeles; William L. Bewley, University of California - Los Angeles*
 21. Agent and Avatar: Does Belief of Being Social or Socially Relevant Action Lead to Learning? *Sandra Y. Okita, Stanford University; Jeremy Bailenson, Stanford University; Daniel L. Schwartz, Stanford University*

22. The Simulated Classroom: An Experimental Study on Diagnostic Competence. *Anna Suedkamp, University of Kiel; Britta Pohlmann, University of Kiel; Jens Moeller, University of Kiel*
23. Voluntary Learning in an Online Game Environment. *Brianna M. Scott, National Collegiate Athletic Association; Jennifer Albano, Indiana University*
24. Decorative Pictures in Knowledge Communication: Good or Bad Idea? *Alwine Lenzner, University of Koblenz-Landau; Holger Horz, University of Koblenz-Landau; Andreas Mueller, University of Koblenz-Landau*
25. Conceptual Maps and Computer Lab: Learning, Cognition, and Metacognition. *Maria Assunta Zanetti, University of Pavia; Daniela Miazza, University of Pavia; Roberto Pazzaglia, University of Pavia*
26. Predicting Differences in Self-Regulated Learning with Hypermedia: Cognitive and Motivational Variables. *Daniel Charles Moos, Gustavus Adolphus College; Roger Azevedo, University of Memphis*
27. Goal Orientation and Scripted Cooperation in Face-to-Face Versus Computer-Mediated Learning Settings. *Guan-Yu Lin, National Chiao Tung University; James M. Laffey, University of Missouri; Kristin A Buss, Pennsylvania State University*
28. Exploring Personal Causality of Perceived Self-Efficacy for Teaching With Computers: Creating a Measure Using Mixed-Methods Research. *Ya-Shu Yang, University of Connecticut; Douglas F. Kauffman, Eastern Connecticut State University*
29. Learning From Text and Pictures: Effects of Sequencing and Redundancy. *Mark Daniel Ullrich, University of Koblenz-Landau*
30. Meta-Analysis of the Effects of Model-Centered Instruction. *Aaron Kim, Florida State University*
31. Moving from Social to Information-Based Selection Processes: Using Participatory Simulations and Social Network Graphs to Influence Decisionmaking Behavior Amongst Middle School Students. *Susan A. Yoon, University of Pennsylvania*
32. The Effects of Video Self-Modeling and a Self-Management Procedure on Young Children's On-Task Behaviors and Social Interactions. *Hsia-Yen Tseng, Penn State; Wei Gu, Grand Valley State University; Thomas Yawkey, Penn State*
- Discussant:
Paul A. Kirschner, Utrecht University
- 33.091. Reading: New Ideas about Motivation, Cognition, Engagement, and Learning.** Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
4:05 pm to 6:05 pm
- Posters:
33. The Role of Inference Load in a Reading Comprehension Measure. *Taslima Rahman, ; John T. Guthrie, University of Maryland; Marcia H. Davis, University of Maryland*
34. Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers. *Mary Jane White, University of Minnesota - Twin Cities; Paul Vandenbroek, University of Minnesota; Kristen L. McMaster, University of Minnesota; David Rapp, Northwestern University; Panayiota Kendeou, McGill University; Catherine M. Bohn-Gettler, Wichita State University; Sarah Elizabeth Carlson, University of Minnesota - Twin Cities; Christine Espin, University of Minnesota; Stanley L. Deno, University of Minnesota*
35. The Effects of Perspective Relevance Instructions and Verbal Ability on Text Processing. *Matthew T. McCRUDDEN, University of North Florida; Gregory Schraw, University of Nevada - Las Vegas*
36. Causal Diagrams and Strategic Processing of Text. *Matthew T. McCRUDDEN, University of North Florida; Gregory Schraw, University of Nevada - Las Vegas; Joe Magliano, Northern Illinois University*
37. Motivation for Biology Reading and Biology Courses. *Lindsey E. Snyder, Temple University; Jennifer G. Cromley, Temple University; Ulana A. Luciw, Temple University*
38. The Impact of Evaluative Approaches on High School Students' Learning through Reading Engagement. *Sylvie C. Cartier, University of Montreal; Roch Chouinard, University of Montreal; Deborah L. Butler, University of British Columbia*
39. An Investigation of the SOAR Study Method. *Dharmamanda Jairam, University of Nebraska - Lincoln; Kenneth A. Kiewra, University of Nebraska*
40. Reading Comprehension and Component Processes in Biology: Comparisons across Monolingual and Bilingual English Speakers. *Ulana A. Luciw, Temple University; Jennifer G. Cromley, Temple University; Lindsey E. Snyder, Temple University*
41. Teachers' Beliefs about Reading Comprehension and Motivation to Read. *Ana M. Taboada, George Mason University; Michelle M. Buehl, George Mason University*
42. Reading with the Guide of Automated Graphical Representations: How Model-Based Text Visualizations Facilitate Learning in Reading Comprehension Tasks. *Pablo Nicolai Pirnay-Dummer, University of Freiburg; Dirk Ifenthaler, University of Freiburg; Tristan Johnson, Florida State University; Sabine Al-Diban, Technical University of Dresden*
43. Reader, Text, and Reading Strategy Factors Related to Online and Offline Reading Outcomes. *Qun Guan, Florida State University; Alysia D. Roehrig, Florida Center for Reading Research*
44. The Effect of Competence Support on Intrinsic Motivation and Comprehension During the Reading of Lengthy Informative Text. *Mark Peter Schroeder, Arizona State University*
45. Parental Influences on Chinese Beginning Readers' Motivation for Reading and Reading Achievement. *Qiuying Wang, Oklahoma State University*
- Discussant:
Gregory Schraw, University of Nevada - Las Vegas
- 33.092. Research on Mathematics and Science Education.** Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
4:05 pm to 6:05 pm
- Chair:
David N. Boote, University of Central Florida
- Posters:
46. Can Formative Assessment Promote Conceptual Change? *Miki K. Tomita, Stanford University; Yue Yin, University of Hawaii*
47. Collaborative Dialogue: Effects of English Proficiency Differences on Language Minority Students' Scientific Understanding and the Use of Scientific Language. *Kihyun Kelly Ryoo, Stanford University*

48. Learning Science Through Inquiry in Kindergarten: Results From the SLP Project. *Ala Samarapungavan, Purdue University; Panayota Y. Mantzicopoulos, Purdue University; Helen Patrick, Purdue University*
49. Mathematics Learning in an African-Centered Classroom. *Farhaana Nyamekye, University of Maryland - College Park*
50. Memes, Imagery, Agency, and Place: Locating Motives in Science Education. *Steve J. Alsop, York University; Anne Fiona White, York University; Sheliza Ibrahim, York University*
51. Negotiating the Terrain of Accountability in Science Teaching. *Isaak Aronson, University of Maryland*
52. Scaffolding an Interactive Dynamic Model to Promote Coherent Connections in High School Biology. *Beat Adrian Schwendimann, University of California - Berkeley*
53. Teaching Scientific Inquiry Skills in Inner-City Schools: The Effects of Representational Tools. *Eva E. Toth, Duquesne University*
54. Upper Elementary Children's Misconceptions in Relation to Slow Changes Caused by Water. *Patricia Martinez, George Mason University; Brenda Bannan-Ritland, George Mason University; John Baek, Center for Advancement of Informal Science Education*
55. Development of Mathematical Understandings Among Young Street Vendors in Mumbai, India: A Case Study. *Yasmin A. Sitabkhan, University of California - Berkeley*
56. Elementary Mathematics Homework Arrangement: TIMSS Data Analysis. *Ram Green, Texas Tech University*
57. Students' Perceptions on the Reduction of Math Anxiety. *Elizabeth A. Morris, California Baptist University*
58. The Interactive Impact of Setting, Distractions, and Personality on Mathematical Problem-Solving Assessment Performance. *Heather Hayes Mcintyre, Georgia Institute of Technology; Hyun Seok Kim, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology*
59. Within-Group Differences of Mothers' Pedagogical Perspectives as Related to the Mathematics Education of their Preschool Children. *Deborah Moore-Russo, SUNY - Buffalo*
60. Classroom. *Robert F. Lorch, University of Kentucky; William J. Calderhead, University of Kentucky; Emily E. Dunlap, University of Kentucky; Emily C. Hodell, University of Kentucky; Benjamin Dunham Freer, University of Kentucky; Elizabeth P. Lorch, University of Kentucky*
64. Navigating the Use of Multimodal Resources: How Students Make Meaning in an Integrated Unit. *Louanne I. Smolin, University of Illinois - Chicago; Christine C. Pappas, University of Illinois - Chicago; Maria Varelas, University of Illinois - Chicago; Tina Mohammad, University of Illinois - Chicago*
65. Teacher Inquiry of Local Ecological Communities: Learning Science in an Online, Project-Based Biology Course. *Kathleen S. Davis, University of Massachusetts; Mary V. Mawn, University of Massachusetts*
66. The Relationship between Fifth Grade Students' Abilities to Develop Evidence-Based Explanations and Understandings about Evidence-Based Explanations. *Eunkyung Ko, Illinois Institute of Technology; Norman G. Lederman, Illinois Institute of Technology*
67. Transferability of Seventh Grade Students' Views of the Nature of Science. *Byoung-Sug Kim, Roosevelt University; Norman G. Lederman, Illinois Institute of Technology*
68. A Cross-Country Study of Elementary Students' Usage of Computers. *Haigen Gu, Shanghai Normal University*
69. Experiences, Relationships, and Identity Formation: Factors Influencing a Scientist's Career Choice. *Jennifer Forrester, North Carolina State University; M. Gail Jones, North Carolina State University*
70. Students' Understanding of Surface Area-to-Volume Relationships. *Amy R. Taylor, North Carolina State University; M. Gail Jones, North Carolina State University*
71. Using Digital Photographs to Support Children's Thinking about an Experiment. *Julianne Doto, Rutgers University; Susan L. Golbeck, Rutgers University*
72. A Structural Equation Model of Expertise in College Physics. *Gita Taasoobshirazi, University of Georgia; Martha M. Carr, University of Georgia*
73. Elementary Students' Epistemological Understandings: Ideas About Coherence. *Julie Kittleson, University of Georgia*
74. Designing Inquiry for Student Engagement: Collaborative Problem-Solving Using Electron Microscopy and Nanotechnology. *Andrea Harmer, Lehigh University*

33.093. Research on Science Learning. Division C-Learning and Instruction
Hilton New York, Americas Hall, 3rd Floor
4:05 pm to 6:05 pm

Chair:

Carol B. Brandt, Virginia Tech University

Posters:

60. Elements of Online Inquiry: Integrating Inquiry With Content in an Online Chemistry Course for Teachers. *Mary V. Mawn, University of Massachusetts; Kathleen S. Davis, University of Massachusetts*
61. High School Students' Conceptualizations of Climate Change. *Dwight A. Schuster, Indiana University-Perdue University; Chris Thomas, Indiana University-Purdue University - Indianapolis; Gabriel Filippelli, Indiana University-Purdue University Indianapolis*
62. How to 'Catch' a Virus: Representational Affordances in a Middle-School Introduction to Nanoscale Self-Assembly. *Brenda A. Lopez, University of Illinois - Chicago; Florencia K. Anggoro, University of Illinois - Chicago; Marco Bernasconi, University of Illinois - Chicago; Tom Moher, University of Illinois - Chicago*
63. Teaching the Control of Variables Strategy in Fourth Grade